

DEPARTMENT OF EMPOWERMENT OF PERSONS WITH DISABILITIES (DIVYANGJAN)

Ministry of Social Justice & Empowerment

Government of India

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CROSS DISABILITY EARLY INTERVENTION CENTRES (CDEICs) REVISED GUIDELINES, 2026 (with effect from 01.10.2026)

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Sub-Scheme under SIPDA for setting up of Cross-Disability Early Intervention Centres at National Institutes (NIs) and Composite Regional Centres (CRCs) under DEPwD

1. Introduction:

As per Census 2011, approximately 20.42 lakh children (0–6 years) in India were reported to have disabilities. It is pertinent to note that the Census 2011 enumerated only seven categories of disabilities, whereas the Rights of Persons with Disabilities (RPwD) Act, 2016 recognizes 21 categories of disabilities. Consequently, the prevalence of children with disabilities is likely to be higher than that reflected in the Census 2011, underscoring the need for updated and comprehensive disability data through future national surveys and census exercises.

Neuroplasticity refers to the brain's inherent ability to reorganize its structure and function by forming and strengthening neural connections in response to experiences, learning, and therapeutic interventions. This capacity is most pronounced during early childhood, with the first **three years of life** representing the period of maximum neural growth and connectivity, while the brain continues to exhibit a high degree of plasticity until approximately **six years of age**. This developmental window presents a unique opportunity to positively influence a child's cognitive, motor, language, sensory, social, and adaptive development through timely, evidence-based interventions. Conversely, delays in identification and intervention during this period may reduce the potential to achieve optimal developmental outcomes. The concept of neuroplasticity therefore provides the scientific foundation for the establishment of **Cross Disability Early Intervention Centres (CDEICs)**. By facilitating early screening, multidisciplinary assessment, individualized intervention, and active family participation during this critical period of brain development, CDEICs seek to harness the brain's heightened capacity for adaptation, thereby improving functional abilities, promoting developmental gains, enhancing school readiness, and enabling greater independence and social inclusion for children with developmental delays and disabilities.

Research studies suggest that early childhood (0-6 years) is a time of remarkable brain development. It is the critical period that determines a person’s ability to reach their lifelong health, social and economic potential.

0-6 years is also said to be the appropriate age for learning for a child. It is, therefore, essential to prepare the children with disabilities for their school readiness at this age to improve their physical and cognitive abilities, communication and language skills so as to enable them to live a secured and independent life.

Providing quality childhood intervention early in life helps to develop the skills needed to enable individuals to lead an independent and dignified

life. Early Intervention can provide specialized support and services for infants and young children at risk or with disability and/or developmental delay and their families to help their development, well-being and participation in family and community life. The earlier the disability/ at risk/developmental delay children are provided timely rehabilitative care and intervention, the better is the scope of overall improvement in the person's well being.

Rehabilitation intervention at an early age is significantly more effective because Children with Disabilities (CwD) are more responsive to therapy due to their higher degree of neuroplasticity. If a rehabilitation intervention costs **Rs. X** today, the impact of the same intervention after **N** years will be substantially lower because the child's responsiveness to treatment declines over time. Conversely, to achieve the same level of improvement after **N** years, a much higher rehabilitation expenditure would be required. In Nutshell, **Rs. X** invested in early intervention today can eliminate the need to spend **10X, 100X, or even 1000X** on rehabilitation in later years, while also providing greater functional improvement and a better quality of life for the child. Therefore, early intervention is not only clinically more effective but also highly cost-effective, making it a sound economic investment.

During the EFC cycle ending 2026, Department has sanctioned a total of 28 cross disability early intervention centres and their utilisation by citizens were found to be very effective for therapeutic, education and counseling needs of such children with disabilities.

In order to cover the last mile needs of such children with disabilities, department decided to expand the foot print of such CDEICs in the country from present 28 numbers to a total of 55 numbers in a phased manner by end of EFC cycle ending 2031. These centres are currently operational in campuses of National Institutes and composite regional centres, however department now mandates to establish CDEICs in such un-represented parts of country with available space and resources in campuses of Government owned and Government aided hospitals/medical and health facilities to cover the high footfall of Children with disabilities. These CDEICs will also strengthen the availability of trained therapeutic professionals for needs of children with disabilities in lesser covered regions of the country and shall, in ideal condition, act as a nodal point for their convergence with District early intervention centres. In hub and spoke model to complement each other's strength like technical expertise of CDEICs in disability domain getting augmented by wider spatial coverage of DEICs. Such CDEICs shall also act as referral centres for advance cases forwarded from disticts and block level, primary, secondary, and tertiary health centres. These CDEICs will thus evolve into centres of excellence with progressive footfall of CwD services.

2. Objective:

To provide financial assistance for setting up of Cross-Disability Early Intervention Centres (CDEICs) at National Institutes and Composite Regional Centres and matters incidental there to. Such Cross-Disability Early Intervention Centres should be equipped to provide the following services:

Screening and Identification	• Facilities for early identification of children at risk with respect to disability • A Streamlined system for appropriate interventional services
Therapeutic Services	• Communication and language development • Speech stimulation and therapy • Occupational therapy • Physiotherapy • Tele-rehabilitation services • Recreational activities conducted by an Activity Teacher • Play-based learning and developmental activities • Creative arts, music, and movement activities • Nutrition counselling and diet planning
Counselling	• Family, guardian and caregiver counselling & training through RCI recognized CCCG(P) course • Peer counseling • Tele-counseling services • Access to mobile apps to parents eg. I-AMMA • Access to any technology based therapeutic software to parents of CwSN • Parent-to-parent and child-to-child interaction and experience-sharing platforms • Individual (one-to-one) and group counselling sessions
School Readiness	• Communication, language & cognitive development • Foundational literacy & numeracy • Motor and physical development • Personal, social and emotional development • Facility of preparatory school • Activities of Daily Living

3. Target:

To support phase-wise setting up and functioning of 27 CDEICs during the five-year period from 2026-27 to 2030-31 as under:

2026-27	2027-28	2028-29	2029-30	2030-31
5	5	6	6	5

4. Implementing agency:

a. Autonomous Bodies(National Institutes, Atal Bihari Vajpayee Training Centre for Disability Sports, Gwalior) under Department of Empowerment of Persons with Disabilities.
b. Composite Regional Centres (CRCs)/Regional Centres(RCs) of the National Institutes of the Department.
c. Government owned/Government aided hospitals medical /health facilities with available space and high footfall of CwSNs (hereby referred as 'Hospital')
d. The implementing agencies shall submit the proposal to this Department in the pro forma at **Annexure I**.

5. Eligibility Criteria:

The NIs/CRCs/Government owned/Government aided Hospitals should have adequate space for setting up of the CDEICs preferably in own or government non-rented accommodation.

Indicative list of centres/units/rooms required for housing of facilities to be provided at a model CDEIC is at **Annexure II**.

6. Components of the Scheme:

i. **Infrastructure/Fixtures/Equipment Cost**

(a) One time expenditure of Rs. 40.00 lakh or as per actuals, whichever is lower- It is assumed that recommended centre will have pre-existing proper rooms for running the CDEIC. Funding under this head is limited to modifications needed in those rooms like, towards infrastructure including features of accessibility such as tactile strips, tiles, Braille signage, ramp with railings, emergency evacuation route, etc. and aesthetically designed interiors including attractive wall decors/paintings/tactile walls, equipment, furniture/fixtures, adequate lighting as per the indicative list at **Annexure III**.

(b) Further, CDEICs which have completed five years from the date

of commencement of operations, as applicable, shall be eligible for financial assistance of up to Rs. 20.00 lakh or as per actuals, whichever is lower, under this component for replacement, augmentation, renovation and upgradation of infrastructure, accessibility features, equipment, furniture/fixtures and other items as per the indicative list at Annexure III, required for continued efficient functioning of the Centre. For example, CDEICs sanctioned during 2021-22 would become eligible for financial assistance under this provision during 2026-27.

ii. Recurring expenses of Rs. 89,31,000/- per annum or as per actual, whichever is lower, towards salary of staff as per **Annexure IV.**

iii. Contingency expenditure of Rs 10.00 lakh per annum or as per actual, whichever is lower.

7. Operational Arrangements:

The estimates for expenditure towards infrastructure, furniture & fixtures, etc. to be signed not below the rank of Executive Engineer of CPWD. The interior modifications can also be carried out through an open and transparent process of engaging the agency on GeM/CPPP portal or any authorized construction agency of States/UTs government.

The proposal received from the implementing agencies will be considered for recommendation by the following Committee within a period of two months from the date of receipt of such proposals:

I. Joint Secretary, DEPwD dealing with CDEICs- Chairperson
II. DS/Director dealing with SIPDA- Member
III. Director/DS dealing with CDEIC- Member Convener

**If required, the Chairperson may co-opt any Director from the National Institutes (NIs) or Composite Regional Centres (CRCs) as a member.*

The Committee may ask for presentation including with a walk-through video of the location identified for the purpose of setting up of Cross-Disability Early Intervention Centre from the respective NIs/CRCs for its consideration.

8. Terms of payment:

Infrastructure/Fixtures/Equipment Cost

i. **First installment**, i.e., **80% of the total sanctioned amount** towards infrastructure/fixtures/equipment cost, shall be released in advance after receipt of acceptance of the terms and conditions of sanction by the implementing agency.

ii. **Second and final installment**, i.e., the **balance 20% of the total sanctioned amount** towards infrastructure/fixtures/equipment cost, shall be released after submission of the Utilisation Certificate (UC), Statement of Expenditure (SoE), and other requisite documents in respect of the first installment, along with satisfactory physical and financial progress, subject to compliance with the provisions of the **General Financial Rules (GFR), 2017**, as amended from time to time.

Remuneration Cost

Grant-in-aid towards remuneration of contractual staff shall be released **annually in two installments on a six-monthly basis**, subject to compliance with the provisions of the General Financial Rules (GFR), 2017, as amended from time to time, and submission of the prescribed documents, including the Utilisation Certificate (UC), Statement of Expenditure (SoE), and other requisite documents, wherever applicable.

Contingency Cost

Grant-in-aid towards contingency and other approved recurring expenditure shall be released annually in two installments (six monthly basis), subject to compliance with the provisions of the General Financial Rules (GFR), 2017, as amended from time to time, and submission of the prescribed documents, including the Utilisation Certificate, Statement of Expenditure, and other documents, wherever applicable.

Other general terms and conditions:-

a. The implementing agencies need to complete civil work for child-safety and child-friendly infrastructure including features of accessibility as per laid down guidelines. Equipments, furniture and fixtures like fire-safety equipments, window-blinds, adequate light fittings, security alarm systems, etc. and building norms to be adhered to, and within the time frame as recommended by the Committee.

b. Phase-wise Implementation Plan for Setting up of Cross Disability Early Intervention Centres (CDEICs) is as attached at Annexure V

c. The implementing agencies need to display the logo of Cross-Disability Early Intervention Centres bilingually as at **Annexure VI**.

d. The CDEICs should ensure adequate facility for cleaning and sanitization equipment and material and wash-basins to be appropriately provided.

e. Provision for accessible washrooms and drinking water-point to be ensured in close proximity.

f. The CDEICs should have adequate facility for CCTV surveillance and monitoring and good internet connectivity.

g. The Government shall not pay any extra amount for any escalation in cost towards infrastructure for any reason beyond the sanctioned amount.

h. The implementing agencies shall maintain separate account for the purpose of setting up and running CDEICs and this account is open for audit.

i. CDEICs are expected to be paperless in working with all clientele data of therapy history/prescriptions/progress/interventions recorded and stored digitally. The implementing agencies shall maintain proper records of all activities of the CDEIC through a digital software like the **Shrushat Unified Data Management System (UDMS), e-Hospital, NIEPID(Secunderabad) developed in-house system or any other digital platform. Data will be kept secured following DPDP Act 2023 and various security guidelines issued by MEITY from time to time.** . The records shall, inter alia, include at least the following information:

   i. Month-wise new and follow up cases of number of children (0-6 years) visited.
   ii. Number of children with associated conditions visited.
   iii. Number of children with disabilities visited (Segregated disability data to be maintained).
   iv. Number of new risk-cases/disabilities identified.
   v. Number of children at-risk/children with disabilities referred for rehabilitative care.Number of children with disabilities given therapeutic services
   vi. (service-wise segregation data to be maintained).
   vii. Number of parents given counseling services.
   viii. Number of children with disabilities given peer counseling.
   ix. Number of special trainings arranged for parents/guardians.
   x. Number of children with disabilities given assistive devices.
   xi. Number and details of outreach activities conducted with different stakeholders.
   xii. Number and details of awareness generation activities/ programmes conducted.
   xiii. No of tele-rehab calls received, attended and referred
   xiv. Number of parents attended and completed the CCCGP course in each batch.

j. CDEICs shall also document success stories and submit videos and other documents to the Department every year. At the time of seeking financial assistance towards recurring expenditure consolidated data for the preceding year along with documented success stories should be provided.

k. Payment of salary to the employee should be made directly to the bank account of the employees. Similarly, payment towards other recurring expenditure should be made directly to the bank account of the agency/person concerned. Salary/Honorarium norms shall be payable to engaged professionals in total and any additional cost incurred by centre for engagement like hiring agency charges etc shall be borne by centre and shall not be deducted from admissible dues of professionals. NI/CRC/ Govt. owned/ Govt. aided/Hospital, if desires can further top-up the salary norms from its internal accrual.

l. Hiring of employees should be done through open advertisement based on eligibility criteria as per the requirement and selection should be made through a Committee in a transparent manner.

m. Biometric attendance of all employees should be maintained. Login credentials of biometric attendance system shall be shared with department on need basis to monitor the attendance.

n. The human resources of CDEICs should be trained to handle all categories of children with disabilities. They will also assist in making Unique Identification for Persons with Disabilities (UDID) Cards of beneficiaries.

o. All the NI/ Govt. owned/ Govt. aided Hospitals/CRCs will serve as master trainers for the staff of CDEICs. The cost towards training of the staff of CDEICs at these NIs will be borne by the respective organisations.

p. NI/ Govt. owned/ Govt. aided Hospitals/CRCs receiving grant-in-aid under this scheme shall be liable to refund the entire amount of grant-in-aid alongwith penal interest in case of non-completion of work within the stipulated time except under situations beyond control.

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Annexure – I

Application for seeking financial assistance for setting up of CDEICs

1. Name of the NI/ Govt. owned/ Govt. aided Hospitals/CRCs/
2. Complete-Address:

3. Name and Telephone number of the Single-point Contact Person: _____
4. Area / space available for CDEIC: _____
5. Whether new centre / ongoing centre: _____
6. If ongoing centre, functional since when: _____
7. Financial assistance sought for:
   i. Infrastructure Development: Rs. _____
      (Estimates for infrastructure requirement including civil work, electrical fittings, fixtures/furniture, painting, etc. (item wise detailed estimate duly signed by Executive Engineer of CPWD along with engineering drawing to be attached))
   ii. Human Resource Requirement: _____
      (Details of the staff to be recruited along with proposed remuneration)
   iii. Other recurring contingency expenditure incidental to CDEIC:_____
8. Whether the handbook on CDEICs of DEPwD (available at DEPwD website) followed while conceiving the proposal of setting up of CDEIC:
9. It is certified that above information is true and financial assistance for this project has not been sought from any other agency including under CSR.

Authorised Signatory

(Director of NI/ CRCs/ Govt. owned/ Govt. aided Hospitals with seal)

Place:
Date:

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Annexure – II

Indicative list of centres/units/room required for accommodating facilities to be provided at a model CDEIC

1.	Registration & Facilitation Counter
2.	Parent Waiting Area
3.	Family counseling/guidance Unit
4.	Psychological Assessment, Counseling and Behavioral Support Unit
5.	Paediatric Centre
6.	Feeding & ADL Room
7.	Changing Room
8.	OT Unit
9.	PT Unit
10.	ST & Language Intervention Unit
11.	Indoor Play Therapy Unit
12.	Trans-Disciplinary Therapy Unit (Group)
13.	Multi-Sensory Integration Unit
14.	Trans-Disciplinary Therapy Unit (1:1)
15.	Multi-Purpose Activity Unit
16.	Visual Stimulation Room/Virtual Reality Room
17.	Preparatory Classroom I (3-4 years and 4-6 years)

N. B. – It is for Director of NI/ CRCs/ Govt. owned/ Govt. aided Hospitals to decide on minimum area for each facility based on availability of space.

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Annexure – III

Indicative list of Equipments, Furniture, Fixtures, Material, etc. required for accommodating facilities/units/rooms to be provided at a model CDEIC

A. Indicative List of Equipment / Furniture/ Fixtures/ Material required for other common indoor services in Cross-Disability Early Intervention Centres

I. Registration & Facilitation Counter

Accessible Registration Counter, Computer, Printer, Notice board/Bulletin board/pin-board, Chairs, Landline phone / inter-com, informative wall stickers/ wall paintings/ tactile walls

II. Parent Waiting Area

Chairs, sofa, Centre-Table, Smart TV and LED Display for educational videos and awareness content, Book rack/Paper/Magazine stands, Informational booklet, manuals, magazines, Books for children, story books, therapy related reading material for parents knowledge, posters on typical therapeutic needs etc.

III. Family counseling/guidance Unit:

1. Office table, Revolving office-chair, 3 Chairs (for parents), White Board/computer for PPTs, Almirah for storing materials etc.
2. Educational, Training, and Counselling Resources :

- Literature for RCI Certificate Course in Caregiving for Parents (CCCG-P)
- PORTAGE Guide to Early Education
- Solution-Focused Brief Therapy (SFBT) - based counseling resources
- Parent training manuals
- Family Counseling and Home-based Intervention Resources

IV. Psychological Assessment, Counseling and Behavioral Support Unit

1. Behavior Assessment Tools

a) Strengths and Difficulties Questionnaire (SDQ)
b) Child Behavior Checklist (CBCL)
c) Childhood Autism Rating Scale – Second Edition (CARS-2)
d) Vineland Social Maturity Scale (VSMS)
e) Indian Scale for Assessment of Autism (ISAA)
f) Sensory Profile-2
g) Modified Checklist for Autism in Toddlers, Revised with Follow-up (M-CHAT-R/F)

2. Behavior Intervention Tools

a) Visual Schedules
b) Social Story Books
c) Behavior Tracking Sheets
d) Emotion Recognition Cards
e) Early Stimulation Manuals

3. Functional Assessment and Rehabilitation Unit

WeeFIM (Functional Independence Measure for Children)

4. Developmental Assessment Tools

a) DASSII
b) Bayley Scales

***(Note:** Any one or more of the above standardized behaviour assessment tools, or any other scientifically validated and professionally accepted assessment tool, may be used, as appropriate, based on the child's age, clinical condition, and the professional judgment of the multidisciplinary team)*

V. Paediatric centre

Digital infant weighing scale, Digital pediatric weighing scale, Infantometer, Stadiometer/height measuring scale, Non-stretchable measuring tape (head circumference, chest circumference and mid-upper arm circumference), Pediatric stethoscope, Digital clinical thermometer, Pediatric sphygmomanometer (BP apparatus) with infant and child cuffs, Pulse oximeter with pediatric probe, Reflex hammer (pediatric), Pen torch, Snellen "E" Chart/Lea Symbols Chart, Tuning forks (256 Hz and 512 Hz), Tongue depressors (disposable), Otoscope, Ophthalmoscope, Examination couch with adjustable backrest, Instrument trolley, Clinical chair/stool, Office table, Revolving office chair, Visitor chairs (for parents/caregivers), Privacy screen/curtain, Colour-coded biomedical waste bins with lids, Hand sanitizer, Disposable examination gloves, Emergency first-aid kit, Nebulizer, Oxygen cylinder with pediatric mask and flow meter, Ambu bag (infant and pediatric sizes), Developmental screening toys (rattles, stacking blocks, shape sorters, picture books, soft balls, puzzles), WHO Child Growth Charts, Developmental milestone charts, Child-friendly floor mat/play mat.

VI. Feeding Room/partition

1. Baby booster-seats.
2. Partition net/ curtain for providing privacy while feeding
3. Chairs
4. Informative Wall stickers/ Wall painting

VII. Changing Room/partition

1. Equipment/Materials:

1. Wall-mounted vertical folding baby changing station

2. Bed-protecting waterproof/rubber changing mat
3. Storage cabinet/shelves for diapers, wipes and other changing supplies
4. Covered waste bin (pedal-operated)
5. Hand-washing sink with liquid soap dispenser and paper towel dispenser (where feasible)
6. Chairs for parents/caregivers

B. Indicative List of Equipment / Material required for cross-disability early intervention therapeutic services including preparatory school

I. Materials for Learning Centre

1. Home-Area:

- Child-sized stove, sink with cabinet for storing dishes, refrigerator, table & chairs, bed, dresser, dress-up display and other furnishings such as washing machine, etc.
- Cooking utensils such as pots/pans, eating utensils, play-food, empty samples of food products, spices, etc.
- Cleaning tools such as mops, brooms, dusters, dustbins, dust-pan, vacuum, etc.
- Infant dolls, dolls representing adults, small dolls for doll-houses (preferably with diverse ethnic and ability characteristics), doll-house, doll-furniture, doll-clothes, etc.
- Full-length unbreakable mirror.
- Toy telephones, clocks, mobile, laptop, computer, vehicles, stuffed animals, etc.
- Dress-up clothes, both male and female (depicting different seasons & occasions).

2. Theme-Based Areas

- Hospital: doctor's kit, stethoscope, white coat, bandages, tape, dolls, etc.
- Restaurant: tables and chairs, menu-card, play-money, aprons, cutlery, play-food, etc.
- Grocery store: empty product samples, toy shopping carts, toy cash register, bags, play-money, etc.
- Fire station: fire-truck, boots, rubber-hose, fire-safety hats, raincoats, etc.

II. Material for Fine Motor Training:

- Building Toys: Small wooden blocks/cubes, interlocking blocks, magnetic blocks, bristle blocks, waffle blocks, etc.
- Puzzles: Variety of textures (foam, plastic, wood, multi-texture) and different complexities, knobbed, without knobs, variety of pieces (05 to 30), interlocking and individual pieces, sequence, floor.
- Manipulative materials:

- Small & Large beads, strings, bead pattern cards, bead frames.
- Sewing materials including blunt needles, wool, jute-string,Buttons, lacing cards with laces/string.
- Pegs and peg boards.
- Zip, snap and button dressing frames.
- Straws / Sticks with connectors.
- Nuts and bolts, screws.
- Train tracks and train.
- Shape sorters

III. Materials for Arts/Craft Area:

- Drawing: large & small crayons; pens, pencils, erasers, colored pencils; thick & thin washable markers; chalk, chalk board, erasers; paper (various sizes & colors, lined & blank), newspaper, tissue paper, construction paper; dry-erase boards and marker.
- Painting: finger paints; liquid tempera paints; block/disk tempera paints & trays; variety of paint utensils, paint brushes, rollers, squeeze and spray bottles, sponges, q-tips, paint scrapers.
- Collage: glue bottles, glue-sticks, glue-brushes/spreaders; paper-scraps, magazines, cards, wrapping paper, ribbon; cardboard tubes, boxes, rolls for construction, felt/fabric scraps, yarn/strings; cotton balls; pompoms; glitter, buttons, sequins, gems; natural objects (leaves, seeds, twigs, feathers).
- 3D material: play-dough, clay, wood for gluing/construction; pipe-cleaners, plasticine, etc.
- Tools: safe scissors (left &right handed), staplers, paper punches, tape (various types), tape-holder; tools to use with play-dough (craft sticks, blunt knives, scissors, stencils).

IV. Materials for Block-Building Area:

- Blocks: Unit blocks in different shapes and sizes such as triangles, squares, rectangles, cylinders and arches. Large hollow blocks (with open sides), Tree-Blocks, Teacher-Made Blocks (large cardboard milk cartons, plastic containers, foam containers, sturdy boxes, wood cut into block shapes).
- Accessories: To conduct various activities through block building accessories like toy vehicles (trucks, cards, train, farm-vehicles) traffic/road signs, floor road map/ carpet, small toy-people, small toy animals (zoo, farm, domestic), ramps, boards, etc.

V. Materials for Reading Area:

- An assortment of books is needed. They can be store-bought, adult and child-made books, photo albums and children's magazines. Choose some from each of these categories:
- Factual Books: animals; facts about animals & plants; real-life experiences (eg. going to the doctor); number; shape; color;

VI. Materials for Math/Number Area:

- Measuring: liquid/dry measuring sets (cups and spoons); scales and weights; cloth tape measures; meter stick; rulers; wind-up meter tapes; thermometer, height chart; centimeter cubes.
- Shapes: Magnetic shapes, pattern or matching cards for any shape toys; attribute blocks (different sizes, colors, shapes, thickness); puzzles with different geometric shapes; shape sorters/organizers.
- Counting: small objects to count such as colored beads, animals, vehicles, with or without pattern cards or sorting/counting tray; play-money; pegs with numbers and holes to match; games or puzzles where quantities of objects are matched to written number, dice games.
- Written number: number books and posters; magnetic numbers; number puzzles; number lacing cards; play-telephones; play-money; clock; calendar; flash cards.
- Quantities: nesting/stacking cups; dominos; abacus; charts and graphs; toys and games to find more or less/fractions; snap-cubes, centimeter cubes; puzzles or three-dimensional graduated cylinders showing a sequence of different heights.

VII. Materials for Music/Movement Area:

- Musical instrument: bells, piano, triangles, xylophone, rhythm sticks; drums; tambourines, cymbals, tone-blocks.
- Dance props: scarves, ribbons, streamers; hoops; clothes & shoes (male & female);
- Audio equipment: tape/CD player, radio; tape/CDs of different types of music such as folk, classical, popular children's songs, rhymes, music from various cultures and in different languages. head-phones, song- books, microphone.

VIII. Material for Technology Centre:

- Video of a story that is considered children's literature.
- Computer software that has educational content in introducing concepts such as numbers, colors, matching, etc.
- Videos for children and staff to exercise to.
- Videos that support a curricular/interests of children.

Important: Any Audio/Visual equipment including cartoons, video,children-movie must be culturally-sensitive and developmentally- appropriate, with no violent, frightening or sexually-explicit content.

IX. Equipment/Material for Physiotherapy:

- Parallel bar (paediatric)
- Stair climber

- Static cycle
- Standing frame.
- Rowing machine.
- Inter-locking mat.
- Corner chair.
- C.P. chair.
- Prone crawler.
- Prone wedge.
- Bolster.
- Therapy ball.
- Hand ball.
- Balance board.
- Scooter board.
- Trampoline.
- Spider Cage
- Blazepods
- Split-belt Treadmill

X. Equipment/Material for Occupational Therapy:

- Different types of paper (Cardboard, Sandpaper, Tissue etc).
- Board Games and Puzzles.
- Play Dough & Cookie Cutters.
- Nuts & Bolts.
- Sensory Bins / Boxes.
- Shape Sorters.
- Finger Painting material.
- Colouring Book with variety of colours (different size & texture).
- Beads and String (different sizes, colours & textures).
- Building Blocks (different sizes, colors & textures).
- Therapy Ball and Bolster.
- Grip strengtheners (different grips).
- Safety Scissors (different sizes & patterns).
- Paper punching machines (different sizes & patterns).
- Materials for Eye-Hand Coordination.
- Materials for Bilateral Coordination
- Activities based materials for Core-Strengthening.
- Materials for Visual-Motor Integration.
- Zip, snap and button dressing frames.
- Stacking, Sequencing and Manipulation Toys.
- Inter-locking mats.

XI. Equipment/Material for Play Therapy:

- Ball Pool.
- Play-Dough / Clay.

- Swishy Ball.
- Puppets.
- Tactile Wall.
- Indoor Basket Ball.
- Dolls, Toys of Animals, Vehicles etc.
- Magic /Kinetic Sand.
- Inter-locking mats.
- Skittles.
- Swings.
- Sound-making Toys & Soft-Toys.
- Face Masks.
- Paint Set.
- Cymbals.
- Toy Tunnel.

XII. Equipment/Material for Speech Therapy:

- Sensory mats.
- Mirror.
- Torch.
- Flash cards (Fruits, vegetables, animals, common objects, action cards, vehicles, self-help skills, good habits, body parts, Numbers, Shapes, Colours, etc.)
- Toy materials (animals, fruits, vegetables, vehicles, etc.).
- Sound-making Toys.
- Play-Dough / Clay.
- Picture charts (Baby animals, Birds, Insects, Safety, My family, Rhymes, Colours, People at work, World of flags, Flowers, etc.).
- Colouring books & Colours.
- Eye gaze-toys.
- Stickers – fruits, vegetables, etc.
- Finger puppets.
- Bean bag.
- Drawing and Story books.
- Pretend Play kit (Kitchen set/ doctor-set, etc.).
- Visual Stimulation toys.
- Inter-locking mat.
- Peg boards of different concepts
- AAC/devices (e.g., Jellow or IMMA or other suitable AAC tools).

XIII. Resource Room Material:

- Body parts puzzles.
- Vegetables: model.
- Fruits: Model.
- Vowels with knob (Regional Language).
- Pre writing pattern.
- Growth puzzle.
- English alphabets tray- upper case.
- English alphabets tray- lower case.
- Shapes board.
- Build a tower: Circle, Square, Cubes.
- Puzzles.
- Flash cards-Alphabets, Numbers, Shapes, Colors, animals, Vegetables, Fruits, Actions, Birds, Flowers, Vehicles.
- Beads of different sizes, colours, textures.
- Tracing Stencils – English, Hindi/Regional Language.
- Dressing frame.
- Good-habits flash card.
- Early memory games.
- Story-telling flash card.
- Soft toys, stuffed animals, dolls
- Gardening-set

XIV. Equipment/Material for Inclusive Preparatory School:

1. Furniture & Fixture (age appropriate, colourful, durable, etc.):

1. Study table (for children).
2. Chairs (for children).
3. Office table (for teacher).
4. Office chair (for teacher).
5. White board with pens/Green board with chalks.
6. Bulletin board with pins.
7. Wall-clock.
8. Waste-bin with lid.

2. Materials and Program

1. Home-based Intervention Programme
2. School Readiness Tools
3. Early Stimulation Activity Kits
4. Developmental Activity Manuals

3. Pre-School Series

Age-appropriate multilingual pre-school learning material.
Books: LKG

- Primary English
- Rhymes in regional language
- All in one –Term 1
- All in one- Term 2
- All in one –Term-3

4. Books: UKG

- Regional Language Books
- All in one term 1
- All in one term 2
- All in one term 3

N.B. – a. To ensure that that equipments, furniture, fixtures, materials, etc. provided in the CDEICs is of good quality, durable, child-safe, non-hazardous material, etc. appropriate for the purpose intended.

b. Separate Asset Register shall be maintained for all equipment purchased under the Scheme.

Annexure – IV

Human Resource Requirement

S. No.	Position (Contractual)	Minimum Qualification	Nos.	Monthly Remuneration
1	Clinical Psychologist/Rehabilitation Psychologist	M.Phil./MA in Clinical Psychology/Rehabilitation Psychology/Psychology or equivalent qualification recognized by RCI, with a minimum of 2 years relevant post-qualification experience.	1	60000
2	Occupational Therapist	BOT or higher, with a minimum of 2 years relevant post-qualification experience.	1	50000
3	Audiologist and Speech-Language Pathologist (ASLP)	BASLP or higher, with a minimum of 2 years relevant post-qualification experience.	1	50000
4	Early Interventionist	PGDEI recognized by RCI or BOT/BPT/other RCI-recognized rehabilitation professional with training/experience, with a minimum of 2 years relevant post-qualification experience.	1	50000
5	Special Educator (One for Intellectual Disability and one for any other disability category; preference for cross-disability experience)	B.Ed. (Special Education) in the relevant field, with a minimum of 2 years relevant post-qualification experience.	2	50000
6	Physiotherapist	BPT with a minimum of 2 years relevant post-qualification experience.	2	50000
7	Nurse	Diploma in Nursing with a minimum of 2 years relevant post-qualification experience.	1	42000
8	Trained Caregivers	Divyang Mitra with RCI-certified CBID/CCCG/CCCG-P certificate or equivalent	2	30000

9	Aya/Cleaner	Semi-skilled	1	22000
10	Activity Teacher (full-time) (as per requirement)	D.Ed./B.Ed. with a minimum of certificate/diploma in Music, dance, Fine Arts, Recreation, Early Childhood Education, Yoga or equivalent qualification from a recognized institution. Preference shall be given to candidates having experience in working with children with developmental disabilities, with a minimum of 2 years relevant post-qualification experience.	1	42000
11	Need-based visits of external medical doctors/allied health professionals in relevant specialties	**Medical Doctors:** MBBS with PG Degree/PG Diploma in the requisite specialization or equivalent. **Genetic Counsellor:** Master's degree in Genetic Counselling/Medical Genetics or equivalent. **Optometrist:** Bachelor of Optometry (B.Optom)/Doctor of Optometry or equivalent. **Nutritionist/Dietitian:** M.Sc. in Nutrition/Food & Nutrition/Clinical Nutrition or B.Sc. Dietetics with relevant registration/certification, as applicable. **Other Allied Health Professionals:** Qualification as prescribed by the respective statutory/regulatory authority.	1	A total of max. 15 visits of medical or allied health professionals in a month with at least 4 hours per visit with following remunerations: Medical Professionals with MBBS/PG: Rs. 3750/- per visit Allied health professionals: Rs. 3000/- per visit
12	Social Worker	M.A. (Social Work) or Graduate with DCBR/DVR (ID), with a minimum of 2 years relevant post-qualification experience.	1	42000

13	(a)Clinical Psychology Intern-01 (b) Speech therapy intern(01) (c)Occupational Therapy Intern to assist professionals (Maximum internship period=1 year)	**Clinical Psychology Intern:** Graduate/Master's in Psychology. **Occupational Therapy Intern:** Bachelor of Occupational Therapy (BOT) or Master of Occupational Therapy (MOT), as applicable.	3	Rs. 15000 per month for PG And Rs. 12000 per month for UG
14	Data Entry Operator	Graduate with knowledge of computer	1	25000

Note: *The revised remuneration norms shall also be applicable to the staff already engaged in the existing CDEICs, with effect from 01.10.2026.*

*** *An annual increment of 5% on basic remuneration payable to full-time/part time staff at CDEICs will be given on successful completion of one year. The annual increment of 5 % shall be based on the completion of one year from date of joining and satisfactory performance report of the employee evaluated by the department*.**

* *There will not be any dedicated post of CDEIC coordinator under this sub scheme. The senior most professional from above list or as decided by head of the institution shall act as coordinator in parallel to his/her assigned duties.*

Annexure – V

Phase-wise bifurcation of work for setting up of CDEICs

Phase I Common Services(Indoor)	Registration & Facilitation Centre
	Parents' Waiting Area
	Family Support Unit
	Psychological Assessment, Counseling and Behavioral Support Unit
	Paediatric Centre
	Accessible Lavatories
	Early Intervention Services
	OT Unit
	PT Unit
	ST & Language Intervention Unit
	Indoor Play Therapy Unit
	Tele Rehabilitation Unit
	Common Services (Outdoor)
	Outdoor Sports Arena
	Sensory/Thera Park
Phase II Common Services (Indoor)	Feeding & ADL Room
	Changing Room
	Early Intervention Services
	Trans-disciplinary Therapy Unit (Group)
	Multi-sensory Integration Unit
	Trans-disciplinary Therapy Unit (Individual)
	Multi-purpose Activity Unit
	Training Unit with Visual Stimulation/ Virtual Reality-based Technology
Phase III Preparatory School Services	Preparatory Classroom I (3-4 years) Preparatory Classroom II (4-6 years)

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Annexure - VI

Logo of Cross-Disability Early Intervention Centre



