

*Proceedings of*  
**INTERNATIONAL CONFERENCE ON**  
*Disability Is A Challenge: Its Opportunities in Education and Employment*  
**ABILITY EXPO & ABILITY CAMP**  
*held on 21st & 22nd January 2012*



*Organized by*

**TECNIA INSTITUTE OF ADVANCED STUDIES**

Approved by AICTE, Ministry of HRD, Govt. of India Affiliated To Guru Gobind Singh Indraprastha University, Delhi  
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**TECNIA INSTITUTE OF REHABILITATION SCIENCES & RESEARCH**

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**INTERNATIONAL CONFERENCE, DISABILITY CAMP & ABILITY EXPO ON**  
*Disability is a Challenge – Its opportunity in Education and Employment*  
**Held on Jan. 21<sup>st</sup> and 22<sup>nd</sup> 2012 (Saturday & Sunday)**  
**Venue: Auditorium, Tecnia Institute of Advanced Studies**



OBJECTIVES	KEY ISSUES
<p>The broad objectives of the present conference are as follows:</p> <ul style="list-style-type: none"> <li>To work out future projections of human resource requirement by level of education and specialization</li> <li>To estimate the mismatch between the demand and supply of different categories of manpower in disability studies</li> </ul>	<ul style="list-style-type: none"> <li>Challenges to implement Inclusive and integrated education &amp; Innovative system of training</li> <li>Employment &amp; Educational Schemes/ Resources for the Challenged</li> <li>Disability Management and the Effects of Workplace</li> <li>Societal Sensitization for acceptance of challenge in the main stream</li> <li>To promote awareness of education for differently abled</li> <li>Tracking mechanism for unreached disabled populations</li> <li>Pre-school programme &amp; Multi Grade Teaching for all</li> <li>Development of more community-based learning centers in rural areas for literacy and livelihood.</li> <li>Inter-country schooling programme for stateless and undocumented children (coordination between governments)</li> </ul>
PROGRAMME SCHEDULE	
<p><b>0900-1000 : Registration of Delegates</b>  <b>1130-1300 : INAUGURAL SESSION</b>                      Welcome of Dignitaries on Dias, Lighting of Lamp (Saraswati Vandana)                      Felicitation Ceremony,  <b>Opening Remarks by</b>                      Dr. Ajay K. Rathore, Director, Tecnia Institute of Advanced Studies, Mr. Ram Kailash Gupta, <i>Chairman, Viklang Unmulan Cell, AIVF, &amp; Tecnia Group of Institutions,</i>  <b>Guests of Honour</b>                      Ms. Kiran Chopra, <i>Director, Punjab Kesari Group of Publication,</i> Dr. B.P. Joshi, <i>Registrar, Guru Gobind Singh Indraprastha University, Delhi.</i>  <b>Key Note Address</b>                      Prof. M. Aslam, <i>Vice Chancellor, IGNO University, Delhi,</i> Major Gen. Ian Cardozo, <i>Chairman, Rehabilitation Council of India, GOI,</i> Dr. Gireesh Kumar Sanghi, <i>National President, All India Vaish Federation</i>  <b>Chief Guest</b>                      Chief Guest His Excellency, Sh. Jagannath Pahadia, <i>Governor of Haryana.</i>  <i>Performances by Differently Challenged Students</i>  <b>Vote of Thanks</b>                      Dr. Nirmal Singh, <i>Director General, Tecnia Group of Institutions</i>  <b>NATIONAL ANTHEM</b>  <b>1300-1345 : PLENARY SESSION-1</b>  <i>Session Chairperson – Dr C.K. Ghosh, Director, National Centre for Innovation in Distance Education, IGNO University, Delhi.</i>                      Speaker.1 Dr. Nimesh G. Desai, <i>Director, Inst. of Human Behavior &amp; Allied Sc., Delhi.</i>                      Speaker.2 Dr. Benish Aslam, <i>Faculty of Allied Health Sciences, Jamia Hamdard.</i>  <b>1430-1630 : PLENARY SESSION-2</b>  <i>Session Chairperson – Prof. Rajesh Bajaj, Deptt. of Management, TIAS</i>                      Speaker.1. Dr. Sushil, <i>Professor, IIT, Delhi</i>                      Speaker.2. Mr. P.K. Suri, <i>Technical Director, National Informatics Centre, Delhi</i>                      Speaker.3 Mr. Ajay Pradhan, <i>M.D., DHI, Delhi.</i>                      Speaker.4. Prof. Manoj Sharma, <i>HoD, JSS Academy, Noida</i>  <b>1630-1830 : PLENARY SESSION-3</b>  <i>Session Chairperson – Dr. Sudhi Ranjan Dash, Deptt. of Management, TIAS</i>                      Speaker.1 Mr. Ram Aggarwal, <i>CEO, Karishma Enterprises, Mumbai, Founder President of Indian Association of Visually Handicapped</i>                      Speaker.2 Dr. Sanjay K. Prasad, <i>Dy. Director, National Centre for Disability Studies, IGNOU, Delhi.</i>                      Speaker.3. Student Delegates                      Performances by differently abled (Visually Impaired) Students, Delhi University</p>	<p><b>0930-1100 :</b> Registration of Delegates  <b>1100-1630 :</b> Inaugural Session</p> <ul style="list-style-type: none"> <li><b>Opening Remarks</b>                      Mr. Ram Kailash Gupta <i>Chairman Ahkil Bhartiya Vaish Maha Samelamn, Viklang Unmulan Cell &amp; Chairman, Tecnia Group of Institutions,</i> Ms. Silochna Mansi, <i>Social Activist, Chairperson Manthan Kala Kendre, Shri Gopal Mor, Youth Leader, All India Vaish Federation.</i> Mr. Rajneesh Goenka, <i>Chairman, Membership Committee, PHD Chamber of Commerce,</i> Mr. Ajay Paliwal, <i>Chairman, Paliwal Group of Companies, GDR Exports,</i> Mr. Mukesh Gupta, <i>Managing Director, Graphics Advt. Pvt. Ltd.</i></li> <li><b>Guests of Honour</b>                      Sh. Mangat Ram Singhal, <i>Ex-Minister of Social Welfare, Govt. of NCT of Delhi</i></li> <li><b>Chief Guest</b>                      Smt. Krishna Tirath, <i>Minister of State (Independent Charge) for Women &amp; Child Development , GOI</i></li> <li>Kavi Samelan by specially challenged poets</li> </ul> <p><b>1030-1130 :</b> Conducted Tour for Guests – Ability Expo 2012, Disability Camp, Art Gallery &amp; Theme Competition, Release of Tecnia Times &amp; Tecnia Journal of Management Studies</p>

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In association with



**ALL INDIA VAISH FEDERATION**

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## CONTENTS

Preface .....	
Messages .....	
Report on Conference Proceedings .....	
Disability Camp .....	
Ability Expo .....	
Sponsors .....	
<b>1<sup>ST</sup> DAY</b>	
<b>Registration of Delegates</b> .....	
<b>INAUGURAL SESSION: Address by:</b> .....	
Dr. Ajay K. Rathore, Director, TIAS .....	
Mr. Ram Kailash Gupta, <i>Chairman, Viklang Unmulan Cell, AIVF, &amp; Tecnia Group of Institutions</i> .....	
<b>Guests of Honour</b>	
Ms. Kiran Chopra, <i>Director, Punjab Kesari Group of Publication</i> .....	
Dr. B.P. Joshi, <i>Registrar, GGSIPU, Delhi</i> .....	
<b>Key Note Address</b>	
Prof. M. Aslam, <i>Vice Chancellor, IGNO University, Delhi</i> .....	
Major Gen. Ian Cardozo, <i>Chairman, Rehabilitation Council of India, GOI</i> .....	
Dr. Gireesh Kumar Sanghi, <i>National President, All India Vaish Federation</i> .....	
<b>Chief Guest</b>	
Chief Guest His Excellency, Sh. Jagannath Pahadia, <i>Governor of Haryana</i> .....	
<i>Performances by Differently Challenged Students</i> .....	
<b>Vote of Thanks</b>	
Dr. Nirmal Singh, <i>Director General, Tecnia Group of Institutions</i> .....	
<b>NATIONAL ANTHEM</b>	
<b>1300-1345 : PLENARY SESSION-1</b>	
<i>Session Chairperson – Dr C.K. Ghosh, Director</i> .....	
<i>National Centre for Innovation in Distance Education, IGNO University, Delhi</i> .....	
Speaker.1 Dr. Nimesh G. Desai, <i>Director, Inst. of Human Behavior &amp; Allied Sc., Delhi</i> .....	
Speaker.2 Dr. Benish Aslam, <i>Faculty of Allied Health Sciences, Jamia Hamdard</i> .....	
<b>1430-1630 : PLENARY SESSION-2</b>	
Prof. Rajesh Bajaj, <i>Deptt. of Management, TIAS</i> .....	
Dr. Sushil, <i>Professor, IIT, Delhi</i> .....	
Mr. P.K. Suri, <i>Technical Director, National Informatics Centre, Delhi</i> .....	
Mr. Ajay Pradhan, <i>M.D., DHI, Delhi</i> .....	
Prof. Manoj Sharma, <i>HoD, JSS Academy, Noida</i> .....	
<b>1630-1830 : PLENARY SESSION-3</b>	
Dr. Sudhi Ranjan Dash, <i>Deptt. of Management, TIAS</i> .....	
Mr. Ram Aggarwal, <i>CEO, Karishma Enterprises, Mumbai, Founder President of Indian Association of Visually Handicapped</i> .....	
Dr. Sanjay K. Prasad, <i>Dy. Director, National Centre for Disability Studies, IGNOU, Delhi</i> .....	
Student Delegates	
Performances by differently abled (Visually Impaired) Students, Delhi University .....	
<b>2<sup>ND</sup> DAY</b>	
<b>Registration of Delegates</b>	
<b>Inaugural Session</b>	
Mr. Ram Kailash Gupta <i>Chairman ABVMS, Viklang Unmulan Cell &amp; Chairman, Tecnia Group of Institutions</i> .....	
Ms. Silochna Mansi, <i>Social Activist, Chairperson Manthan Kala Kendre</i> .....	
Shri Gopal Mor, <i>Youth Leader, All India Vaish Federation</i> .....	
Mr. Rajneesh Goenka, <i>Chairman, Membership Committee, PHD Chamber of Commerce</i> .....	
Mr. Ajay Paliwal, <i>Chairman, Paliwal Group of Companies, GDR Exports</i> .....	
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Smt. Krishna Tirath, <i>Minister of State (Independent Charge) for Women &amp; Child Development , GOI</i> .....	
Kavi Samelan by specially challenged poets .....	

## **Preface**

*Historically managing disability has meant identifying an employee's lost functional ability after an injury. The functional ability of a worker with a disorder, though, is not so easily quantified. How the disability/medical field measures functional ability is not transferable to the employee with a health-related condition. This 'hole' in disability assessment leaves the insurer or employer without a strategy to develop effective, behavioral-based return-to-work plans that accommodate or resolve disability. Unlike private treatment alone, disability management provides these necessary strategies to measure an employee's ability to perform the specific cognitive and behavioral tasks of a job description.*

*Bringing disabled persons at par with the able-bodied persons as far as instilling confidence among them to survive and face the challenges of life on their own is not the duty of the government only, but also a societal responsibility. Disability among human beings is as old as humanity itself. Right from the primitive society to the modern day world, various ways and means have been adopted to cure and prevent disability among human beings. In India, the problems of disability are perplexed due to its huge population, most of whom living under the shadow of ignorance and poverty. The process of rehabilitation of the disabled starts with prevention, early identification, intervention, integration and finally leads to rehabilitation. The Government of India brought three important Acts for the welfare of the persons with disabilities, namely, Rehabilitation Council of India (RCI) Act (1992), Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act (1995) and National Trust Act (1999). The RCI Act passed by the Parliament gives the 'responsibility to the Rehabilitation Council of India, a statutory body under the Ministry of Social Justice & Empowerment, Government of India to frame policies and programmes for the development of manpower in the field of rehabilitation of disabled persons in the country. Human Resource Development (HRD) deals with creating conditions that enable people to get the best out of themselves. It is a process of competency development in people through public policy, programmes and interventions to help them apply their competencies for their own benefit and for the benefit of others. The core of HRD depends upon the context in which the items are used. The United Nations Development Programmes (UNDP) has defined it as "policies and programmes that support and sustain equitable opportunities for continuing acquisition and application of skills, attitude and Competencies which promote individual autonomy and one that is mutually beneficial to individuals, Community and to a larger environment of which they are a part". In India, after the independence a lot of attention was paid for the development of medical education in the country, but the problem of disability got very less attention. Since, the prevalence of disability in India is high and figures are uncertain, it was not possible to develop the required number of human resource during the 9th and 10th plans. After the RCI came into existence in 1995, an attempt was made to estimate the future requirement of human resources for projections in the 9th and 10th plans. The expert committee constituted for estimating the demand came out with a report that about 7, 24, 000 trained personnel are required to cover the total disabled population in the country by the 10th Plan. However, the above estimates are not based on empirical data and cannot be treated as a basis for a rational study.*

*Edited By*

*Patron: Dr. Ajay Kr. Rathore*

*Dr. Sudhi Ranjan Dash*

*Dr. Anmol Arora*

*Pankaj Sharma*

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**Prof. Dilip K. Bandyopadhyay**

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January 23, 2012

**MESSAGE**

It is indeed a matter of immense pleasure to learn that Tecnia Institute of Advanced Studies is bringing out its souvenir.

I am sure that the publication, will not only provide the ample opportunities to facilitate the creativity of the staff, students and faculty but also enhance their productivity by achieving desired results. I do hope that this annual publication will generate and develop confidence amongst the students.

I extend my personal felicitations to the Management, Publication Committee, Editorial board, faculty and students of Tecnia Institute of Advanced Studies for bringing out such a prestigious publication.

[Dilip K. Bandyopadhyay]  
Vice Chancellor

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### Message

It gave me immense pleasure to be a part of "International Conference on HRM in Disability Sector" organized by Tecnia Institute of Advanced Studies on 21<sup>st</sup> and 22<sup>nd</sup> January 2012.

Tecnia group of Institutes are highly committed to excellence in education and bring in a close association between Business, Education and society.

Differently challenged segment of our society, which is very large in size and beseeched with multi-dimensional problem is highly neglected sector. This segment needs special attention from the society, planners and various Governments, world over. Basic requirement is to empower these individuals towards self sustenance, which cannot be possible; unless capability build up is ensured through special means. Towards achieving this objective, huge forces of specially trained human resources are required. Towards this need, even Government of India has taken various initiatives. To make a beginning, first need is to have reliable data on number of citizens afflicted with different challenges. Census-2011 is the first effort to consolidate this information on, country wide basis.

Tecnia group is providing professional training in different disciplines to large number of students, who can in turn facilitate better utilization of various faculties by differently challenged individuals and help them in improvement of their productivity and also improve their quality of life. We have set a mission to establish a global university, which provide special training for the professionals, who are engaged in the management of differently challenged people.

I extend my congratulations to Tecnia Institute of Advanced Studies on successful conduct of this International Conference and I am very sure that conclusions drawn out after the conference would be highly beneficial for all the spectrums of the society viz. Planners, Implementers and various beneficiaries from the differently challenged communities.

**R. K. Gupta**

Chairman

Tecnia Group of Institutes

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### Message

The Tecnia Institute of Advanced Studies has a long-established reputation for academic rigour which ensures that its qualifications are respected and sought after.

With a distinguish history of providing quality education programmes to learners across the country, Tecnia Institute of Advanced Studies (TIAS) is well placed to offer students the opportunities to excel both academically and in the workplace. Each year I continue to be impressed by the quality of students graduating through TIAS. Our students benefit from unrivalled support and enhanced academic and career opportunities, examination advice and direct contact with professors for careers guidance. The TIAS graduate are dedicated and highly motivated and this is reflected in there results.

It gives me great pleasure to place before our efforts of excellence, several endeavors have been made in the field of pedagogy improvements, addition of new courses with matching infrastructure. TIAS, now occupies a pride place among the top ranked Management Institutes in India. We will continue our various events embracing, International Conferences, National Conferences, Seminars, IT, Management and media fests, FDP's, MDP's, annual management meets etc. TIAS programmes provide and excellent challenge that not only stretch you academically but also provide you with the confidence to develop in your chosen career. If you want to study for a IP University degree, I would recommend the TIAS Pathway

The focus of new academic session will be on "Research & Industry – Institute Interaction" so that we can achieve new heights in our pursuit of excellence. I am glad to inform there was overwhelming response to our programmes from the student's fraternity and their parents. I am sure that with dedicated efforts of all concern, we will achieve our cherished destiny.

Take the challenge and see how your future careers could benefit.

With warm regards.

Dr. Ajay K. Rathore  
Director



## ABOUT TIAS

**Tecnia Institute of Advanced Studies - A Flagship of Tecnia Group of Institutions- India's Premier Educational Group.** Institute is ISO 9001:2008 certified for recognition of its well established systems, procedures and imparting quality education by JAS-ANZ, Australia and is rated as "A++" Category Best Business School by latest AIMA-Business Standard & Business India Publications Surveys, consistently year after year and ranked among Top 100 Business and IT Schools of India by Dalal Street Investment Journal. Institute is approved by All India Council for Technical Education, Ministry of HRD and Govt. of India and is affiliated to Guru Gobind Singh Indraprastha University, since 1998. Institute offers MBA with specialization in Marketing, Finance, HRM, IT, IB and MCA programme.

**Tecnia Institute of Advanced Studies is activities oriented learning centre.** Intellectual inputs are more than any conventional professional programmes, personality development activities are non optional and the processes and activities challenge the assumptions, beliefs and attitudes. We aspire to make our students physically healthy, intellectually sharp, emotionally equanimous, socially tolerant, friendly and professionally competent.

**Ultra Modern disable friendly infrastructure -** Comprising of fully AC Library, Computer Centre and Labs, Auditorium, Conference Hall, Class Rooms, and Tutorial Rooms with State-of-the Art Audio Visual Aids.

**Quality Improvement & Research Cell -** Provides impetus for quality teaching through technology and to achieve new benchmarks apart from value added programs are exclusively available to enhance employability and specific skill sets viz. Soft Skills Training, Technical Skills Training e.g. Tally-ERP, ASP.Net, SAP, LAMP - with web designing, RDBMS & DBA, Java Technologies, Leadership and Motivation Techniques, Computer Applications, Family Business Management, Six Sigma, Foreign Language, and imparts value based quality education, conducts Training, Research & Consultancy in the field of Management and Computer Applications

### TIAS ADVANTAGES:

- Tecnia features among the 25 Top-of-Mind Institutes in Delhi - Survey Reports
- Tecnia is situated on prime Location at Madhuban Chowk, Rohini.
- Tecnia campus is Wi-Fi compliant with 24 hrs. 2MBPS lease line with 1:1 contention ratio.
- Tecnia campus has Satellite Network for Video-Conferencing through EDUSAT - Education Satellite.
- Tecnia Library is augmented with International E- Journal include Back Access of 145 nos. of IEEE, 6700 nos. of J-Gate, 2800 nos. DELNET and British Council Library membership.
- Regular International and National Conferences, Corporate interactions with CEOs, MDs, Senior Managers, Consultants etc.
- Literary exposure through eminent International publications i.e. Tecnia Journal of Management Studies- Indexed Journal, Tecnia Times - Newsletter, Youngster - bilingual newspaper
- Excellent placements in PSUs, MNCs and Indian Corporate.
- Extra curricular - Endeavour and Tecno Vision - Academic fest; Saras -cultural fest; Sports Meet- Anugoonj; etc. are regular affair.
- Use of Laptop is non optional.

## CHEMISTRY FOR DISABLED: A RAY OF HOPE IN ADVANCE RESEARCH

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Most of us would readily agree that chemistry is one of the most exciting constructs of the human intellect. Chemists have devised methods for dealing with phenomena in a unified manner using elegantly simple ideas. Chemists have also learned to manipulate environments to control processes; for example, maximizing the yield of alkaloids extracted from plant materials or the rate at which maltose is produced from various grains by regulating the pH. Some practicing chemists gravitate toward experimentation, others toward the more theoretical aspects of the subject, often as a result of personal preferences, job requirements, or attempts to use one's talents to best advantage. A good experimentalist is far more than a "good pair of hands—the intellectual component is essential. As an example we need only to note the way a modern industrial chemist "works" in the laboratory. Thus, even for experimentalists, chemistry is an intellectual undertaking. Chemists do not feel that a person's obvious outward manifestations. Similarly chemists do not consider disability a barrier to doing good research. As someone once asked "brains come in all kinds of packets". If we do in fact believe that the intellect is the most-important qualification for chemist, it is curious that disabled persons have, for the most part, found it difficult to gain access to this field of endeavor. The potential for developing the intellect of a disabled person is there; only the "quality is perceived to be different". The idea that a physical disability such as deafness, blindness, or motor impairment precludes the ability to develop intellectually or to make useful contributions is patently illogical and not worthy of serious discussion. Why then at a time when society needs well-trained scientists does it appear that disabled persons have been almost systematically excluded from such fields? More disabled children are obtaining good pre-college educations, which suggests that disabled students will be entering colleges and universities in larger numbers. Teachers in institutions of higher learning should expect to have disabled students in their classes; the number will not be overwhelming but we can expect the enrollment of a disabled student in a chemistry course to be less rare of an event than it has been. This situation in the Dart has been approached in terms of legal definitions of individual rights and mandatory government permeations. A more direct, effective, humane, and personally rewarding approach involve simile recognition that disabled persons, like anyone else, have abilities and possess both the desire and the will to succeed professionally. Teachers should be prepared to help disabled students, just as they would any other student, utilize the educational process to further their personal and professional development more and no less. In fulfilling this responsibility, teachers may find themselves bending some (apparently) rigid rules and/or struggling with biased mind-sets in order to accommodate to the needs of disabled students who want to study chemistry. However, acceptable standards of performance should not be altered fundamentally. It should be understood that changes in the physical state of the human body are sometimes difficult to accept by casual observers of the phenomena because many such observers look upon these transformations as tragedies. For those minds which must live within the physical limits of the transformation, the capacity to struggle and adapt provides a means to make life whole and coherent even if painful and inconvenient." A large measure of goodwill, understanding, and sensitivity between the teacher and the disabled student can go a long way toward overcoming the barriers to a meaningful educational experience. Some barriers are physical, and these can usually be accommodated to by using common sense. Teachers who will be working with disabled students for the first time can draw on the experience of others. Many unrecognized barriers, which are perhaps the most difficult to deal with; arise from unconscious attitudes that reflect impressions—often mistaken—about disabled people. The key idea here is that many disabled students can participate in the educational process which is designed to develop and train chemists, fulsome aspects of their participation may be different from those to which teachers are accustomed. Teachers who are working with disabled students should be sensitive to potential altitudinal and physical barriers as well as to individual differences among students so that they can accommodate to students' particular needs. Most chemistry teachers can recognize difference in students' skills, such as mathematical skills, and are willing to work on an individual basis with students who are underprepared in these skills.

## DISABILITY - Challenges and Responses

**Ajay K. Rathore**

*Director*

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Discrimination on the ground of disability is against civil rights and is a sin against humanity. It is a common perception that disability is only a physical phenomenon. Disability is the term used to define a restriction in the ability to perform a normal activity of daily living which someone of the same age is able to perform. All disabled people are impaired, and all handicapped people are disabled, but a person can be impaired and not necessarily be disabled, and a person can be disabled without being handicapped. As per statistical data, every one out of six individual suffers from mental disability. Mental disability often stems out of factors like stress, anxiety and sleeping disorders and can be fatal to employee's health and well being. Impairment is the correct term to use to define a deviation from normal, such as not being able to make a muscle move or not being able to control an unwanted movement. Ironically, our society witnesses a myriad of incidents that clearly discriminate individuals. Discrimination is very apparent in workplaces especially in case of disabled individuals. This is more obvious in cases where an individual is discrimination for physical disability. The major barrier to employment by the people with disabilities in our society continues to be attitudinal barriers; stereotypical thinking and assumption about what people with disabilities can and can't do. The truth is that, the range of abilities of persons within any disabilities group is enormous. We need to get rid of our stereotypical images and view each "individual" as just that "an individual".

The problem of disability is gaining more and more importance all over the world. The government of India and also state governments have framed various policies for persons with physical disabilities: reservation jobs, concession facilities in traveling, special training institutions etc. At the same time there is a network of NGOs working for the development of persons with physical disabilities.

Classification of total disabled population by residence shows that nearly 75 percent of total disabled lives in rural areas where as most of the governmental and non-governmental organizations working for disabled are urban based. Medical and health care facilities, being profit oriented instead of service, are also concentrated in urban areas. Because of this differences services are not reaching to all disabled. More organizations working for disabled should be there in rural areas. Organizations working in urban areas are required to expand their horizon of work to rural areas. A vast majority of disabled children are not getting appropriate education. It is estimated that India has approximately 35 million children with disabilities but less than one per cent have access to education. Education is the beginning of empowerment. Special attention is, therefore, given to the education of persons with disabilities. The Ministry of Human Resources Development, Department of Education has formulated a scheme known as Integrated Education for Disabled Children (IEDC) which purports to provide educational opportunities for disabled children in common schools. The objective is to integrate the disabled with the general community at all levels as equal partners to prepare them for normal growth and to enable them to face life with courage and confidence. Ministry of Welfare has also launched a scheme for the Establishment of Special Schools under which 90 per cent assistance is given for establishment of new special schools and for the up gradation of existing schools. There is an urgent need to ensure the provision of education for disabled people. International declarations, recommendations at world conferences and national seminar, etc., all agree on the right to education for all children with special needs. Various studies conducted by various organizations pointed out that the proportion of disabled with professional and technical education is very low. Most of these educated disabled are having education up to school level, which is not sufficient to compete in today's globally competitive world.

The new Act, Persons with Disabilities (Equal Opportunities, Protection of Rights & Full Participation) Act, 1995 represents the culmination of years of hard work behind the scenes, countless hours of consultation between officials of Ministry of Welfare and of other Ministries and experts/ organizations working with and for disabled people, campaigning by disability activists for a better deal for disabled people. The more we discussed the problems of disability and the barriers society puts up to highlight them with knowledgeable people in India and abroad, the more convinced we became that our best endeavors would not make much progress without a legislative framework which outlaws discrimination.

The Indian Parliament, for the first time, has legally endorsed the right of access for the disabled people to education and vocational training; employment practices; travel on public transport and mobility schemes; barrier -

free environment and integrated living; information and communication strategies; independence and dignity. The Act establishes responsibility on the society to make adjustments for disabled people so that they overcome various practical, psychological and social hurdles created by their disability. The Act places disabled people at par with other citizens of India in respect of education vocational training and employment. The Supreme Court of India has decided that blind persons are entitled to appear for various competitive examinations including the highest level examination for the All India Services. Persons with disabilities are allowed postings near their homes to the extent possible. Preference in government accommodation is given to people with disabilities. All Nationalized Banks give loans at lower rate of interest of four per cent to people with disabilities for self employment. The Department of

Telecommunication allocates Telephone Booths to persons with disabilities on a priority basis. This has become a good income generating programme for many people with disabilities. People with disabilities are given gas and petrol agencies on a preference basis. There is a proposal to set up a National Handicapped Finance Corporation with the objective to promote economic and development activities and self-employment of handicapped persons; to sanction loans and advances and grant concessional finances.

The world for and of the disabled is changing at a rapid pace and the aspirations as well as expectations of people are also changing as fast. Advances in medical and surgical sciences, breakthroughs in technology, greater understanding of the causes of disability and improved methods of coping with it, increasing consciousness of civil rights and the emergence of people with disabilities displaying skills and knowledge to improve their own lives, are some of the factors which have contributed to the new thinking that the disabled deserve a dignified status in society on the same terms as the non-disabled. The human rights movement has boldly and categorically shifted the attention of policy makers from the mere provision of charitable services to vigorously protecting their basic right to dignity and self-respect. In the new scenario, the disabled are viewed as individuals with a wide range of abilities and each one of them willing and capable to utilize his/her potential and talents.

It is difficult to ignore the ideology of community care or even community based rehabilitation. These are addressed as much to the government as to NGOs, international organizations, funding agencies, academic institutions, scientists and technologists, and people with disabilities and all others who are concerned about disability issues. Healthy trends must be systematically strengthened. People with disabilities must be actively and directly involved in the analysis of the reasons for their long and miserable social isolation. They should play a central role in formulating policies of total integration; in designing specific programmes of actions and in bringing about lasting positive changes in their own lives characterized by self-assertion, dignity and independence. The problems of one out of every ten Indians should no longer be deliberately or inadvertently ignored. The indifference of nine out of every ten people is overwhelming and suffocating for people with disabilities and is humiliating for society as a whole. This chronic and calculated indifference must be replaced with understanding, awareness, enlightenment and purposive action for the good of disabled and non-disabled people alike.

## Assistive Technologies for the Empowerment Of Differently Able People

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### Abstract

Assistive technology or adaptive technology (AT) is an umbrella term that includes assistive, adaptive, and rehabilitative devices for people with disabilities and also includes the process used in selecting, locating, and using them. AT promotes greater independence by enabling people to perform tasks that they were formerly unable to accomplish, or had great difficulty accomplishing, by providing enhancements to, or changing methods of interacting with, the technology needed to accomplish such tasks. Likewise, disability advocates point out that technology is often created without regard to people with disabilities, creating unnecessary barriers to hundreds of millions of people. Even the makers of AT technologies will often still argue that universal design is preferable to the need for AT and that universal design projects and concepts should be continuously expanded.

### BARRIERS TO EMPOWERMENT OF DISABLED: EDUCATION & EMPLOYMENT ISSUES

1. India, a country of philanthropists and a large number of social activists, has not been able to meet its obligations towards a special segment of its population i.e. differently challenged individuals. So much so, even size of this segment or its sub segments by different types of disablements is not known with reasonable error margins.
2. Cesus-2001 had put a figure of 1.4 % of Indian population as disabled, under various categories of differently challenged persons. During Cesus-2011, efforts have been made to compile the data in more systematic manner and with more details covering the various categories of disablement. Though the final census figures in respect of disability in India have not been released, first estimates indicate the disablement at 1.8% of the total population, for all categories of physical and mental impairment. However, according to World Bank studies, estimates vary to a great extent. There is growing evidence that people with disabilities comprise between 4 and 8 percent of the Indian population (around 40-90 million individuals).
3. Government initiatives to mitigate the problems of differently challenged population and to provide them with respectable and decent lifestyles have contributed to some extent and the progress is evident in some areas. However, the policy commitments of governments in a number of areas remain in large part unfulfilled. Major reasons being:
  - (a) Too ambitious plans and impractical commitments
  - (b) Limited institutional capacities
  - (c) Entrenched societal attitudes towards disabled people in India.
  - (d) Neglect of people with disabilities through weak institutions and poor accountability mechanisms
  - (e) Lack of awareness among providers, communities and People with Disability (PWD) of their rights
  - (f) Failure to involve the non-governmental sector more intensively
  - (g) PWD themselves remaining largely outside the policy and implementation framework, at best as clients rather than active participants in development.

# Challenges and Prospects of Integrated Education with special reference to Disability

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## **Abstract**

Disability is any physical or mental conditions that prevent a person's movements, senses or activities. The term disability is conventionally used to refer to attributes that are severe enough to interfere with, or prevent, normal day-to-day activities. According to the UN Convention on the Rights of Persons with Disabilities, "persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which, in interaction with various barriers, may hinder their full and effective participation in society on an equal basis with others." Disabilities can be permanent, temporary, or episodic. They can affect people from birth, or be acquired later in life through injury or illness. In the fast developing world, lot of favorable things have happened and are still happening in a much faster pace. Aesthetics and Technology has come hand in hand, creating beautiful barriers in the environment around. People with disabilities are the world's largest minority. Globally, there are more than 650 million such individuals. In addition to this is the disability insensitive attitude, which promotes the barriers first hand. In spite of that there are so many people with disability proved that disability is not a stumbling block for achievement.

## Disability is a Challenge

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A disability is a condition or function judged to be significantly impaired relative to the usual standard of an individual or group. The term is used to refer to individual functioning, including physical impairment, sensory impairment, cognitive impairment, intellectual impairment mental illness, and various types of chronic disease.

Disability is conceptualized as being a multidimensional experience for the person involved. There may be effects on organs or body parts and there may be effects on a person's participation in areas of life. Correspondingly, three dimensions of disability are recognized in ICF: body structure and function (and impairment thereof), activity (and activity restrictions) and participation (and participation restrictions). The classification also recognizes the role of physical and social environmental factors in affecting disability outcomes.

Types of disabilities include various physical and mental impairments that can hamper or reduce a person's ability to carry out his day to day activities. These impairments can be termed as disability of the person to do his or her day to day activities such as a) Mobility and Physical Impairments b) Spinal Cord Disability: c) Head Injuries - Brain Disability d) Vision Disability e) Speech and Hearing Disability f) Psychological Disorders g) Invisible Disabilities

There are no exact estimates of persons suffering from disabilities available in India to work out a comprehensive plan to convert these handicapped individuals to educate/ train them to make them useful citizens. **However** The expert committee of RCI made an attempt to estimate the future requirement of Human Resources for projections in the 9<sup>th</sup> and 10 five year plan estimated the demand came out with a report that about 7,24,000 trained personnel are required to cover the total disabled population in the country by the 10<sup>th</sup> Plan. Although the above estimates are not based on empirical data and cannot be treated as a basis for a rational study, yet it is high time to work out future projection of human resource requirement by level of education and projections. It indicate the need of training a large number of trained teachers/ trainers to make these handicapped persons self reliant and to estimate the mismatch between the demand and supply of different categories of man power in disability area.

It Is not only the responsibility of the Govt. alone but also of NGOs, Educational Institutions Corporate world and Whole Community to upgrade these Physically challenged people providing them inclusive and integrated education through innovative methods at school level. Intermediate level and higher education level, societal sensitization for accepting them in the main stream, provide them jobs suiting their abilities to maintain their self respect and dignity.

The process of rehabilitation of the disabled starts with prevention, early identification, intervention, integration and finally leads to rehabilitation. Surveys should be done to ascertain the magnitude of the problem to find out the incidence of disability, plan a program at National level, State level, , Institutional Level, District level, Institutional level, Corporate level involving all concerned for implementation. The Government of India has already brought three important Acts for the welfare of the persons with disabilities, namely, Rehabilitation Council of India (RCI) Act (1992), Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act (1995) and National Trust Act (1999) as an attempt for bringing disabled persons at par with the able-bodied persons as far as instilling confidence among them to survive and face the challenges of life on their own is not the duty of the government only, but also a societal responsibility..

It heartening to note that as a Corporate Social Responsibility there is a provision in law that Every corporation having Assets worth 500 crores, or Annual turnover of Rs. 1000 crores, or Net profit after meeting all expenses and taxes Rs. 5 crores should spend 2% of their profit for shouldering the Social cause/Responsibilities. Therefore the Corporate can also donate lot of funds to the educational institutions engaged in training the Physically Challenged.

## **Disability to Ability: HR Perspective**

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### **Abstract**

Over many years HR's role in organizations has changed with many practitioners becoming 'business partners' and 'advisers' with more and more responsibilities being transferred down the line to managers. This in many ways may well be a good idea but some issues struggle to be addressed in this approach. Disability issues often suffer because addressing these seems to be challenging for many managers and perceptions play a big part in how they are addressed. Also it can mean that the wider issues about managing disability at a strategic level don't really get resolved.

Disparity between employing non disable and disable individuals may represent a significant loss to business of willing and able talent, as well as loss of income and social and economic participation for people with disabilities. It is a function of inequity that permeates social policy, access to education, training, and employment, as well as of society's attitudes.

Whilst HR only usually have concerns directly relating to employment there needs to be an organizational mind shift to ensure that the whole issue of disability is dealt with holistically - who better to do that than HR? This paper will discuss about Issues involved in handling disability in HR sector and HR's role towards management of disability issues in the workplace.



## Media Stereotyping Disability

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Disability or *physically challenged* used to refer to a variety of physical conditions, but many of us don't really know what these words mean or why we use them.

A **disability** is simply a deviation from the societal norm. In laymen's terms this means that the person is different from the average in one way or another. In reality, nearly no one is normal, there is simply a range. People with disability are simply farther away from the average than others.

Disability can be used to describe a whole variety of conditions, including those that are physically different, mentally different, those with injuries, those with certain illnesses, those that were simply born that way, and a whole slew of other conditions. It can even refer to those that are missing one of their senses. It's a very broad term that we use that can be used to talk about anyone that is significantly different in some way.

These groups have been fighting to change the common words used by people to describe them. They have chosen words that try to reflect the fact that they are not disadvantaged, just different. The most common term being used today is differently-abled. This doesn't have negative connotations like other terms may.

The type of discrimination encountered by disabled people is not simply a question of individual prejudice, though this is a common view, it is institutionalized in the very fabric of our society. Research by the British Council of Organisations of Disabled People (BCODP) shows that institutional discrimination - attitudes and policies which deny basic human rights and equal opportunities to disabled people - is evident in education, employment, the benefit system, support services, the built environment, the leisure industry, and the media. Stereotype assumptions about disabled people are based on superstition, myths and beliefs from earlier less enlightened times. They are inherent to our culture and persist partly because they are constantly reproduced through the communications media.

While the media alone cannot be held responsible for this situation its impact should not be underestimated. Whilst there is some dispute about the level of influence the mass media has on our perceptions of the world there are few who believe that it does not have any.

Commonly Recurring Media Stereotypes are:

- 1) The Disabled Person as Pitiable and Pathetic.
- 2) The Disabled Person as an Object of Violence.
- 3) The Disabled Person as Sinister and Evil.
- 4) The Disabled Person as an Object of Ridicule.
- 5) The Disabled Person as Their Own Worst and Only Enemy.
- 6) The Disabled Person as Burden.
- 7) The Disabled Person as Sexually Abnormal.
- 8) The Disabled Person as Incapable of Participating Fully in Community Life.

The only solution with any hope of success is for all media organisations to provide the kind of information and imagery which; firstly, acknowledges and explores the complexity of the experience of disability and a disabled identity and; secondly, facilitates the meaningful integration of all disabled people into the mainstream economic and social life of the community.

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## Disability – A challenge for recruiters at its initial stage

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### Abstract

This paper focuses on the problems faced by the companies during Training and Development program for the disabled people and how the problem can be solved by the use of new technology.

Defining disability is not an easy task, and it has become clear that no single definition can cover all forms of disabilities. According to *International Classification of Impairment, Disability and Handicap*, "disability is interference with activities of the whole person in relation to the immediate environment." *Disability Discrimination Act 1999 (DDA)* defines a disabled person as someone with "a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities."

### Introduction

India has approximately 40 to 80 million people with disability. However, low literacy rate, few jobs and widespread social stigma are making disabled people among the most excluded in India. Children with disabilities are less likely to be in school, disabled adults are more likely to be unemployed, and families with a disabled member are often worse off than average.

More than 22 million people in India are debarred from full participation in their families, communities and societies due to their disabilities. The lack of physical access to facilities, transportation, and information circumscribes them from enjoying equal opportunities in housing, employment and health care.

## Dissability Is A Challenge: Education and Employment

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### Abstract

There are many challenges that people with disabilities face when they are seeking employment opportunities. One of the major challenges is attitudinal barriers. Attitudinal barriers are one of the main reasons that people with disabilities are underrepresented in the workforce. Negative stereotyping can contribute to a person with a disability not even getting an interview, their skills and abilities are underestimated before they have an opportunity to market themselves. Some of the attitudes that employers may have, are that people with disabilities cannot do the same type of work or at the same level of efficiency as people without disabilities. Attitudes about people with disabilities can govern how we relate and respond in all aspects of social interaction. Continuing to educate employers in these areas is key to breaking down attitudinal barriers. This has been a slow process but there has been positive movement in education of employers through the development of practical tools for creating an inclusive workplace and workforce. Other challenges that people with disabilities face include lack of accommodation. Individuals may be successful in securing employment but then they have to determine what types of accommodations that may be required in order to successfully do the job. It's important to note that not all persons with disabilities require accommodations. If accommodations are necessary, the majority of the time "soft accommodations" are required, not actual physical changes to the work place. There is a belief by employers that hiring a person with a disability can be costly but, in fact, most accommodations are relatively inexpensive. Depending on where you live, transportation can also be a major challenge to accessing employment opportunities. People with disabilities that live in rural areas in this country are more impacted by this than those that live in urban areas, where accessible transportation may be easier to access.

Improving access and mobility of people with disabilities is a necessary element of alleviating poverty in developing countries. It provides a selected overview of progress that has been made towards achieving improved access. This paper considers the range of possible policy options that are available if we wish to treat people with cognitive disabilities as equal members of society. It is suggested that the goal of policy should be allow each disabled person to establish a worthwhile place in the world and sets out four policy options: cash compensation, personal enhancement, status enhancement and targeted resource enhancement. The paper argues for the social policy of targeted resource enhancement for individuals with cognitive disabilities, in the form of providing cash with some limits on its use. Taking the example from the UK of 'self-directed services' it is argued that such policies can be cost-effective and advance the autonomy of people with cognitive disabilities, especially when compared with current policies of centrally provided services.

Keywords- employment, education, challenges, motivation, oppertunities etc.

## **Inclusive Education: Enhancing Educational Opportunities For The Differently Abled**

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Inclusive education has gained momentum over the last decade. It emphasizes on the concept of “education for all” & a broader, barrier free & right based vision of the society where all people are included regardless of their impairment. It involves a Continuous process of addressing & responding to the diversity of needs of all learners. Teachers & learners see Diversity as an asset rather than a problem. Individual differences are seen not as problems to be fixed but as opportunities for enriching learning & for education systems to embrace change. There has been a paradigm shift from segregated education in separate schools to inclusive education in regular schools along with non disabled children. (Fig1 & 2).

UNESCO defines Inclusive education as “A developmental approach in education that “seeks to address the learning needs of all children, youth & adults with a specific focus on those who are vulnerable to marginalisation & exclusion”. It involves accommodating all children regardless of their physical, mental, emotional, social, and linguistic or other conditions. It involves restructuring school cultures, policies & practices so that they respond to the diversity of students. Inclusive culture promotion is implemented through studying the knowledge, skills & attitudes of teachers, parents & children in accepting children with disabilities. Also, it involves Promotion of Inclusive policies of the government (Fig.3). Inclusive practices include teacher training programmes showing awareness & providing guidance in modification of materials, methodology, content & evaluation for benefit of all children.

The needs of the child with disabilities may vary considerably depending on the nature and extent of the disability or impairment, socio-economic background, attitude of the family and the educational services available in the area. It requires skilled & trained personnel for supporting inclusive practices. Teacher training & staff development is an important prerequisite & it includes training for identification of children with disabilities, focusing on the strength of students, dealing with individual differences by discussion, classroom management and professional development for all teachers’ involved; general & special educators. Also, there is a need for sensitization towards disability & inclusion issues as well as how to converge efforts for effective implementation of programmes. Inclusive education is beneficial for all those involved in it. Resource rooms & resource teachers are provided for the development of an inclusive educational set up.

Also, there is an emerging development in innovative practices in inclusive education which includes co operative learning, direct or indirect collaboration including collaborative consultation, peer collaboration & teacher assistance teams, consultation & team teaching, curriculum adaptation, individualized learning modules & peer tutoring.

Many barriers to inclusion are also present & they need to be overcome. They include attitudes, labelling, peer rejection, lack of support (teachers, parents & community), lack of collaboration & consultation, failure of teaching methods etc.

However, all schools have to be inclusive in their approach, use the holistic, flexible, child-centered pedagogy and become capable of meeting the needs of all children. It is a dynamic, continuing process of facilitating the participation of all students including those with disabilities. It assumes the existence of only one education system for all students.

Inclusive education is important in overcoming the backlog created as a result of decades of neglect. Inclusive education is not an alternative but inevitability aimed at creating one education system that values all students

## Inclusive Education For Disable Students: Create Pathways To Access

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*"It is evident that there is a strong international trend towards developing education systems to become more inclusive. . . . The transformative inclusion agenda is based on the assertion of the same right to a quality education within their communities for all learners. Thus it can be seen to concur with the task of Education for All." -- (UNESCO, 1999, p. 21)*

### **Abstract**

The paper focuses on pedagogical challenges to realize more inclusive education. Pedagogy encompasses not only the practice of teaching and learning, but also the ideas that inform practice held at various levels of the education system and in broader society. This paper therefore examines aspects of teaching and learning and ideas about the social purposes of education. It is based on a review of relevant literature drawing together insights from developing and developed economies.

This paper also focuses on a critical element of the education challenge: the effort to achieve equity for students with disabilities. These students have traditionally fared poorly in the established educational system. While there is a record of achievement during the last few decades when it comes to teaching children with special educational needs, it is tempered by the segregated settings in which it is carried out and the small proportion of those who qualify who participate. Progress toward full coverage and quality of service has been slow.

Overall, however, the concept of "access-to- education" has evolved from a mere privilege to a right for all, and expectations have been raised. A commitment to universal education is now interpreted as requiring attention to all children, including those with disabilities and other special educational needs

# **A Challenge & Opportunity: Breaking the Vicious Cycle of Poverty and Disability**

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The combination of poverty and disability results in a condition of "simultaneous deprivation syndrome."

The proportion of disabled people is high among the poor people and in turn poverty entraps disabled people easily. Research by Action on Disability and Development (ADD) and the Chronic Poverty Research Centre (CPRC) attempts to understand the relationship between disability and poverty and concludes that most disabled people are vulnerable, excluded and deprived on several levels.

## **A New Approach**

Traditional, individualistic approaches to disability are based on medical models (prevent disabilities, rehabilitate disabled people) and charity models (pity and help disabled people). However, a person with an impairment only becomes disabled when her or his opportunities are limited by social and physical barriers (social model). For example, where eyeglasses are readily available and socially acceptable, short-sightedness is rarely disabling. Impairment, illness or injury don't have to lead to stigmatisation, exclusion, discrimination and disability. It is at this point that cycles of disability and poverty can be broken, through taking a rights-based approach and making inclusion and equity a priority. This vicious cycle poses a challenge, which requires to be taken as an opportunity to break it down.

The social model of disability points to the ways in which people with impairments are excluded by the way that society is organised. It is this exclusion that disables people not something inherent in an impairment. Albeit impairments are part of the human condition, but there is no valid reason why this should lead to exclusion and so to disability.

There are great variations in the nature of exclusion between cultures and in the relationship with poverty. A highly paid white collar employee can acquire a mobility impairment without automatically becoming extremely poor. However, a subsistence farmer or a low paid labour with a similar impairment is to experience much more extreme poverty.

As per the studies by Sight Savers International (SSI), there is a clear link between visual impairment and poverty. They report that reducing blindness could represent a 'net increase in economic productivity...' (SSI 2005) and refer to the 'cost effectiveness' of reducing trachoma for example. Almost 80% of blind people, in North East Guinea, are economically inactive as compared with 2% of sighted people (ibid). This statistics is astonishing, but it motivates to stop the blindness or to stop the exclusion based on the blindness. It encourages to take all efforts that reduce human suffering. In most of the cases, treatment and prevention of impairments may be cheaper and easier than changing social configurations. However, this is not always possible and society, further, imposes isolation on blind and other disabled people that keep them away from income generating opportunities and other social interactions.

Any exclusion on the basis of disability is quickly translated into long-term poverty. High rates of poverty make getting an impairment more likely. Poor nutrition, poor working conditions and lack of access to healthcare are some of the important characteristics of the poverty.

Ziegler reports that more than 2 billion people worldwide suffer from micronutrient deficiencies, which mean, 'children and adults are left mentally and physically stunted, deformed or blind, condemning them to a marginal existence'. It depicts interrelationship between poverty and impairment clearly.

The DfID Issues paper describes a vicious circle between disability and poverty (2000). The causal link between disability and poverty is established. Living in poverty increases the likelihood of injury and impairment. On the other hand, the exclusion of disability leads to greater rates of poverty. Moore and Yeo (2003) also established a vicious circle between poverty and disability. They characterise disability by:

1. Exclusion from formal/informal education and employment
2. Limited social contacts
3. Low expectations from community and of self
4. Exclusion from political/legal processes
5. Exclusion from even basic healthcare
6. Lowest priority for any limited resources e.g. food/clean water/ inheritance/land
7. Lack of support for high costs directly associated with impairment

Only the last of these characteristics relates exclusively to disabled people. The exclusion disabled people experience is most often on the basis of issues almost universal to poor people. They characterise poverty by:

1. Limited access to education and employment
2. Forced to accept hazardous working conditions
3. Limited access to land and shelter
4. Unhygienic, overcrowded living conditions
5. Poor sanitation
6. Exclusion from political/legal processes
7. Lack of ability to assert rights
8. Limited access to healthcare
9. Insufficient or unhealthy food
10. Malnutrition, poor health and physically weak

The similarities between the characteristics of poverty and those of disability are self-evident. A vicious circle highlights the causal relationship between poverty and disability, but perhaps it also obscures the commonalities.

Above mentioned characteristics of poverty and disability can be represented in vicious cycle diagram as below:

## Dyslexia a Learning Disability, not a Disease

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### **Especially abled children not disabled**

#### **Abstract**

This paper focuses on the problems faced by a dyslexic pupil throughout their life right from struggling for social acceptance, to being least preferred in job selection. The situation is indeed appalling. It also highlights the ways of their treatment and rehabilitation. Dyslexia is not a disease or mental retardation, it's just that the wiring of the brain is bit different from other pupil. This difference affects how they receive and process information. This can lead to trouble with learning new information and skills, and putting them to use. The potential of these differently abled people can be directed to best through proper education and not quotas and seclusion.



## Social Model of Disability

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### Abstract

The social model of disability is not a traditional diagrammatic model like many psychological and sociological models, but a progressive political concept that opposes the medical model commonly used in the health professions. The Social model of disability makes an important distinction between the terms impairment and disability.

- Impairment – Lacking part or all of a limb or having a deflective limb, organ or mechanism of the body (including psychological mechanisms).
- Disability – The restrictions caused by the organization of society which does not take into account individuals with physical or psychological impairments. (UPAIS, 1976)

This distinction is embedded in social constructionism (a philosophical foundation of the social model), which states that these terms differ in that impairment exists in the real physical world and disability is a social construct that exists in a realm beyond language within a complex organization of shared meanings, discourses and limitations imposed by the environment at a particular time and place.

The social model is a concept which recognizes that some individuals have physical or psychological differences which can affect their ability to function in society. However the social model suggests it is society that causes the individual with these physical or psychological differences to be disabled. In other words individuals with impairments are not disabled by their impairments but by the barriers that exist in society which do not take into account their needs. These barriers can be divided into three categories: environmental, economical and cultural (British Council of Disabled People).

The environment disables impaired people by not being accessible enough for them to move, function and communicate as effectively as people without impairments. A great deal of the environment is designed by non-impaired people, for non-impaired living. For example, a person in a wheel chair is only 'disabled' if the environment is not designed for people with wheel chairs. A wheel chair friendly building would probably include ramps, lifts, wide door ways and corridors and accessible fittings such as light switches, and motorized doors etc. Whilst these modifications benefit people who use wheel chairs they can also benefit non-impaired people.

Economically, society does not provide the same opportunities to people with impairments. This starts at school and continues throughout one's career. Disabled people are more than twice as likely as non-disabled people to have no qualifications, and only about half of impaired people of working age who can work are in work, compared with 80% of non disabled people of working age (Shaw Trust, 2005). At school, lessons are designed for non-impaired people, using environments and teaching methods that are not suitable for some individuals with impairments. For example a person with dyslexia has a learning disability only in a lesson structured for non-dyslexic students. If the lesson is taught in a way that suits people with dyslexia then they will not have a disability. The workplace and traditional job roles often do not suit people with impairments. Places of work are often unnecessarily inaccessible and people with impairments are often paid less than people without impairments.

Culturally, society lets impaired people down because of the prejudiced views and negative shared attitudes of the non-impaired community towards people with physical and psychological impairments. Prejudice is associated with the recognition of difference, and "disabled" people are not seen as normal in the eyes of "non-disabled" people (Swain, Finkelstein, French & Oliver, 1993). Prejudices are evident in language and the terminology used to describe people with impairments, much of which is derived from medical labels. People are more than just a label describing a negative attribute, and the stigma attached to those labels means that people with impairments are held back from achieving what they want to achieve. The mass media is also responsible for many of the shared negative meanings and discourses which create stereotypes and prejudices. The social model of disability is starting to gain in popularity and influence, and Universities are improving in their teaching methods, facilities and support for neurologically diverse students. The Singleton report (1999) showed that 41% of students with dyslexia are likely to achieve "good" (1st or 2:1) degrees. The level of awareness of dyslexia in higher education is much better, e.g. marking guidelines, better assistive technological products and alternative forms of assessment. We now need a similar level of awareness for other types of neurodiversity. Neurologically diverse students and staff have a great deal to offer. In this paper I explore the level of social acceptance and awareness for disability people.

**Key Words:** social, disable, environment

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*Disability is a Challenge: Its Opportunities in Education and Employment*  
**ABILITY EXPO 2012 AND ABILITY CAMP**  
*On 21st And 22nd January 2012 At*  
**Tecnia Institute Of Advanced Studies**



Tecnia Institute of Rehabilitation Sciences and Research in collaboration with Tecnia Institute of Advance Studies under aegis of Akhil Bhartiya Vaish Maha Sammelan had organized International Conference on the topic Disability is a challenge Its opportunities in Education and Employment at Tecnia Auditorium, Madhuban Chowk Rohini ,Delhi ,India on 21<sup>st</sup> and 22<sup>nd</sup> January 2012.

International Conference was featured with Ability Expo 2012 an exhibition in which more than 45 National and International , Government and Non Government organization such as WHO (World Health Organization) , National Trust, Arunim, Hope Foundation , Indian Cancer Society , Action Aid India , Athak Prayas Sansthan , National Institute for Mentally Handicapped , National Institute for Hearing Handicapped, Multipurpose training Centre for deaf , Indira Gandhi National Open University , Vision Institute , Sanskriti Institute for Management & Technology , National Handicapped Finance Development Corporation , DTC , Pawan , Delhi Cheshire Home , AADI , Ganesh Hemophilia , Akshay Pratishtan , Action for Autism , DFC , Sapney , Elkon , Adwel ,Medirent , Karishma enterprises , Syndicate Bank , Allahabad Bank , Book My Doctor.Com , S.R Publication, An association for awareness etc.. Participated exhibiting the products



*Ability Expo 2012*

and the scheme what they are imparting for the welfare of the differently abled.

These Stall were exhibited outside the auditorium in the outdoor exhibition corridor and displayed the information, education material for the right of person with disabilities. Broacher, Newsletter, Booklet, Poster from Rehabilitation Council of India, Indira Gandhi National Open University and material from many more organization were displayed. The exhibition provided for the participant to know more about the various organizations and their work. More than 2000 visitors including the delegates, Special educators, School children, Rehabilitation Professional and Health professional visited the ability Expo 2012.

The Ability expo was featured for the first time with the health check up camp organized by the Department of Health ;Delhi Govt. under *Chacha Nehru Swasthya Yojna* for the school children under 14 yrs of age. Health services on the event was enhanced further by the participation of Max Hospital, Fortis Hospital and Dental Check up Camp by Zenith Dental Care and Sunder Lal Jain Charitable Trust. These health Services including the general body Checkup, Blood Sugar testing, Blood Pressure and Weight Monitoring, Dental Hygiene tips were undertaken by various medical expert who enthusiastically serviced on these very days of the Ability utsav catering more than 800 students and general beneficiaries with their expert opinion.

Concurrently Blood Donation Camp was organized by Lion’s Club in which more than 100 people donated the blood for the people who require it when needed.



Blood Donation camp By Lions Club :Delhi Angeles

Another feature of the International Conference which attracted the visitor was the ability Camp an Prosthetic and Orthotic workshop organized by Department of Social Welfare Delhi Govt. Supported by Bhagwan Mahavir Viklang Sahayak Samiti for free distribution of artificial lower limb (Jaipur Foot). It was an open work shop in which the size of the limb required by the beneficiaries was taken on the spot, It was prepared and fitted to the beneficiaries and was further given training for using the same. More than 200

beneficiaries were benefited by this work shop.

This Conference was also featured by an Art Exhibition on the theme Disability is a challenge on which artist both the abled and differently abled participated and made the theme come alive by their colors on the canvas. This art exhibition was organized by Tecnia Institute of Art and Design and was witnessed by more than 1000 school children and eminent national and international delegates.



Another event organized was the On the Spot Poster Competition on the theme “Disability is a Challenge”. Tecnia International School organized the same for the school children under the age group of 4-12years. More than 500 students from 20 various School in Delhi and NCR Participated in the event. 1<sup>st</sup> 2<sup>nd</sup> 3<sup>rd</sup> and 20 consolation prizes were given to the students for encouraging their zeal for serving humanity and nation.

*Prosthetic and Orthotic Workshop*

**Inaugural Ceremony.....**



*Lightening Of Lamp; Left to Right-Sanjay Phadia,,H.E.Shri Jagannath Paharia(Gov Of Haryana ),Dr Gareesh Sanghi( National President AIVF),Ram Kailash Gupta( Chairman Tecnia),Mrs.Kiran Chopra (Director,Punjab KesariGroup Of Publications )*

The Inauguration of this whole event was done by *His Excellency Shri Jagan Nath Paharia (Governor of Haryana)*.The opening panel included His Excellency Shri Jagan Nath paharia (Governor of Haryana), Major General Ian Cardozo(Chairman Rehabilitation Council of India), Dr. B.P.Joshi(Registrar Guru Gobind Singh Indraprastha University), Dr. Gireesh Kumar Sanghi(Ex MP, National President AIVF), Mr.Ram Kailash Gupta(Chairman Tecnia Institute, Chairman Viklang Unmulan cell

AIVF), Dr. Anmol Arora(Director Tecnia Institute of Rehabilitation Sciences & Research ), Mrs. Kiran Chopra(Director, Punjab Kesari group of publication), Prof. Aslam(Vice Chancellor IGNOU), Dr. AK Rathore(Director Tecnia Institute of Advanced Studies) followed by the traditional lightning of lamp by the distinguished Guest. The Key note address for the Conferences was read by Prof. M Aslam (Vice Chancellor Indira Gandhi National Open University).



*Mr Ram Kailash Gupta( Chairman,Tecnia) Right ; Dr Greesh Sanghi( National President ,AIVF) Left ; Facilitating H.E Shri Jagannath Paharia ( Governor Of Haryana )*



*Left to Right: H.E.Shri Jagannath Paharia ( Governor Of Haryana ) ;Dr BP Joshi ( Registrar Guru Gobind Singh Indraprastha University ) ;Maj. Genral Ian Cardozo( Chairman Rehabilitation Council Of India ) ;Mrs Kiran Chopra(Director Punjab Kesari Group Of Publication) Dr Nirmal Singh( Director General Tecnia )*



His encouraging words and introductory remarks laid the informative foundation for the delegates. The Conference open with the plenary session on Disability is a Challenge: It's opportunities in education and employment Panelist from Jamia Milia Islamia Dr. Benish Aslam, Dr. S.K.Prasad ( Deputy Director National Centre for Disability Studies IGNOU ). Mr. Ram Aggarwal (CEO Karishma Enterprises) shared their strategic policies and intervention. This thought providing session that attracted numerous question highlighted the need for mitigating the problem of education and employment for differently abled and bringing them under the developmental fold. The first Session was chaired by Dr. C.K.Ghosh ( Director National Centre for Innovative Studies in distance education IGNOU ).

Second Technical Session saw the contribution of the previous session active interest and involvement of the speakers and participants and began with the session on the recommendation and conclusion

from the certifier technical session. Deliberation by many eminent global experts both in the field of management and Rehabilitation Dr Sushil Kumar ( professor IIT Delhi), Mr. Ajay Pradhan ( Managing Director DHI Delhi) , Dr. Tish (Programme Incharge D-lab Cambridge), were of great significance and bought together different working models, systems, international networking, movement and foundation on the second session of conference .



*Left to Right: Dr S K Prasad (Deputy Director, National Center for Disability Studies IGNOU ); Dr Benish Aslam ( Professor Physiotherapy , Jamia Milia Islamia) Dr C K Gosh( Director, National Center for Innovation in Distance Education IGNOU );Dr Sunil Kumar (Professor IIT Delhi); Dr Ajay Pradhan (MD DHI Delhi); Dr Anmol Arora(Medical Director, Tecnia Institute Of Rehabilitation Sciences and Research )*



The day concluded with the closing ceremony. Dr. Anmol Arora convener for the conference Concluded the first day with the vote of thanks Followed by the National Anthem after which The Chief Guest, guest of honors, delegates proceeded for the Hi Tea.



*National Anthem during the Closing Ceremony*

## **Day Second (22<sup>nd</sup> January 2012 ; Sunday)**

The morning saw a contribution of previous day active interest, involvement of the delegates and zeal with which the first day works concluded. The Second day Scheduled was for making the taste of the Indian culture and diversities to be experienced by the national and international participants.



*Left to Right: Dr J P Singh( Member Secretary RCI);Mr Mangat Ram Singal ( former Minister MSJ&E); Mr Pawan Singal; Mr Ram Kailash Gupta( Chairman Tecnia)*

The day started with the Inaugural ceremony and lightning of the lamp by the Mr. Mangat Ram Singhal ( Former Minister of Social Justice and Empowerment ). Dr. J.P Singh (Member Secretary Rehabilitation Council of India ), Dr. Asha Gandhi (District Social Welfare officer Delhi Govt.), Mr. Ram Kailash Gupta (Chairman Tecnia group of Institution ), Dr. Anmol Arora (Director Tecnia Institute of Rehabilitation Sciences and Research)The Inaugural ceremony for the second

day was followed by the theatre performance by the Delhi University students on the theme Disability is a Challenge. The major attraction of

the days was the Kavi Sammelan presented by challenged in which more than 30 differently abled Kavi throughout India participated and made the event memorable by their poetry.

In the Second session the work shop of the Akhil Bhartiya Vaish Federation was organized the day concluded with the vote of thanks and concluding remarks by Dr. Anmol Arora who marked all the organization National and International for their active participation in Ability Expo 2012, Department of Social Welfare; Delhi Govt. and Bhagwan Mahavir Viklang Sahayak Sammiti for their Support to organize the Prosthetic & Orthotic Camp, Tecnia Institute of Art & Design for organizing Art Exhibition, Tecnia International School for organizing Poster Competition and Department of health for medical check up camp and all the differently challenged people whose participation not only made the event great but also an grand success.

Further to which during the valedictory session Mr. Ram Kailash Gupta Chairman Tecnia thanked the Guest of Honor, who also Congratulated Tecnia for organizing such kind of event and thanked to be honored to join hand for this noble cause.



**Few More Glimpse.....**



*Tecnia Institute, maduban Chowk , Rohini, Delhi , India*



*Perfomance by Mr Vinod Thakur ( India Got Talent ) during the inaugural session .*



*Mrs Sandhya Bindal Facilitating Guest Of Honor Dr Tish from Cambridge*

*Kavi Sammelan By differently abled*





*Auditorium*

*Prosthetic and Orthotic Workshop*





*Pic 7 : Registration counter*

*Pic 8 : Ability Expo 2012*





*Exhibition Visit By Prf .M Aslam ( Vice Chancellor IGNOU )*

*Poster Competition on theme Disability Is A Challenge*





*Pic 11: theater Performance By Delhi University Student On the theme Disability Is a Challenge*



*Pic 12 : Performance By Renu Vidya mandir Hearing Impaired Student during the Inaugural Session*



*Performance By Renu Vidya mandir Cerebral Palcy Student during the Inaugural Session*

*Health Check Up camp by Max and Fortis Hospital*





*Technical session 1*



*Technical session 2*





*Dr Greesh Kumar sanghi( National President AIVF );Mr Ram Kailash Gupta ( Chairman Tecnia )*

*Mr Ram Kailash Gupta ( Chairman Tecnia );Mr Mangat Ram Singal ( Former Minister MSJ&E ); Mrs Asha Gandhi( DSW Officer NW-2 )*





# PRESS RELEASE

**International Conference on**  
*Disability is a Challenge: Its opportunities in*  
*Education and Employment*  
**Ability Expo 2012 and Ability Camp**

**On 21st and 22nd January 2012**  
**At**  
**Tecnia Institute of Advanced Studies**

### ਰਹੇਂ ਪਾਜ਼ਿਟਿਵ ਬਨੇਂ ਸਾਫਲ

ਵਿਦਿਆ ਦੇ ਆਰੰਭ ਤੋਂ, ਹਰ ਵਿਅਕਤੀ ਸਫਲ ਹੋਣ ਦੀ ਇੱਕ ਸੰਭਾਵਨਾ ਹੈ। ਇਸ ਸੰਭਾਵਨਾ ਨੂੰ ਪੂਰਾ ਕਰਨ ਲਈ ਸਹੀ ਸਮੇਂ ਸਹੀ ਸਹਾਇਤਾ ਦੇਣੀ ਜ਼ਰੂਰੀ ਹੈ। ਇਸ ਸੰਭਾਵਨਾ ਨੂੰ ਪੂਰਾ ਕਰਨ ਲਈ ਸਹੀ ਸਮੇਂ ਸਹੀ ਸਹਾਇਤਾ ਦੇਣੀ ਜ਼ਰੂਰੀ ਹੈ। ਇਸ ਸੰਭਾਵਨਾ ਨੂੰ ਪੂਰਾ ਕਰਨ ਲਈ ਸਹੀ ਸਮੇਂ ਸਹੀ ਸਹਾਇਤਾ ਦੇਣੀ ਜ਼ਰੂਰੀ ਹੈ।

ਸਹੀ ਸਮੇਂ ਸਹੀ ਸਹਾਇਤਾ ਦੇਣੀ ਜ਼ਰੂਰੀ ਹੈ। ਇਸ ਸੰਭਾਵਨਾ ਨੂੰ ਪੂਰਾ ਕਰਨ ਲਈ ਸਹੀ ਸਮੇਂ ਸਹੀ ਸਹਾਇਤਾ ਦੇਣੀ ਜ਼ਰੂਰੀ ਹੈ। ਇਸ ਸੰਭਾਵਨਾ ਨੂੰ ਪੂਰਾ ਕਰਨ ਲਈ ਸਹੀ ਸਮੇਂ ਸਹੀ ਸਹਾਇਤਾ ਦੇਣੀ ਜ਼ਰੂਰੀ ਹੈ।



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### ਸਾਸਾਹਿਕ ਕਟਾਖ / ਸ਼ਿਲਪ ਸ਼ੋਯ

## ਟੈਕਨਿਆ ਇੰਸਟੀਟ्यूਟ ਮੇਂ ਦੋ ਦਿਵਸੀਯ ਅੰਤਰਾਸ਼ਟ੍ਰੀਯ ਸੰਗੋਸ਼ਟੀ



ਦੋ ਦਿਵਸੀਯ ਅੰਤਰਾਸ਼ਟ੍ਰੀਯ ਸੰਗੋਸ਼ਟੀ ਦਾ ਉਦਘਾਟਨ ਕੀਤਾ ਗਿਆ। ਇਸ ਸੰਗੋਸ਼ਟੀ ਵਿੱਚ ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਸਹੀ ਸਮੇਂ ਸਹੀ ਸਹਾਇਤਾ ਦੇਣੀ ਜ਼ਰੂਰੀ ਹੈ। ਇਸ ਸੰਗੋਸ਼ਟੀ ਵਿੱਚ ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਸਹੀ ਸਮੇਂ ਸਹੀ ਸਹਾਇਤਾ ਦੇਣੀ ਜ਼ਰੂਰੀ ਹੈ।

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- विकलांगों को दया नहीं प्रेम चाहिए - जगन्नाथ पहाडिया

## विकलांगों को दया नहीं प्रेम चाहिए - जगन्नाथ पहाडिया

Sat, 21 Jan 2012 19:12:04

नई दिल्ली (21 जनवरी 2012 राजेश शर्मा)-

विकलांग व्यक्ति हमारे समाज का एक महत्वपूर्ण हिस्सा है। भारत व राज्य सरकारें इनके उत्थान के लिए कई प्रकार के कार्य करती हैं। समाज में शारीरिक व मानसिक रूप से बाधित बच्चों को हीन भावना और दया की दृष्टि से देखने की बजाय उनसे निःस्वार्थ प्रेम किया जाए। इन बच्चों के साथ भले ही सृष्टि ने न्याय न किया हो लेकिन इसके बावजूद प्रकृति ने इन्हें सामान्य लोगों की अपेक्षा कुछ न कुछ विशेष हुनर जरूर दिया है। उपरोक्त विचार हरियाणा के महामहिम राज्यपाल जगन्नाथ पहाडिया ने टैक्निया सभागार में "विकलांगता एक चुनौती: शिक्षा एवं रोजगार में इनके अवसर" पर आयोजित अन्तर्राष्ट्रीय सेमिनार में बतौर मुख्य अतिथि बोलते हुए रखे।



इस दौरान पहाडिया ने कहा कि शारीरिक व मानसिक रूप बाधित लोगों में छिपी प्रतिभा को पहचान कर उन्हें निखारना और सामान्य जीवन जीने के लिए प्रेरित करने की गहन आवश्यकता है न कि दया भाव दिखा कर उनके विकास को रोकना, इन्हें भी सामाजिक मुख्यधारा से जोड़ा जाना चाहिए ताकि ये अपने जीवन को सामान्य ढंग से जी सकें। यदि इनकी उपेक्षा की जाएगी तो इनका विकास रुक जाएगा और ये दूसरों पर निर्भर रहेंगे। इस के लिए सर्वप्रथम शारीरिक व मानसिक रूप से बाधित लोगों के मता-पिता को जागरूक किया जाए और इनके शिक्षण-प्रशिक्षण के स्कूल खोले जाएं तथा सम्मान से जीने के लिए इनकी गुणवत्ता को पहचान कर इन्हें हुनरमंद बनाया जाए। यदि इन लोगों को प्रेरित किया जाए और उचित माहौल मिले तो ये आपको वो कर दिखाएंगे जिसे सामान्य आदमी नहीं कर पाएगा।

महामहिम जगन्नाथ पहाडिया ने बताया कि सरकारी शिक्षण संस्थानों और नौकरियों में तो शारीरिक व मानसिक रूप बाधित लोगों के लिए स्थान आरक्षित हैं लेकिन केवल सरकारी संस्थानों के इस प्रयास से भारत विकलांगता मुक्त नहीं होगा। हमें सामाजिक स्तर पर भी नैतिक जिम्मेदारी लेनी होगी। आर्थिक रूप से सक्षम लोगों को इस प्रकार के लोगों की सेवा के लिए आगे आने की आवश्यकता है।

इस दौरान भारतीय पुनर्विकास परिषद के चेयरमैन मेजर जनरल आई.कारडोजे ने कहा कि विकलांग लोगों को उचित शिक्षा एवं रोजगार दे कर राष्ट्रीय विकास में उनकी भागीदारी सुनिश्चित की जाए।

टैक्निया समूह के चेयरमैन रामकैलाश गुप्ता ने कहा कि विकलांगों की सेवा में टैक्निया लगातार प्रयासरत है और विकलांगों को गुणवत्तापरक शिक्षा दे कर उन्हें आत्मनिर्भर बनाने के लिए हर संभव प्रयास करता रहेगा।

दिल्ली के मधुबन चौक पर स्थित टैक्निया सभागार में अखिल भारतीय वैश्य महा सम्मेलन के सहयोग से आयोजित दो दिवसीय इस सेमिनार का शुभारंभ सरस्वती वंदना के बाद हरियाणा के राज्यपाल जगन्नाथ पहाडिया द्वारा दीप प्रज्वलन से किया गया। इस मौके पर उनके साथ अखिल भारतीय वैश्य महासंघ के अध्यक्ष गिरिश संघी, बृह. केसरी कलब की अध्यक्ष श्री मती किरण चौपडा, गुरु गोविंद सिंह इंद्रप्रस्थ विश्व विद्यालय के रजिस्ट्रार डॉ. बी.पी. जोशी, इंदिरा गाँधी मुक्त विश्वविद्यालय के उप-कुलपति प्रो.एम.असलम आदि ने भी मुख्य रूप से उपस्थित हो कर अपने विचार व्यक्त किए।

कार्यक्रम के दौरान शारीरिक व मानसिक रूप बाधित बच्चों ने कई करणामयी कार्यक्रम भी प्रस्तुत किए गए।



### Most Popular सर्वाधिक लोकप्रिय

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- सूरजकुण्ड मेला आज से शुरू







SANDHYA MAHALAXMI BHAGYAUDAY NEW DELHI 23.1. 2012

**सांध्य महालक्ष्मी भाग्योदय**  
नई दिल्ली **3**  
23 जनवरी 2012

**यमुना पुश्ते को प्रदूषणमुक्ते बनाने का संकल्प**

---

**विकलांगों की भूमिका सुनिश्चित हो**

रोहिणी स्थित टेक्निया इंस्टीट्यूट आफ एडवांस्ड स्टडीज के सभागार में दो दिवसीय विकलांगता एक चुनौती-शिक्षा एवं रोजगार विषय पर अंतरराष्ट्रीय संगोष्ठी का आयोजन किया गया। इसका उद्घाटन शनिवार को हरियाणा के राज्यपाल जगन्नाथ पंहाड़िया ने किया। उन्होंने कहा कि विकलांग समाज का अभिन्न हिस्सा हैं। विकलांग उन्मूलन कार्यक्रम में सरकार का योगदान काफी महत्वपूर्ण है। समारोह की अध्यक्षता टेक्निया ग्रुप आफ एजुकेशन के अध्यक्ष राम कैलाश गुप्ता ने किया। उन्होंने शारीरिक रूप से अक्षम बच्चों में छिपी प्रतिभा को समाज के सामने लाने पर बल दिया। इस अवसर पर रिहैबिलिटेशन कार्डिसल आफ इंडिया के मेजर जनरल आई कारडॉजो ने कहा कि सरकार को राष्ट्र के विकास में विकलांगों की भूमिका सुनिश्चित करनी चाहिए।

SANDHYA VEER ARJUN NEW DELHI DATED 22.1.2012

सांध्य वीर अर्जुन, नई दिल्ली 22 जनवरी, 2012

काइनल 29 गरीबों को खेल जाएगा। ई। टॉप का मुकाबला - 23 जनवरी को खेला जाएगा।

## चहुंमुखी विकास की गति बदस्तूर जारी रहेगी : शिवचरण

फरीदाबाद, (सं)। हरियाणा प्रदेश के अम एवं रोजगार, सूचना, जन सम्पर्क एवं सांस्कृतिक कार्य मंत्री पं. शिवचरण लाल शर्मा ने कहा है कि एयर फोर्स स्टेशन 100 मीटर के दायरे में हुए नवनिर्माणों के संदर्भ में माननीय सर्वोच्च न्यायालय द्वारा दिए गए स्थगन आदेश के बाद आम आदमी को भारी राहत मिली है तथा उन्होंने कहा कि भविष्य में भी आम आदमी के हितों का पूरा-पूरा ध्यान रखा जाएगा। अम मंत्री एयर फोर्स रोड पर स्थित नयीसा गार्डन में एयर फोर्स रोड इंस्टिट्यूट एसोसिएशन द्वारा आयोजित भव्य सम्मान समारोह में उपस्थित लोगों को सम्बोधित कर रहे थे। इस अवसर पर नगर निगम फरीदाबाद के बरिष्ठ उपमहावीर पं. मुकेश शर्मा, साई नं. खाना को पार्षद एवं अम मंत्री की धर्मपत्नी श्रीमती माया शर्मा, राबलखन कुरावहा, तुलाराम शाही, स. जगतार सिंह विरटी व गिराज प्रद्विल आदि विशेष रूप उपस्थित थे। अम मंत्री ने 100 मीटर दायरे में माननीय सर्वोच्च न्यायालय द्वारा दिए गए स्थगन आदेश का सम्मान करते हुए उन्होंने आशा जाई कि भविष्य में भी अदालत द्वारा आम आदमी के हितों का पूरा ध्यान रखा जाएगा। अममंत्री ने कहा कि प्रदेश के मुख्यमंत्री भूपेन्द्र सिंह हुड्डा के सहयोग से क्षेत्र में चहुंमुखी विकास की गति बदस्तूर जारी रहेगी। उन्होंने क्षेत्रवासियों को आश्वस्त किया कि यह परिवार के एक मुखिया की तरह हमेशा क्षेत्रवासियों के सुख-दुख में शरीक रहेंगे। इस अवसर पर ईबर शर्मा, बलवीर सिंह बालगुहेर, आर.एस. शर्मा, आर.एस. गौतम, खजान सिंह, विवेक गौतम, काहीरा छेड़ा, योगेश शर्मा, रतनलाल शर्मा, विक्रमजीत सिंह, अनिल देरवाल, राजा उर्फ रमारोकर भाई, पवन जून, एयर फोर्स रोड व्यापार मंडल के प्रधान रामसुनेज, प्रभुदयाल, मा. महावीर, स. कुलदीप सिंह चानर, चन्द्रान, जयकमार शर्मा, महापाल भाटी, राजेन्द्र

### विकलांग बच्चों का मनोबल बढ़ाया, टेक्नियॉ इंस्टीट्यूट ने

नई दिल्ली, (विश्वका ओवरनाय)। आल इंडिया वैश्य फाउंडेशन और टेक्नियॉ इंस्टीट्यूट ने विकलांग बच्चों के गोस्वाइन हेतु डिस्ट्रीब्यूटरी केम्प और अंतर्राष्ट्रीय सम्मेलन का आयोजन मधुवन चौक स्थित टेक्नियॉ इंस्टीट्यूट के आडिटोरियम में किया। कार्यक्रम में टेक्नियॉ के चेयरमैन श्री के. के. गुप्ता सहित डा. अरोड़ा, डा. केशरी, जनरल काउन्सु, डा. गुप्ता, किरण चोपड़ा, डा. पहाड़ियां और उनके पुत्र संकय पहाड़ियां भी शामिल हुए। कार्यक्रम के आरंभ में मूक एवं बधिर बच्चों ने जुलु किया और विकलांग कवि अक्षर मिश्रा ने अपनी कविता की पंक्तियों से कार्यक्रम का मान बढ़ाया। विकलांग बच्चों द्वारा बनाई पेंटिंग को भी प्रदर्शित किया गया। आल इंडिया वैश्य फाउंडेशन का मुख्य उद्देश्य न सिर्फ भारत में बाल्क विदेशों में भी विकलांग बच्चों के मनोबल को बढ़ाना है।

उपमण्डल स्तरीय गणतंत्र

का नारियल फोड़कर शुभारम्भ करने के उपरान्त यहां पर उपस्थित लोगों को सम्बोधित करते हुए व्यक्त किए। उन्होंने कहा कि उनकी कोशिश है कि उनके इलाके में लोगों को बिजली, पानी, सड़क, नालियां, सफाई व शिक्षा जैसी सभी मूलभूत सुविधाएं बेहतर ढंग से उपलब्ध हो सकें। राठीर ने इस मौके पर पूर्ण आनंद कालनी के विवासियों को शिक्षावर्ती को भी सुनकर उनका मौके पर ही सम्बोधन करते हुए नगर निगम के सम्बन्धित एस.डी.ओ. को आदेश दिए। लोगों का कहना था कि इस कालनी में वर्षों से बेकार जलत में खड़ी पानी की विशाल टंकी को सुरक्षित तरीके से नष्ट करवाया जाए। उक्त कालनी की रैबीडेंट्स वेलफेयर एसोसिएशन के प्रधान अशोक लखौना, उप प्रधान जगवीर सिंह राधा, महासचिव अशोक कौराक व पदाधिकारी जगदीश कुमार, मईरामन्द गोशरी, नेमसिंह पादव, त्रिलोक चन्द शर्मा तथा वेदप्रकाश गोपीया ने कुमारी राठीर का स्वागत किया। इस अवसर पर नगर निगम के सम्बन्धित वार्ड 31 को पार्षद अश्रीता गोस्वामी, पूर्व पार्षद के.जी. गोस्वामी, बलभद्र हलके के कांग्रेस अध्यक्ष विजय अरोड़ा, तुकानन्दार मिश्रमण्डल बस अड्डा क्षेत्र बालभद्र के प्रधान अशोक गांधी, नगर निगम के एस.डी.ओ. बिरेंद्र करदम, चौ. विजेन्द्र सिंह, पं. विशंकर शर्मा, संजय बकशी, लखनलाल शर्मा, प्रकाश कुमार, देवीसिंह भाटी, अशोक कुमार गुप्ता, बलवीर हवलदार, हेमन्त कुमार, जयकिरण गर्ग, नन्दकिशोर मंगला, व्यापार संघटन चाबला कालनी मार्केट के प्रधान प्रवीण गर्ग, खीतराम राकत तथा नरेन्द्र गर्ग सहित अनेक गणमान्य व्यक्ति उपस्थित थे।

## नुक्कड़ नाटक से किया टीबी के प्रति छात्रों को जागरूक

फरीदाबाद, (सं)। टोबी लाइलाज मर्ज नहीं, जांच इलाज पर कोई खर्च नहीं, डॉट्स पाके इलाज का पक्का बादा, हमारा प्रयास टी.बी. की मुक्त भारत। ऐसे नारों से आसमान गूँज उठा। ऐसा दृश्य सिट्टिवि कान्सेट सोसायटी द्वारा गाँव सारन

02

HT Live North Delhi, Tuesday, January 31, 2012  
www.hindustantimes.com

# Gearing up for annual c

## localevents

The Rohini campus of the Jagan Institute of Management Studies came alive when students showcased their talent at the zonal prelims of Anugoonj, the annual cultural festival of the Guru Gobind Singh Indraprastha University (GGSIU). A number of events and competitions were held in the zonal prelims. A fashion parade and Mr and Ms Anugoonj competition marked the conclusion of the colourful event. The winners of the zonal prelims will participate in the finals of the Anugoonj festival that will be held from February 2 to 4, at the GGSIU campus at Dwarka.

## Seminar

A two-day international seminar was organised jointly by Akhil Bhartiya Vaish Maha Sammelen and Tecnia Institute of Advanced Studies (TIAS), on the topic, disability is a challenge - its opportunities in education and employment. The meet concluded amidst colourful cultural programmes presented by the differently-abled from across of country. Haryana governor Jagannath Pahadia was the chief guest on the occasion.



A seminar was organised by Akhil Bhartiya Vaish Maha Sammelen at Tecnia Institute, Rohini.

## Lounge journals

The Lounge Journals, a national initiative by Café Coffee Day was introduced last week at the Café Coffee Day Lounge at Connaught Place by actor Poorna Jagannathan of Delhi Belly fame. The Lounge Journals is a series of talk sessions with celebrity experts on hobbies, topics and passions of the youth. Jagannathan shared her experiences and knowledge of the various facets of acting.



Maneka Gandhi

## New collection

Designer Nidhi Tholia showcased her Jaipur's Timeless Gota collection at Ogaan, Emporio, last week. Her collection includes lehengas, salwar and churidar suits and saris with intricate designs

done in gota work. The evening k... over wine and ch... well attended by circuit including Dhingra, Bharti, Sonali Punj, Kav and Anshu Bhar

## htclassifieds

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Chief minister Sheila Dikshit paying tribute to Lal Bahadur Shastri.

**दिव्य हिमाचल** 11

शिमला-चंडीगढ़, गुरुवार, 2 फरवरी, 2012

## ‘विकलांगता : एक चुनौती’ पर टीआईएस का सेमिनार

**नई दिल्ली** — भारतीय वैश्य महासंघ और टेक्निया इंस्टीच्यूट आफ एडवांस स्टडी (टीआईएस) की ओर से ‘विकलांगता : एक चुनौती’ विषय पर दो दिवसीय सेमिनार लगाया गया। इस सेमिनार में पूर्व मंत्री मंगत राम सिंघाल मुख्यातिथि के रूप में पधारे। टेक्निया ग्रुप के चेयरमैन राम कैलाश गुसा ने बताया कि टेक्निया समूह अक्षमों की सेवा करने के लिए हमेशा तैयार रहता है। अक्षम बहुत ही होनहार होते हैं। बस उन्हें उत्साहित व सहयोग देने की आवश्यकता होती है।

HINDUSTAN TIMES, NEW DELHI, Dt.19.1.2012



**Smt. Sheila Dikshit**  
Hon'ble Chief Minister, Delhi



**Prof. Kiran Wafia**  
Hon'ble Minister of Social Welfare, Delhi

**We Care for the People with Disability**





Government of NCT of Delhi in collaboration with Bhagwan Mahaveer Viklang Sahayata Samiti, is organizing Disability Camps for distribution of Prosthetic and Orthotic in North-West-I, North-West-II & South-West Districts.

**In the camps, Prosthetic and Orthotic aids would be distributed free of cost on the spot.**

1. Jaipur artificial limbs (lower limbs)
2. Jaipur light weight pelvic calipers with sports shoes.
3. Aluminium Auxiliary crutches.
4. Custom made leprosy footwear.
5. Modified shoes.

**Check-up of those beneficiaries who have availed the services held in the Camps during the last two years would be done free of cost.**

District : North-West-I			
Date : 21/01/2012 & 22/01/2012 Time : 10:00 A.M. to 4:00 P.M. Venue : Tecnia, 3 PSP Institutional Area, Madhuban Chowk, Rohini, Delhi-85			
Contact Person	Phone No.	May also Contact	Phone No.
Smt. Asha Gandhi, District Social Welfare Officer	27046644	Sh. Sanjeev Kumar Manager, Bhagwan Mahaveer Viklang Sahayata Samiti	26745133
Dr. Anmol Arora, Medical Director, Tecnia	9810097591		

District : North-West-II			
Date : 24/01/2012 & 25/01/2012 Time : 10:00 A.M. to 4:00 P.M. Venue : Dharamshala, C/o Manuji Nandan Sewa Samiti, Near Panchayat Ghar, Purani Anaj Mandi, Narela, Delhi-40			
Contact Person	Phone No.	May also Contact	Phone No.
Sh. Anil Kumar Behal, District Social Welfare Officer	9711664387	Sh. Sanjeev Kumar Manager, Bhagwan Mahaveer Viklang Sahayata Samiti	26745133
Rukhsar Ahmed Khan, Welfare Officer	9013760796		

District : South-West			
Date : 31/01/2012 & 01/02/2012 Time : 10:00 A.M. to 4:00 P.M. Venue : Radhika Vihar-1, Old Palam Road, Kalerola, Opp. Sumesh Shiksha, MLAD Office, New Delhi-78			
Contact Person	Phone No.	May also Contact	Phone No.
Smt. Armita Sudan, District Social Welfare Officer	26529019	Sh. Sanjeev Kumar Manager, Bhagwan Mahaveer Viklang Sahayata Samiti	26745133
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बहाली दिल्ली, आचार्य संगमदास : राष्ट्रीय विद्यार्थी टैलेंट्स इस्कोट्ट आन एवार्ड्स प्रतियोगिता के आयोजन में दो दिवसीय विकलांगता एक युवाओं-विद्यार्थी एवं सेवायुक्त विद्यार्थी पर अंतरराष्ट्रीय स्तरों की आयोजन किया गया। इसका उद्देश्य विद्यार्थी को शिक्षा के क्षेत्र में उत्कृष्टता प्रदर्शित करने के लिए है। इसमें देश के विकलांगता समाज का प्रतिनिधित्व किया है।

विकलांगता उन्मुख कार्यक्रम में सरकार का योगदान बढ़ाया जा रहा है। समाज की अल्पसंख्यक टैलेंट्स गुण आज युवाओं के अभाव रूप केवल रूप से किया। उन्होंने राष्ट्रीय रूप से अग्रिम वर्गों में विद्यार्थी प्रतियोगिता को अपने के अपने स्तर पर बना दिया। इस अवसर पर विद्यार्थियों के प्रतिनिधित्व आन इंडिया के मेजर जनरल आरि काराडोको ने कहा कि सरकार को राष्ट्र के विकास में विकलांगों की भूमिका सुनिश्चित करनी चाहिए। इस मौके पर राष्ट्रीय रूप से अग्रिम वर्गों में अग्रिम वर्गों पर मुद्रा गुण भी प्रस्तुत किया। इसे देख दर्शकों ने अग्रिम वर्गों को प्रशंसित किया। दो दिवसीय समाज में प्रतिनिधित्व-प्रदर्शित रूप पर प्रदर्शित भी सार्थक रहे हैं। इस अवसर पर एक विशेष विद्यार्थी प्रतियोगिता के संस्करण का आयोजन किया, इसमें के कुलवर्गी प्रोग्राम आयोजन व मेधावी और प्रतिस्पर्धी थे।

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नई दिल्ली, खेल संवाददाता : टेलिफोन क्लब ने योग्य रूप और प्रवीण फायर के सानदार खेल की मदद से पिच स्पोर्ट्स को 20 नए से विकलांग देकर अग्रिम वर्गों में प्रतिस्पर्धी बना दिया। टेलिफोन क्लब ने पहले बार केवल ही बना हुए 184 नए बनाए। अग्रिम फायर ने दो अग्रिम और तीन शीर्षों की मदद से 50

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प्रमुख संवाददाता | नई दिल्ली

संघीय विद्यार्थी चुनाव में रिजर्व सीटों के अभाव में सत्ता पक्ष के कई पार्षदों को नोड दिया गया है। उन्हें आश्चर्य सता रही है कि उनकी सीट रिजर्व होने से उनका राजनीतिक जीवन खंडित हो सकता है। इसकी फाट के लिए वे कोर्ट का दरवाजा खटखटाने का मन बना रहे हैं। इस काम के लिए पैसा इकट्ठा करने की कवायद भी शुरू हो गई है। हालांकि इस काम में कुछ एक महिला पार्षद की पहलियों पर सवाल उठ रहे हैं।

स्टेट इलेक्शन कमिश्नर राजेश मेहता ने अर्ध आधिकारिक तौर पर रिजर्व सीटों की घोषणा नहीं की, लेकिन इसका जवाब दिया है कि निगम को 272 सीटों में 1, 3, 5 (मंसूर) सीटें महिलाओं के लिए रिजर्व की जाएगी। उन्होंने यह सुलझा नहीं किया है कि अनुसूचित जाति की सीटों के लिए एक मानक अभाव है। महिला सीटों के बारे में कमिश्नर के रखे ने सत्तारूढ़ दल के कई पार्षदों की चिंता दी है और वे इस बात को लेकर परेशान हैं कि आयोग को इस घोषणा से उनकी सीट खाली हो सकती है। अपनी इसी परेशानी को लेकर सत्ता दल के पार्षद आजकल लगातार मीटिंग कर रहे हैं और कमिश्नर के फॉर्मूले पर सवाल खड़ा कर रहे हैं। उनका मानना है कि कमिश्नर को तब तक अपना रहें हैं, उसे कोर्ट में चैलेंज किया जा सकता है।

अब नई सामला कोर्ट में जाना है और स्टेट इलेक्शन कमिश्नर से टक्कर लेनी है तो नकील भी तेजातर होना चाहिए। ऐसे नकील की फीस भी खानी होगी होगी। इसके लिए पार्षदों ने चंडा जताने की कवायद शुरू कर दी है। इस

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Mon, 23 Jan 2012 16:17:44

नई दिल्ली (23 जनवरी 2012, राजेश शर्मा)-

टैक्निया इंस्टीट्यूट ऑफ एडवांस्ड स्टडीज के सभागार में "विकलांगता एक चुनौती: इसमें शिक्षा एवं रोजगार में इनके अवसर" पर आयोजित एक दो दिवसीय अन्तर्राष्ट्रीय सेमिनार के समापन समारोह पर मुख्य अतिथि के रूप में उपस्थित हुए दिल्ली के पूर्व मंत्री मंगतराम सिंघल ने कहा कि भारत सरकार हो या राज्य सरकार किसी भी सरकार के पास विकलांगों के सर्वांगीण विकास के लिए धन की कोई कमी नहीं है। विकलांगों के उत्थान के लिए कई प्रकार योजनाओं के तहत पूरे देश में काम हो रहा है। जिसके बेहतर परिणाम भी सामने आ रहे हैं।



इसके साथ ही सिंघल ने कहा कि केवल सरकारी प्रयासों के सहारे देश को विकलांगता मुक्त नहीं बनाया जा सकता, इसके लिए समाज के सक्षम और ईमानदार लोगों को भी सरकार के कार्यों में सहयोग करने के लिए आगे आना होगा। विकलांगों के लिए चलाई जा रही योजनाओं और उनके लिए शिक्षण-प्रशिक्षण से संबंधित जानकारी को आम जनता तक पहुंचाने के लिए आसान माध्यमों व तरीकों को अपनाने की भी आवश्यकता है ताकि समाज में शारीरिक व मानसिक रूप से बाधित लोगों का उचित रूप से विकास किया जा सके।

इस मौके पर टैक्निया ग्रुप के चेयरमैन रामकैलाश गुप्ता ने कहा कि विकलांगों के अंदर भी बहुमुखी प्रतिभाएं हैं, आवश्यकता है तो बस इन्हें पहचान कर उभारने की। शारीरिक व मानसिक रूप से बाधित लोगों को उनकी क्षमता के अनुसार शिक्षण-प्रशिक्षण दे कर उन्हें समाज की मुख्यधारा में शामिल होने के अवसर प्रदान करने के लिए टैक्निया ग्रुप निरंतर प्रयास करता रहा है।

मधुबन चौक पर स्थित टैक्निया सभागार में अखिल भारतीय वैश्य महा सम्मेलन के सहयोग से आयोजित दो दिवसीय इस सेमिनार के समापन अवसर पर शारीरिक व मानसिक रूप से बाधित बच्चों ने कई मनोहारी कार्यक्रम प्रस्तुत कर उपस्थित लोगों को मंत्रमुग्ध कर दिया।



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