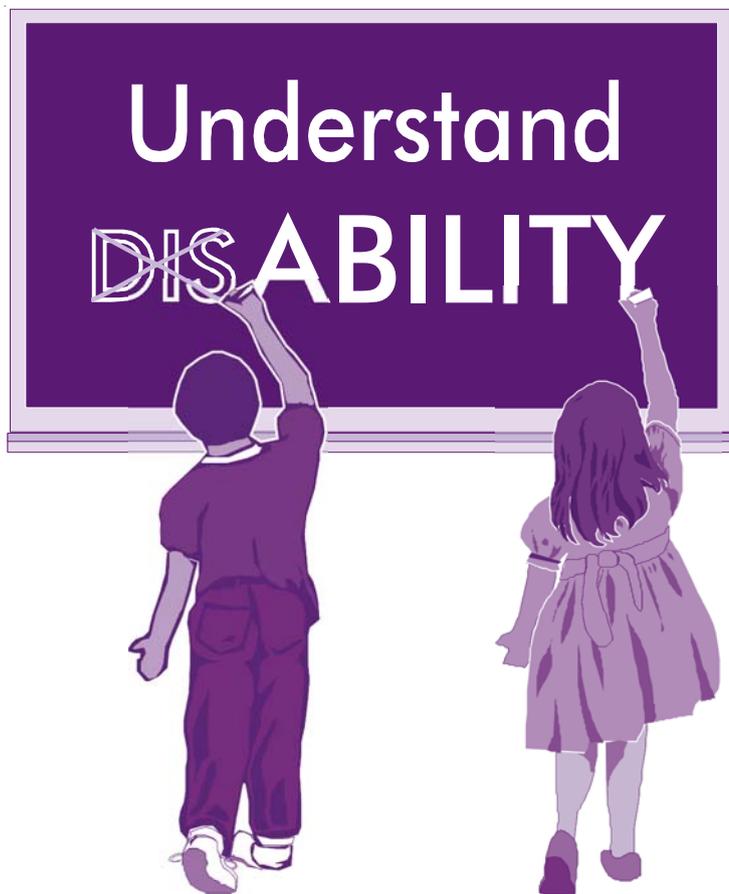


# VOLUNTEER PROGRAMME

## Training Manual



A Publication of

(You and the Disabled)

**UDIS**  
**Forum**

Use their Skills ★ Light their Lives

Supported by



## INTRODUCTION

A person with disability is one who is not able to perform certain activities due to physical or sensory impairment. Disability leads to several restrictions right from doing day-to-day activities to education and employment. For example, a blind person has problems in understanding the physical environment around him. Like wise a deaf person has difficulty in communicating with others. The mentally retarded person has difficulty in cognitive functions. A person with locomotor disability has problem in physical accessibility. In general, disability results in the reduction of experiences but there are measures to minimise such experiential deprivations so that persons with disabilities can enjoy the fullest life experiences.

One of the ways to reduce the restrictions caused by disability is through creating acceptance by the society. The services for persons with disabilities were once neglected and at present it is a right issue, and as a result, the society is becoming sensitive to the needs of disabled persons. They can come up in life when an understanding society revolves around them. What we need today is to build bridges between disabled individuals and the society and that is what the UDIS Forum is trying to do.

UDIS Forum is a network of parents, persons with disabilities, professionals and voluntary organisations for facilitating employment and empowerment of persons with disabilities. The UDIS signifies “You and the Disabled” and also “Understanding Disability”. The Forum believes that individuals, groups of people, industries, corporate houses, etc., can light the lives of people with disabilities by using their skills. The Forum also equips the youth with skills for disability management.

Every individual in the society can contribute to the welfare of the disabled at different levels. For example, employers can provide employment to disabled persons in industries. Common citizens can contribute to the welfare of persons with disabilities by purchasing the goods produced by them. A professional can lead to the independence of persons with disabilities by teaching them appropriate academic and life skills. Similarly the youth can function as a catalyst to sensitize the society about the skills and potentials of disabled persons and gradually transcend the traditional mindset of the society and thus creating the right attitude towards disabled individuals.

India has more than 75 crores of youth population. The world is acknowledging the fact that India has potential to become one of the superpowers with the mobilisation of youth power. Contributions of Indians to culture, technology, etc., are evident world over. Likewise disability movement is also growing faster in India to prove that disabled individuals too are contributing to the growth of India. What disabled people need today is a positive environment to grow and an understanding society to acknowledge their skills. Therefore, awareness creation about the capabilities of persons with disabilities becomes the first step in the building of such a positive oriented environment about disability. The UDIS Forum strongly believes that it is the youth of the country who can contribute to such a development and hence the commencement of the **UDIS volunteer programme**.

This manual provides basic information about disabilities. Before you become change agents, it is imperative to know about disabilities that would make you well equipped to handle disability issues. Kindly read the manual and interact with professionals and persons with disabilities to explore how best you can help this cause. Please don't hesitate to contact us for any further assistance in this regard.



# BLINDNESS

## 1. What it is?

Blindness is defined as loss of vision/reduction in vision or angle at which a person can see. For educational purposes, a visually impaired person who uses Braille is called blind and the person who uses magnifiers or large prints is called low vision.

(According to Persons with Disabilities Act (1995) blindness refers to a condition where a person suffers from any of the following conditions, namely:

1. total absence of sight; or
2. visual acuity not exceeding 6/60 or 20/200 (snellen) in the better eye with correcting lenses; or
3. limitations of the field of vision subtending an angle of 20 degree or worse;

Low Vision refers to a person with impairment of visual functioning even after treatment of standard refractive correction but who uses or is potentially capable of using vision for the planning or execution of a task with appropriate assistive devices).

The causes for blindness in a developing country like India are mainly due to eye diseases like Cataract, Glaucoma, and Trachoma. Some of the other causes for blindness are,

- Genetic or environmental factors
- Deformity of the eye
- Infections during the first trimester of pregnancy
- Premature birth
- Accidents or injury to the eye
- Malnutrition and Vitamin-A deficiency

Blindness is broadly classified into two categories, namely congenital and adventitious blindness. Congenital blindness is one which is present at birth whereas, adventitious blindness is acquired blindness at a later stage after the individual has lived for some years as a sighted person.

## 2. Easy ways to detect visual problems

When you find a person with any one or more of the following behavioural and structural symptoms, you may refer him to an eye doctor or counsel him to seek medical attention.

- Rubs eyes excessively due to itching or burning
- Covers one eye and tilts the head forward to see clearly
- Holds objects and books close to the eyes
- Asking for help from other children when taking notes from the black board
- Blinks more frequently
- Bumps into people or objects
- Unable to participate in games requiring distance vision
- Excessive sensitivity to light
- Squint, crossed eyes
- Red-rimmed, swollen eyelids
- Inflamed or watery eyes
- Regular complaint of dizziness, headaches following close eye work
- Complaint of blurred or double vision

The intervention at the right time may help in preventing visual impairment and therefore, we suggest you to use these functional procedures to detect potential visual problems in children.

## 3. How do they learn?

The following skill areas are specific to visual impairment. Understanding these concepts will help you to assist a visually impaired person effectively.

### ***Orientation and Mobility:***

The main effect of blindness is restriction in one's mobility. Orientation is knowing about one's environment and mobility is the ability to move around that environment. The long cane is one of the best companions for blind persons to move around

independently. Long cane usually is made of aluminum with plastic handle. It helps in finding the level of the surface, texture of the surface and the direction to go. Tactile Maps providing different textures are used to orient the blind person about his environment.

**Daily Living Skills:**

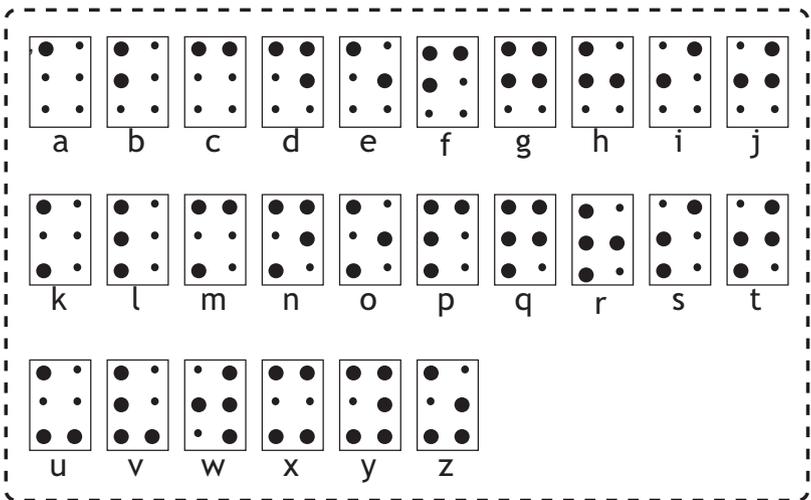
Daily living skills are skills required to do the day-to-day activities, which are essential for blind persons to live independently in a society. All the daily living skills which the non-disabled persons perform are necessary for blind persons too, but the visual oriented tasks such as combing hair, gestures, etc., may have to be taught to them using adaptive methods.

**Braille:**

Not everyone needs Braille. A totally blind child or a visually impaired child who cannot use his residual vision for reading purposes uses Braille. The Braille cell configuration is as follows:



By making various combinations of the dots, we indicate letters in Braille. The English alphabets in Braille format are as follows:



You can try reading the following Braille configurations.

Examples: (Write the word in the respective boxes)

The image shows a dashed rectangular box containing Braille examples. The first row consists of three Braille characters (dots 1, 2, 3, 4, 5, 6) followed by two empty rectangular boxes. The second row consists of five Braille characters followed by one empty rectangular box.

Try your name using Braille scripts.

The image shows a dashed rectangular box containing a grid of 40 empty Braille characters (dots 1, 2, 3, 4, 5, 6) arranged in four rows of ten columns each, intended for writing a name.

*If you want to learn more on Braille, contact the Forum, which will organise a short course for you.*

#### **4. How do you behave with a visually impaired person?**

While talking with visually impaired persons we should not hesitate to use the words 'blind', 'look', 'see' etc. When a visually impaired is in a meeting, first he/she should be introduced to others in order to have a better understanding of the environment and the people participating in the meeting. Like wise in a conversation, tell the

visually impaired person while leaving. While talking to visually impaired person don't speak loudly or shout, they can hear like others. While guiding the visually impaired person don't push him to move, just guide him by asking him to hold your elbow.

## 5. Where they are employed?

Visually impaired persons are normally employed in the following professions:

- Teaching
- Civil Services
- Medical Transcription
- Textiles
- Administration
- Information and Communication Technology
- Law
- Physiotherapy
- Press related Work
- Carpentry
- Cottage Industries
- Music etc.

The above list is not exhaustive.

***After interaction with visually impaired persons, describe how you felt about their capabilities.***

*This section on visual impairment must have given you some insights on what you could do to promote services for them. You can take up special education as a profession if you are interested. If you want to know more about visual impairment, log on to websites or contact the UDIS Forum for further help.*

# DEAFNESS

## 1. What it is?

Deafness is defined as the loss of hearing. A person is said to have deafness if he cannot hear at all, or can hear only loud sounds, shouted words, or only if the speaker is sitting in front, or would usually ask to repeat the words spoken.

(The Persons with Disabilities Act (1995) has adopted the definition that a person shall be deemed to be deaf if he/she has loss of 60 decibels and more in the better ear in the conventional range of frequencies).

Deafness is caused due to the deformity or because of defects caused in the ears. The causes for deafness are,

- Genetic factors.
- An accident to the pregnant mother.
- Mother exposed to more X-rays.
- Pregnant mother affected with diseases like typhoid, small pox and chicken pox.
- Usage of tablets having alcohol content.
- Child born with the disease called Jaundice.
- Pre-mature and low birth weight.
- Lack of development of the outer ear.
- Diseases like small pox, chicken pox, typhoid, viral fever affecting the child.
- Accident or when the child gets a blow on the ears.
- Harmful instruments like sticks, pencil edges, pins, etc., used to clean the ears.
- Exposed to very high decibel sounds.

Deafness is divided into two broad categories, based on the age of onset and on the type of hearing loss. This classification is further sub-divided into the following categories.

### Based on the age of onset

1. ***Congenital hearing loss***: this type of hearing loss occurs during the time of birth or before the acquisition of speech and language.
2. ***Acquired hearing loss***: this type of hearing loss occurs after the acquisition of speech and language.

### Based on the type of hearing loss

1. ***Conductive hearing loss***: the functioning of the external and the middle ear is affected.
2. ***Neuro-Sensitive hearing loss***: the functioning of the inner ear is affected.
3. ***Mixed hearing loss***: the functioning of the external or the middle ear or both and the inner ear are affected.
4. ***Recto cochlear type***: the functioning of the nerve pathway beyond the inner ear is affected.

Based on the types of hearing loss, the following categorization on the degree of hearing loss is made.

- Normal Hearing - 0 - 25 dB
- Mild Hearing Loss - 26 - 40 dB
- Moderate Hearing Loss - 41 - 55 dB
- Moderately Severe Hearing Loss - 56 - 70 dB
- Severe Hearing Loss - 71 - 90 dB
- Profound Hearing Loss - 91 - 120 dB

## 2. Easy ways to identify hearing problems

A person with deafness has difficulty in communicating with others and their language level will be low when compared with that of a hearing person. The following are few indicators to identify deafness in a person:

- Exhibits specific problems in speaking, reading and spelling
- Difficulty in interpreting information
- Hesitates to interact verbally
- Masters language skills slowly
- Asking for repetitive instruction
- Observable deformity of the ear
- Discharge from the ear
- Complaining of pain in the ear frequently
- Turning his head frequently in order to hear well
- Unable to follow the instruction
- Scratching the ear frequently
- Focusing on the speaker's face while listening to understand speech
- Asking for help from fellow students in taking notes when the teacher explains verbally in the classroom

### **3. How do they communicate?**

Communication is one of the basic requisites for living and lack of proper communication is the basic problem of deaf people. Lack of communication in this context is mainly between the hearing and the hearing impaired people. The deaf people among themselves are able to communicate easily with their language called sign language. The mode of communication is broadly classified into two categories namely, oralism and the manualism.

#### **Oralism**

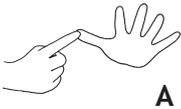
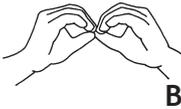
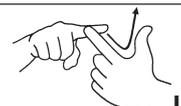
Oralism, a mode of communication in which the children are insisted and encouraged to listen speech and express through speech. The oralism encourages the children to use their residual hearing with the help of hearing aids. Here the children are encouraged and trained in using the auditory signals (Auditory Training) in reading the speech (Lip Reading) and in expressing themselves through speech (Speech Therapy).

**Manualism:**

Manualism, a mode of communication where the communication takes place through non-verbal visual codes like the hand movements, facial expression, etc. Sign Language is a non-verbal language which is also called as the mother tongue of the deaf community. It is basically a visual form of communication involving the hands, face and the body, with a little bit of lip movement. The components of sign language are,

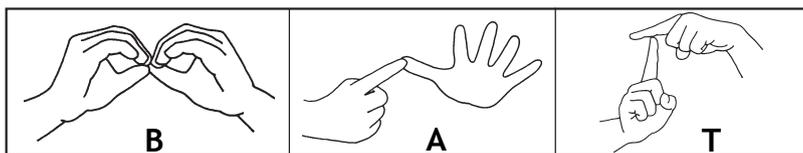
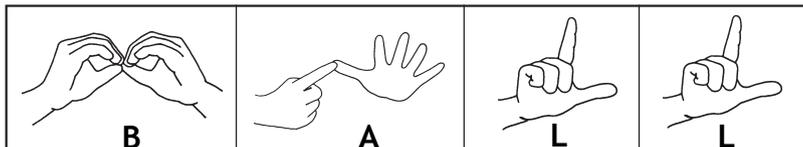
- ☞ Signs/Gestures
- ☞ Facial expressions
- ☞ Finger spelling
- ☞ Body language
- ☞ Mime
- ☞ Lip reading

Finger spelling for the English alphabets are given below :

 <b>A</b>	 <b>B</b>	 <b>C</b>	 <b>D</b>
 <b>E</b>	 <b>F</b>	 <b>G</b>	 <b>H</b>
 <b>I</b>	 <b>J</b>	 <b>K</b>	 <b>L</b>
 <b>M</b>	 <b>N</b>	 <b>O</b>	 <b>P</b>
 <b>Q</b>	 <b>R</b>	 <b>S</b>	 <b>T</b>
 <b>U</b>	 <b>V</b>	 <b>W</b>	 <b>X</b>
 <b>Y</b>	 <b>Z</b>	Source : Indian Sign Language Dictionary	

**Your hands too can talk using the language of the silent world... try:**

To sign for words using finger spelling, join all the signs as given below,



*Sign your name using the finger spelling.....*

The above are examples of signs using finger spelling. These words can also be signed using single sign without finger spelling each letter as given below,

Sign for **BALL**



Sign for **BAT**



Some basic signs:



Mother



Father



Friend



Home



School



India



Eat/ Food



Money



Time



Bird



Hot



Water



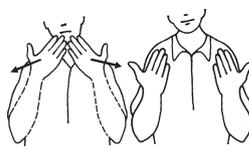
Sick



Good



God



Thank you

### Total Communication:

Total communication is not just a mode of communication; it is a philosophy in using all forms of communication available to develop the language level of the deaf person. Total communication includes gestures, speech, signs, finger spelling, speech reading, use of residual hearing, reading and writing. It includes both the advantages of oralism and that of the manualism in order to ensure effective communication.

## 4. Tips to communicate with the deaf people

Deaf people use many ways to communicate depending on factors such as type of deafness, amount of hearing loss, language skills, and educational and family background. Given below are some general tips that can be used while communicating with a deaf person.

- Don't neglect a deaf person while speaking in a group.
- Always look directly at the deaf person's face while speaking or signing.
- If you are signing, sign at a moderate pace and legibly.
- Before talking or signing, always get the attention of the deaf person.
- Speak slowly and clearly.

- Look directly at the deaf person and maintain eye contact.
- Do not place any thing in your mouth while speaking to deaf person as it may lead to improper lip reading.
- Repeat and use simpler and familiar words.

## 5. They can do...

There are multifarious vocations that can be performed by hearing impaired persons, namely:

- Teachers for deaf students
- Automobile industries
- Electronic device servicing
- Computer programmers
- Textiles
- Lathes etc.,

Again, the list is not exhaustive.

***Tell us how you can create positive awareness in the society about persons with hearing impairment.***

*By now, you must have understood the importance of communication and how deaf persons are devoid of this vital experience. What you have to do is to use your gestures and all non-verbal cues such as hand language, eye language, smile language, and facial expression to communicate with the persons.*

If you want to learn more on sign language and other modes of communication of deaf persons, the UDIS Forum will be happy to organise a short course for you.

# MENTAL RETARDATION

## 1. What it is?

A person with mental retardation is one who has problems in cognitive development. In such a person, the intellectual age is not equal to that of his physical age. In addition such a person may also exhibit socially maladaptive behaviour.

(According to Person with Disabilities Act (1995) mental retardation is defined as a condition of arrested or incomplete development of mind of a person, which is especially characterized by sub-normal intelligence).

Following are some of the common causes of mental retardation:

- Marriage between close relatives
- Premature birth and low birth weight
- Lack of respiration immediately after birth
- Abnormal position of fetus in the uterus that makes delivery difficult
- High blood pressure and fits in the pregnant mother
- Bleeding in the brain of the newborn due to various causes
- Child born with the disease called Jaundice
- Infection in the child such as meningitis or encephalitis (brain fever)
- Any injury to the brain from accidents or falls can result in mental retardation
- Malnutrition in the child

Mental retardation is usually classified on the basis of the intelligence level of the individual. The level is indicated by a measure known as Intelligence Quotient (IQ). The different IQ based classifications are as follows:

- Mild Mental Retardation : 56 - 70 IQ
- Moderate Mental Retardation : 41 - 55 IQ
- Severe Mental Retardation : 26 - 40 IQ
- Profound Mental Retardation : Below 25 IQ

## **2. Easy ways to identify persons with mental retardation**

Mentally retarded persons generally are physically good but their intellectual ability is affected. Given below are few indicators to identify mental retardation in a person:

- Poor problem solving skills
- Poor daily living skills
- Difficulty in concentrating on the learning task
- Distorted response patterns
- Short attention span
- Lack of ability to link events
- More repetition and practice is required to learn a particular task
- Limited vocabulary usage
- Difficulty in understanding abstract concepts
- Limited intellectual capacity, language and academic skills
- Difficulty in performing motor activities e.g. buttoning the shirt or tying shoelaces, etc.

## **3. Needs of persons with mental retardation**

A person with mental retardation needs to have experience as similar as possible to those of non-disabled persons. Though they cannot show great achievements in academic areas, they have to be provided with maximum social experiences to improve their adaptive behaviour. In the name of academic excellence, the needs of mentally retarded person should not be ignored. Some of the basic needs of the children with mental retardation are,

- Child needs to go to school like other children.
- Child needs to play and communicate with other children.
- Child needs to participate in the family and community events.
- Child will need personalized instructions to comprehend completely a new concept.
- Child will need greater time to finish assignments.
- Activity given to the child should be simplified to match the child's level.
- Encouragement and feedback should be needed at every step in performing an activity.
- Severe and profound mental retarded may require life long support in self-care and in activities of daily living.

#### **4. Addressing the vocational needs of persons with mental retardation**

Though education up to a certain level is possible for children with mental retardation, employment sector is the most difficult one. All other categories of persons with disabilities can represent themselves but in the case of persons with mental retardation, parents have a vital role to play and they become the spokespersons for their children whether it is education, socialization, or employment. In terms of employment opportunities, mentally retarded adults can be engaged in self-employment opportunities assisted by parents or in self-help group activities with the help of other categories of persons with disabilities or even parents.

In many cases, parents have to spend time with the mentally retarded adults at home and therefore, their time is taken away significantly. When mentally retarded adults are engaged in self-employment opportunities, the parents are relieved from the burden of attending to their child all the time. Therefore, success of employment of persons with mental retardation should not be viewed only in terms of how much earning they can make but also

in terms of how much positive impact the employment has on the family environment.

Therefore, industries may be encouraged to provide jobs that require manual skills to a large extent so that mentally retarded adults can be employed. Likewise, parents of them can also be motivated to venture into self-employment skills. Youth can motivate wherever they can to make these things happen.

*(Talk to mentally retarded children and their parents to understand how they perform day-to-day activities.)*

***Tell us how you can create a better environment for persons with mental retardation.***

A large, empty rectangular box with a dashed border, intended for a response to the prompt above. The box is centered on the page and occupies most of the lower half of the page.

# LOCOMOTOR DISABILITY

## 1. What it is?

Locomotor disability is defined as a person's inability to perform certain activities associated with movement from one place to other, due to defects in the musculo-skeletal or nervous system.

(According to Persons with Disabilities Act (1995) it is defined as the disability of bones, joints or muscles leading to substantial restriction of the movement of the limbs or any form of cerebral palsy).

The causes of locomotor disability can be classified as congenital and acquired. Congenital is one which is present at birth whereas, the acquired one occurs after the birth. Some of the causes for locomotor disability are as follows:

- Congenital causes such deformities of the feet, dislocation of hip, progressive weakness of the muscles
- Malnutrition, severe anaemia, and certain infections like rubella, syphilis, tetanus
- Use of certain drugs during the first three months of pregnancy
- Wrong delivery that may cause brain damage to the child leading to disability
- Tuberculosis, Leprosy
- Infection of joints or bones
- Infection of brain
- Back disorders or chronic arthritis
- Diabetes
- Accidents leading to injuries

Locomotor disability is broadly classified into four categories namely,

- **Neurological:** due to the problems in the central nervous system, brain and spinal cord.
- **Musculo-skeletal:** due to the defects or diseases in the muscles and bones.
- **Congenital:** born with defect or malformation of any part of the body.
- **Accidents/Infections:** due to burns, automobile injuries and polio-viral infection leading to paralysis.

## **2. Problems associated with locomotor disability**

Persons with locomotor disability usually have normal intelligence level. It is easy to identify them as they have an external problem. They generally have difficulty in moving around the environment. Given below are some common problems associated with persons with locomotor disability,

- Due to paralysis they may have language and fluency disorders.
- Their mobility may be severely affected and they may require adaptive devices such as wheelchairs, braces, crutches etc., to move around.
- They may have difficulty in writing, eating and handling objects.
- Difficulty in participating in sports and games is also another problem.
- Frequent pain in joints.
- Poor motor control.
- Difficulty in climbing steps.

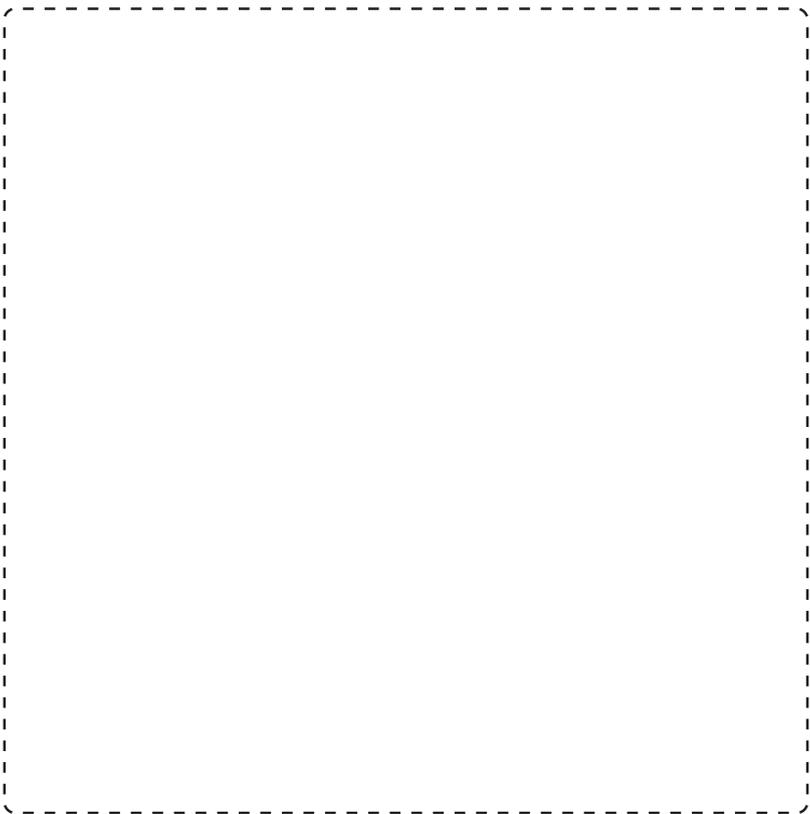
## **3. Needs of persons with locomotor disability**

Persons with locomotor disability need accessibility to the environment. Creating a barrier free environment is the need of the hour to facilitate better mainstreaming of persons with locomotor disability. Little ramps in the school campus may help

in their movement. Classes may be conducted in the ground floor if the institution does not have an elevator. These adaptations might immensely help persons with locomotor disabilities to access to educational institutions. Disability friendly toilet is another requirement in schools and public places.

In terms of jobs, person with locomotor disability not only gets jobs as a result of his disability but competes in the open job market too. When industries adapt to accommodate the accessibility requirements of these persons, more jobs may be provided to them.

***Tell us how you can address the accessibility issues in educational institutions to assist persons with locomotor disability.***



## **THINK OF ACTION NOW...**

**How can you help the cause of  
disability services?**

By now you must have understood the nature and needs of persons with different kinds of disabilities.

The materials discussed so far must have given you an idea of the capabilities of persons with disabilities. When a petal of the rose falls down, we still call it a rose. Though many leaves fall from the tree, we still go to the tree and enjoy its shade. When this is the case, why should we underestimate a human being when he loses a faculty of his body. The society should learn a lesson from the nature and try to understand that a person with disability is a human being too. The famous Helen Keller states that the most unfortunate person in the society is one who has sight but no vision. For understanding the abilities of persons with disabilities one should have a broad vision of humanistic values. Internationally, we are aiming at a right based, barrier free and inclusive society for persons with disabilities and this can happen only with the support of community members, professionals, teachers, parents, youth, etc.

### **What should be the objectives of services for persons with disabilities?**

We want services that

- 1) Provide educational, vocational and life experiences to persons with disabilities equal to that of non-disabled persons.

- 2) Overcome stereotype responses of the society by demonstrating that persons with disabilities are persons first and disabled next.

In order to realize the above objectives, there is a need for micro as well as macro level planning. The tendency that disability is a welfare activity needs to be changed and it should become an integral part of all activities of the government. Among the activities, education, and employment become priority areas. Education is the fundamental right for empowering persons with disabilities, and therefore, the vast majority of children who are currently unreached should be brought under the umbrella of education.

Employment is a vital sector in the field of disability . All avenues of employment in Government sectors, private industries - large and small scale, specially created employment avenues, self-help groups, self-employment, etc., should be utilised to provide employment to these persons.

Besides support from these employment sectors, persons with disabilities should also be trained in employment enhancing skills such as communication skills, better mobility, adaptive skills, use of technology, etc. They have to be involved right from the planning stage of activities aimed at their empowerment. The UDIS Forum strongly believes that involving disabled persons themselves will not only help in addressing disability issues effectively but in evolving realistic and achievable targets too.

Parents also have a tremendous role to play in expanding educational services and employment for persons with disabilities. They have to be involved in programme planning too, so that they become stakeholders in the overall development of persons with disabilities.

Awareness should be created among many professionals that include legislators, medical professionals, administrative officers, etc., so that the society at large accepts responsibility for persons with disabilities. Many International Declarations and National Acts have emphasized the need for services to persons with disabilities. These Declarations would get life only when the paradigm-shift from ‘charity’ to ‘human rights’ takes place in disability welfare.

### **Have conviction that “Persons with disabilities CAN....”**

The UDIS Forum believes that thousands of youth can bring about positive changes in the society about disability. Your task may be fivefold to make yourself a true ‘Change Agent’:

- Conviction in you that disabled people can become contributing citizens of the society.
- Talk about the capabilities of persons with disabilities wherever and whenever opportunities arise.
- Be a volunteer to disability related programmes to create better awareness about persons with disabilities
- Provide your time to be a reader for a blind person, interpreter for a deaf person, helper for a mentally retarded person and an escort for a severely locomotor disabled person.
- Encourage employers to recruit persons with disabilities wherever possible.

***Translating these fivefold components into action would become a meaningful contribution to the disability welfare. This is the need of the hour.  
Why shouldn't be this your PLEDGE?***

Authored by :

**Dr. M.N.G. Mani** and **M.B. Jaiganesh** with inputs from teachers and persons with disabilities.

## Other Activities of the UDIS Forum

### **Employment Guidance Programme (EGP)**

The UDIS Forum, in consultation with the District Employment Exchanges, identifies jobs for persons with disabilities in industries. Necessary training in communication, job skills, mobility, etc., is also given to persons with disabilities to improve their employability.

### **Marga-Schulze Scholarship (MASS)**

Blind girls willing to pursue graduate studies, Bachelor of Education, and post-graduate studies are provided scholarship covering tuition fee and hostel charges.

### **Training and Employment Network with NGOs (TENNGO)**

The UDIS Forum in partnership with Non-Governmental Organisations working in the area of disability is offering employment and empowerment related training to persons with disabilities. In this programme, the Forum provides technical support in training activities and also identifies jobs for the trained candidates.

### **Advocacy in Disability (ADIS)**

The UDIS Forum works with disability movements and social organisations in creating awareness about the capabilities of persons with disabilities.

### **Disabled People's Organisations - Corporate Network Programme (DPOC)**

The UDIS Forum serves as a bridge to link Corporate houses with Disabled People's Organisations (DPC) to create employment opportunities through various modes such as self-help groups, family supported employment, setting up vocational units etc.

*For further details, contact:*

**The Executive Director  
UDIS FORUM**

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