

MINUTES OF THE MEETING
CORE GROUP ON DISABILITY AND ELDERLY PERSONS
7 January 2020

The second meeting of the Core Group on Disability and Elderly Persons was held on 7 January 2020 in the Commission under the chairmanship of **Dr. D. M. Mulay, Hon'ble Member, NHRC**. The meeting was attended by Shri Jaideep Govind, Secretary General, Shri Surajit Dey, Registrar (Law), Smt. Anita Sinha, Joint Secretary, Shri Sudesh Kumar, Senior Research Officer, Shri Arun Kumar Tewari, Section Officer (Research) from NHRC, Core Group Members, NHRC Special Monitor (Persons with Disabilities and Senior Citizens), representatives from the union ministries and government institutions, and special invitees from civil society organizations, academia, international organizations. A complete list of participants is annexed (**Annex-I**).

2. At the outset, **Shri Jaideep Govind, Secretary General NHRC**, welcomed all and expressed his pleasure to be part of the gathering which would deliberate upon the important issues of the rights of persons with disabilities and elderly persons. Highlighting the importance of the meeting of the Core Group, he stated that the first meeting of the Core Group on Disability and Elderly Persons, held in August 2018 had led to some very pertinent recommendations such as appointing a nodal police officer for issues of senior citizens in every police station, increasing pension for the elderly on the need-based index, conducting access audit in all public buildings etc. He expressed his ardent hope that this meeting would also lead to recommendations which would tackle the infrastructural and human resource issues in inclusive education and strengthen the reporting of elderly abuse in the country.

3. The **Hon'ble Member , Dr. D. M. Mulay**, in his address extended a hearty welcome to all the participants of the meeting of the Core Group on Disability and Elderly Persons and expressed his delight to witness an overwhelming and diverse representation including representatives from three Union Ministries and their Departments, international organizations and civil society organizations. Noting the diversity of the issues of persons with disabilities and senior citizens, he opined that the approach to address it should involve examining the policies, identifying gaps in the implementation of the policy and intervening through recommendations.

Sharing his views on the agenda points of the meeting, he stated that Draft National Education Policy requires harmonization with provisions of inclusive education in the Rights of Persons with Disabilities (RPD) Act 2016 and the Core Group may deliberate on the specific aspects which require harmonization. With respect to elderly abuse, he opined that the changing family structure and dissolution of the inbuilt family values of taking care of the aged has increased cases of abuse. As elderly abuse often tends to go unreported, he hoped that this gathering would deliberate upon the effective ways to create awareness about the legislative provisions for the victims of elderly abuse.

Agenda I: Inclusive Education

4. Enumerating the initiatives of the Ministry of Human Resource Development towards the promotion of inclusive education for children with disabilities (CWD), **Shri Nisheeth Verma, Chief Consultant, Ministry of Human Resource Development (M/o HRD)**, elaborated on the Samgra Siksha Abhiyan which aims to improve school effectiveness by increasing equal opportunities for schooling and equitable learning outcomes. With an allocation of Rs. 3500 per CWD, per annum, in all government and government aided schools, the scheme provides resources such as aids and appliances, resource rooms in schools, therapeutic interventions etc. It further extends student oriented provisions such as transport allowance, escort allowance, special scholarship to girls with disabilities to encourage retention and reduce the dropout rate. In the case of children with profound and severe disabilities enrolled in schools, the scheme also provides for home-based education wherein special educators go to the students' home and teach them. Addressing the concern of availability of special educators in government schools, Shri Nisheeth Verma stated that the Ministry is trying to develop a roadmap which would facilitate the transition from the current situation of availability of Special Educators only for a cluster of schools to a set up where each school has a permanently stationed special educator. Touching upon the issue of inclusive education for children with disabilities in the Draft National Education Policy, Shri Nisheeth Verma stated that M/o HRD is deliberating on the same and trying to fill in the gaps.

5. **Shri K. V. S. Rao, Director, Department of Empowerment of Persons with Disabilities (DEPwD), Ministry of Social Justice & Empowerment (M/o SJ&E)**, elaborated

on the legislative provisions for inclusive education as per the RPD Act, 2016. Chapter III of the said Act enumerates the specific provisions to promote inclusive education and Section 31 and 32 provide for free education. Some of the aspects of inclusive education as per the RPD Act are: identification of school going children for disabilities within the first two years of the enactment of the Act and thereafter in every five years; accessibility in schools; individualized support to CWD etc. While the provisions of the Act are to be implemented by the sectoral Ministries, the DEPwD provides technical expertise and guidance to all the concerned Ministries. He further mentioned that as early identification of disabilities and early intervention within the age of 0-6 years can prove extremely beneficial, the Department is working out mechanisms of convergence of the two concerned Ministries i.e. Ministry of Health and Family Welfare (M/o HFW) and M/o HRD.

6. **Ms. Tarika Roy, Joint Secretary, DEPwD, M/o SJ&E**, stated that the Department is also trying to provide for early intervention through the seven national institutes for disabilities which are in the process of establishing around 20 Composite Regional Centres (CRCs) across India. Pointing out an important issue in inclusive education, she stated that special learning disabilities such as dysgraphia, dyscalculia etc. often remain unidentified because the teachers are not trained and sensitized about them. Given this issue, the Department is trying to sensitize and train the teachers through the Rehabilitation Council of India (RCI) which has 15-day training sessions. Further, as accessibility is an important aspect of inclusive education, apart from the accessibility of schools and institutions of higher education to be undertaken by M/oHRD and University Grants Commission, the Department is aiming to provide for sign language interpreters in every institution to facilitate the learning of students who are deaf.

7. **Ms. Gita Dang, Founder Director, Bridge 2 Inclusion**, raising a very fundamental issue faced by persons with disabilities, stated that the process of acquiring a disability certification is cumbersome. There is a need to simplify the certification procedure so that persons with disabilities can access basic facilities. There are some disabilities that can be identified at birth and for them, the government needs to create a mechanism where such children are given the disability certificate at birth. Further, for the disabilities which get identified over time, she submitted that the ASHA must keep a check on the early signs of

disability by keeping records of the growth of the infant, testing for hearing impairment etc. at the time of inoculation.

8. Citing the data on the status of education in India, **Ms. Mita Gupta, Education Specialist, UNICEF**, stated that CWDs are the most excluded and consist 28% of the total children out of school. In this 28%, most CWDs have never been to school. Thus, the first step is to identify the children who are out of school in a community and then bring them back to school. One important aspect of inclusive education is the experience of children with disabilities in school; there is high dropout rate among CWD as most teachers are not trained to cater to the learning requirements of CWD. Thus, pre-service and in-service training in inclusive education should be made mandatory for all teachers. Another aspect is accessibility and UNICEF with M/o SJ&E has drafted guidelines for accessibility in school. The understanding of accessibility needs to go beyond ramps at the entrance and should be for all parts of the school such as toilets, drinking water area and others. With respect to the identification of disabilities in children, Section 17(a) of the RPD Act provides for identification of disabilities in “school going” children and Ms. Mita Gupta suggested that the purview may be expanded to “school aged” children for greater outreach.

9. Speaking of the education of CWD, **Shri Ketan Kothari, Manager- Advocacy, Sightsavers**, opined that the country is still not in a position to completely disestablish the system of special schools and hence they need to be brought under the purview of M/o HRD, rather than the M/o SJ&E. He further submitted that the Draft National Education Policy (NEP) may consider advocating for the same. Pointing out the lack of human resource for promoting inclusive education for CWD, he stated that the Government can use village leaders as volunteers to work with parents for the education of CWD. According to Shri Kothari, the volunteer model has been successfully used by Karnataka for rehabilitation and National Association for the Blind (NAB). Highlighting the role played by aids and appliances to make education accessible, Shri Kothari pointed out that the technology related aids and appliance have not yet been institutionalized by Artificial Limbs Manufacturing Corporation of India (ALIMCO). Thus, the Draft NEP may consider promotion and institutionalization of technology related aids and appliances. Furthering the deliberations on the identification of disabilities among school going children, Shri Kothari hoped that there is a separate monetary allocation for

the same, and identification will not be undertaken from Rs. 3500 allocated to each CWD by the M/o HRD.

10. **Ms. Nidhi Goyal, Founder & Director, Rising Flame**, highlighted eight aspects related to inclusive education. First, inclusive education facilities need to percolate to pre-schooling level wherein CWD in the pre-schooling age are able to access their schools and receive the education which develops their learning skills. Second, providing special education training not just to special educators but to all teachers to be able to truly transition towards an inclusive education system. Further, with respect to special educators, the government needs to ensure that each school is provided with the specific type of special educator needed in that school. For instance, a school that has children with intellectual disabilities and visual impairment needs to be provided with educators specializing in intellectual disabilities and visual impairments and not anything else. Third, the understanding of inclusive education also needs to be expanded; it needs to envision inclusion in sports and cultural activities which are important aspects of any child's development. Fourth, the relationship between accessibility and school dropout rates need to be realized in case of girls with disabilities. Lack of accessible toilets, training in menstrual hygiene management often lead to abuse and dropout of girls with disabilities. The apprehension about the lack of accessible toilets and menstrual hygiene management can lead parents to not enroll girls with disabilities in school. Fifth, sexuality education, which is provided in schools, need to be made available in accessible formats for CWD. Sixth, Individualized Education Plan as provided for in the RPD Act, 2016 should be included for CWD in the draft NEP. Seventh, institutionalizing the topic of disabilities in all medical courses as short term training in disability would never provide a holistic understanding. Eighth, removal of barriers in choice of subject for young adults with disabilities, as they are often not allowed to opt for technical courses in higher education. In her case, she was not admitted for a course in Mass Communication due to her disability, in spite of merit. Thus, correlating disability with the subjects in higher education needs to be examined and mechanisms to curb such arbitrary restrictions need to be established.

11. **Dr. Yogesh Dube, President, Bharatiya Vikas Sansthan**, elucidating the status of special educators in the country, stated that there is a lack of special educators in the country and accommodations need to be provided for CWD coming to schools from distant regions. On the issues of lack of availability aids and assistive devices, he opined that each State should have a

corporation like ALIMCO to distribute assistive devices in a speedily. To address the grievances of persons with disabilities, a national help should be started for the same.

12. Furthering the deliberations on certification, **Advocate Sundharesan**, stated that a disability certificate is not enough to receive the benefits provided by the government by persons with disabilities. To receive concessions in railways, public transport, one has to get concession certificates and this makes accessing provisions by the government cumbersome. Thus he submitted that all other certifications such as railway concession, bus concession may be centralized at the district level for the ease of persons with disabilities. Further, to effectively implement the provisions of accessibility, as envisaged by the RPD Act, the Government must devise a comprehensive work-plan involving all the concerned Ministries.

13. **Dr. Manjari Tripathi, Professor Neurology, All India Institute of Medical Sciences (AIIMS)**, sharing her observations on the certification process in AIIMS, stated that the Government needs to issues directives on the procedures of disability certification, the professional required for the same etc., so that hospitals do not create their own rules for certification. Due to lack of directives by the Government, hospitals often create their own mandates such as certification by only a 3 Member Board which leads to unnecessary delays in the certification process. Further, she highlighted that there are many persons with disabilities and very few professionals catering to their identification, assessment and intervention needs. Thus a larger workforce of professionals catering to the needs of persons with disabilities needs to be created. Social workers need to be stationed in the medical establishment to provide information to the persons with disabilities coming to the hospital for anything.

14. To be able to truly provide inclusive education, **Dr. Manjari Tripathi**, stated that children should be taught about disabilities from the school level so that they do not behave in a discriminatory manner with their classmates with disabilities. For instance, school children often make fun of other students who use calipers or experience seizures in classrooms. This sensitization from the school education level would not only create an environment for CWD in schools but also an inclusive society in future.

15. Reflecting on the Draft National Education Policy, **Shri Rajive Raturi, Special Monitor, NHRC**, highlighted that CWD cannot be limited to Chapter VI of the said Policy and need to be mentioned across the document. Speaking from his experiences of visiting institutions for persons with intellectual disabilities as Special Monitor of NHRC, he opined that there is an inverse relationship between such special institution and the rate of destitution and abandonment. However, he stated that this observation of his needs to be examined properly to reach a conclusion.

16. Responding to the issue of the period of training teachers in inclusive education, **Ms. Tarika Roy** informed that the fifteen-day module was decided upon to be able to train teachers from rural areas. Apart from that, there is an in-service training by RCI which complements it. With respect to the Accessible India Campaign and its effectiveness in schools, the Ministry intends to undertake a third party accessibility audit to gauge the extent of accessibility achieved.

Agenda II: Elderly Abuse

17. **Shri Inder Mohan Bhalla, President, All India Senior Citizens' Confederation (AISCCON)**, stated that the recent amendments proposed in the Maintenance and Welfare of Senior Citizens (MWSPSC) Act, 2007 holistically address all the aspects which were left out previously. However, the implementation of the provisions in the said Act has remained unchecked due to the lack of a monitoring agency. For instance, the Act provides for the establishment of an old age homes in each district. It is well acknowledged that not all districts have old age home and had there been a monitoring agency, these gaps could have been reported and addressed thereafter. Further, he highlighted the issue of lack of government data on elderly abuse and submitted that the government needs to undertake studies on elderly abuse and other issues to be able to chart a road map to address the same.

18. Concurring with Shri I. M Bhalla's point, **Dr. Abha Chaudhary, Chairperson, ANUGRAHA**, said that a national data on elderly abuse is very important. As 15th June is World Elder Abuse Awareness Day, ANUGRAHA with M/o JS&E has undertaken training and capacity building of caregivers, which is very important as there are fewer young people taking up caregiving as a profession. Apart from training on World Elder Abuse Awareness Day, the

organization trains caregivers about diseases prevalent in the old age such as Dementia, Parkinson's and others in northern India. She further opined that as senior citizens between the ages of 60-75 are fairly mobile and healthy, the government needs to realize their potential and utilize their wisdom. For instance, ANUGRAHA has been training senior citizens as para-legal support in Delhi High Court. Further, to encourage ageing in place, Dr. Chaudhary suggested that the Government should focus on establishing short stay homes, daycare and recreation centre so that the senior citizens have engagements to pass their time

19. **Shri Venkatesh Srinivasan, Assistant Representative, UNFPA**, pointed out that elderly abuse cannot be looked in isolation and it should be discussed with other aspects of ageing. He highlighted some foundational issues related to effective implementation of the MWPSA Act 2007- the main legislation protecting the rights of the senior citizens in the country. First, lack of awareness about the Act for which there need to be conscious efforts to create awareness by civil society organizations, police and legal professionals at the district level. Second, issues of governance involving the lack of human resources to oversee the implementation of the Act. In such cases, instances of innovation by other countries such as that of Vietnam can be replicated. Vietnam's adult education department is utilized to work on issues of ageing because, lately, the proportion of work in the adult education domain has reduced in the country. Third, the lack of finances to work on issues of ageing. This problem has been efficiently dealt with by the Government of Kerala by directing all Panchayats to use 5% of their budget on issues of the elderly. The result of such direction by the State is that Panchayats tend to use the earmarked funds for establishing daycare centres which not just help the abused senior citizens but all of them.

20. Sharing best practices from around the world, **Shri Venkatesh Srinivasan** shared that China spends a huge amount of money on technological innovation in assistive aids and devices. The Government of India needs to encourage all Indian Institute of Technology(s) and National Institute of Design to research and develop improved technological assistive aids and devices. The public policy think tanks need to research upon what could be India's strategy to deal with the ageing population in the future.

21. **Dr. S. Siva Raju, Deputy Director, Tata Institute of Social Sciences (TISS), Hyderabad Campus**, sharing a good practice, informed that TISS Hyderabad had developed a disability friendly environment index which provides a baseline data on inclusivity and accessibility of spaces for persons with disabilities. In the case of senior citizens, the International Longevity Centre is in the process of creating an elderly friendly community index. As baseline information could be used to inform the administrators about the situation of their area for elderly, his submission was that the Commission could, through a committee of experts, develop an index for the elderly and use it for making States aware about where they stand in the elderly friendly community index. Speaking specifically on the issue of elderly abuse, he highlighted that the majority of abusers of the elderly are their caregivers. Thus, there is a need to study the stressors and strains of elderly caregivers to understand the overwhelming proportion of caregivers surfacing as abusers. Courses in geriatric care, such as one offered by TISS, can facilitate better and trained caregiving.

22. Sharing the experiences of visiting old age homes across the country as Special Monitor (Persons with disabilities and senior citizens), **Shri Rajive Raturi, Special Monitor, NHRC** stated there is a need for old age homes in each district. Many homes were observed to have flouted legal provisions of providing separate rooms to women and men. Most homes were not accessible and did not have features such as accessible toilets, ramps, railing etc. Gaps in the funding structure were observed wherein homes with 15 residents got Rs. 18 Lakh and homes with 25 residents got Rs. 12 Lakh as support. He also shared a good practice of old age homes in Kerala wherein representatives of district legal service authority visit the old age home regularly to assist the elderly with legal issues.

23. **Dr. N. Srinivas Rao, Economic Advisor, Ministry of Rural Development (M/o RD)** informed the gathering concerning social security of the elderly, the Ministry is planning to revamp the National Social Assistance Programme (NSAP) wherein the quantum of pension and criteria for being eligible to receive pension will be changed.

24. **Smt. Bindu Tewari, Director, Ministry of Health and Family Welfare**, shared that apart from the existing facilities of healthcare for the elderly, the Ministry is in the process of

establishing Regional Geriatric Centres across eighteen Medical Colleges and 2 two National Centre for Ageing.

25. Responding to the concern of lack availability of government data on elderly abuse, **Ms. Radhika Chakravarthy, Joint Secretary (Social Defence), Ministry of Social Justice and Empowerment**, informed that data on various types of elderly abuse (except psychological and emotional abuse) is available on the website of Ministry of Home Affairs. She further stated that the amendments proposed in the MWPSA Act 2007 holistically deal with the issues of elderly abuse as it extensively defines abuse and sanctions penalties for it. It also mandates for a nodal police officer dealing with elderly issues in every police station, special cell for elderly women and Special Police Unit headed by Deputy Superintendent of Police. With respect to psychological and emotional abuse, the National Action Plan of 1999 provides for the protection against abuse and exploitation by providing for legal services, daycare, multi-activity centre for senior citizens. It emphasizes on intergenerational bonding by creating awareness about elderly issues not only among parents and children, but also grandchildren. Responding to the suggestion of innovation in assistive devices, she stated that the said Action Plan provides for that as well. With respect to the helpline for the elderly, she informed that TISS' pilot project in Hyderabad is functioning successfully and the Ministry is planning to expand it to other parts of the country. Being aware of the economics of ageing, wherein 40% of the population supports 60% of the dependent population, consisting of elderly and children, the Ministry is planning to undertake initiatives wherein the elderly who are comparatively active can be part of Self Help Groups. Acknowledging the fact that there are districts which do not have old age homes, as mandated by the MWPSA Act 2007, she informed that the Ministry has been urging States to send proposals for setting up old age homes and she also appealed that representatives from the civil society present in the meeting can also send proposals for districts which do not have old age home yet.

26. Enumerating NHRC's engagements with the rights of persons with disabilities and senior citizens, **Shri Surajit Dey, Registrar (Law), NHRC**, stated that the Commission, through its complaints mechanism, has addressed several cases of violations of rights of persons with disabilities. One of the well-known cases is the case of an AIIMS' medical student who was allowed to complete her course after NHRC's intervention and was then appointed as a doctor in

AIIMS. With respect to senior citizens, Shri Surajit Dey mentioned that as NHRC officials, apart from the Special Monitors and Rapporteurs, also visit old age homes, and time and again they have reported lack of proper infrastructure, finances, and conditions of living in the homes. The Commission also sends these reports to the concerned Ministry and State Government for taking necessary action.

27. After due deliberations, the following recommendations emanated from the meeting:

A. Disability

- I. Ministry of Human Resource Development to send a detailed status report to NHRC regarding the survey of school going children for identifying children with disabilities as mandated by Section 17(a) of the RPD Act 2016.
(Action: M/o Human Resource Development)

- II. **Replacement of the term ‘school going children’ with ‘school aged children’:** The Department of Empowerment of Persons with Disabilities may consider changing the criteria of survey as per Section 17(a) of RPD Act from ‘school going children’ to school aged children’ for greater outreach in identification of children with disabilities.
(Action: Department of Empowerment of Persons with Disabilities)

- III. **Holistic inclusion of children with disabilities in Draft National Education Policy:** Concerns of children with disabilities should not be limited to Chapter VI of the Draft Policy and should be adequately represented across chapters.
(Action: M/o Human Resource Development)

- IV. **Harmonization of the Draft National Education Policy with RPD Act, 2016:** All aspects of the policy need to be harmonized with the RPD Act 2016. For instance, the section on recruitment of teacher and teacher requirement planning needs to be harmonized with Section 17 of RPD Act which mandates the government to employ teachers trained in braille, sign language and teaching children with intellectual disabilities. The section on ensuring adequate physical infrastructure, facilities and

learning resources should also ensure that such infrastructures are accessible as per the Harmonized Guidelines formulated by the Government as per Section 40 of the RPD Act.

(Action: M/o Human Resource Development)

- V. **Institutionalization of the topic of ‘disability’ in teaching training courses:** The concerned Ministry may consider institutionalization of the topic of ‘disability’ in courses such as Bachelor of Education (B.Ed) and Master of Education (M. Ed) so as to train teachers in inclusive education from the beginning. Further, a compulsory paper on inclusive education, in consultation with Rehabilitation Council of India, must be included in all teacher training programmes of the National Council for Teacher Education.

(Action: M/o Human Resource Development)

- VI. **Menstrual Hygiene Management Training for girls with disabilities:** The concerned Ministry must formulate a Menstrual Hygiene Management Training Programme catering to the specific needs of girls with disabilities to curtail potential drop out of girls with disabilities from school.

(Action: M/o Health and Family Welfare)

- VII. **Standard Operating Procedure (SOP) for disability certification:** A SOP must be formulated for disability certification procedure to eliminate variance in the process and it should be applicable for all disability certificate issuing institutions in the country.

(Action: Department of Empowerment of Persons with Disabilities)

B. Elderly Persons

- I. **Research on stress and strains of caregivers of elderly:** As most research studies indicate majority of abusers of elderly to be their caregivers themselves, a situational analysis of the stress and strains caregivers should be undertaken to understand their overwhelming proportion in elderly abuse.

(Action: National Institute of Social Defence)

II. **Awareness generation about Maintenance and Welfare of Parents and Senior Citizens (MWPSA) Act, 2007:** Ministry of Social Justice and Empowerment should spread awareness about MWPSA Act, 2007 through audio, visual and print mediums. The Ministry should also train law enforcement officers and the District Legal Service Authority in creating awareness about the said Act.

(Action: M/o Social Justice and Empowerment)

III. **Providing legal aids/services to residents of old age homes:** The Kerala Model, wherein officers from the legal service authority visit old age homes periodic may be replicated in other old age homes across the country.

(Action: M/o Social Justice and Empowerment)

IV. Ministry of Social Justice and Empowerment to send report to NHRC regarding the status of the compliance to the provision of establishing one old age home in each district in the Maintenance and Welfare of Parents and Senior Citizens Act, 2007

(Action: M/o Social Justice and Empowerment)

LIST OF PARTICIPANTS

NHRC Officials

1. Dr. D. M. Mulay, Member
2. Shri Jaideep Govind, Secretary General
3. Shri Surajit Dey, Registrar (Law)
4. Smt. Anita Sinha, Joint Secretary
5. Shri Sudesh Kumar, Senior Research Officer
6. Shri Arun Kumar Tewari, Section Officer (Research)
7. Shri D. P. Bhattacharya, Senior Research Assistant
8. Ms. Tania Chatterjee, Junior Research Consultant
9. Ms. Ridhima Puri, Junior Research Consultant
10. Ms. Aastha Dawar, Junior Research Consultant
11. Ms. Devosmita Bhattacharya, Junior Research Consultant

Core Group Members

1. Shri Rajive Raturi, Special Monitor, NHRC
2. Dr. Manjari Tripathi, Professor Neurology, All India Institute of Medical Sciences
3. Shri Kavindra Gill, Advocate
4. Shri V. Sundharesan, Advocate
5. Ms. Nidhi Goyal, Founder & Director, Rising Flame
6. Dr. S. Siva Raju, Deputy Director, Tata Institute of Social Sciences, Hyderabad Campus
7. Shri Inder Mohan Bhalla, President, All India Senior Citizens' Confederation (AISCCON)
8. Dr. Abha Chaudhary, Chairperson, ANUGRAHA
9. Dr. K.R. Gangadharan, Director, Heritage Foundation

Representative of Union Ministries/Government Bodies and Special Invitees

1. Ms. Tarika Roy, Joint Secretary, Department of Empowerment of Persons with Disabilities, Ministry of Social Justice & Empowerment

2. Ms. Radhika Chakravarthy, Joint Secretary (Social Defence), Ministry of Social Justice and Empowerment
3. Dr. N. Srinivas Rao, Economic Advisor, Ministry of Rural Development
4. Shri K. V. S. Rao, Director, Department of Empowerment of Persons with Disabilities, Ministry of Social Justice & Empowerment
5. Smt. Bindu Tewari, Director, Ministry of Health and Family Welfare
6. Dr. H. C. Sridhara Channakeshava Ranga Reddy, Deputy Director (Old Age), National Institute of Social Defence
7. Shri S. S. Kumar, Deputy Secretary Ministry of Social Justice and Empowerment
8. Shri Ravi Katyral, Deputy Secretary, Ministry of Human Resource Development
9. Shri Sandeep Tambe, Assistant Director, Rehabilitation Council of India
10. Shri Sandeep Thakur, Assistant Controller of Exam, Rehabilitation Council of India
11. Shri Nisheeth Verma, Chief Consultant, Ministry of Human Resource Development
12. MS. Sohila Bakshi, Consultant, Ministry of Human Resource Development
13. Ms. Mita Gupta, Education Specialist, UNICEF
14. Shri Venkatesh Srinivasan, Assistant Representative, UNFPA
15. Dr. Yogesh Dube, President, Bharatiya Vikas Sansthan
16. Ms. Gita Dang, Founder Director, Bridge 2 Inclusion
17. Shri Ketan Kothari, Manager- Advocacy, Sightsavers

PHOTOGRAPHS FROM THE MEETING OF THE CORE GROUP



