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## Functioning Of “The Jammu Red Cross Home for Handicapped”: A Case-Study

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### Abstract:

*NGOs have played a significant role in the development of rehabilitation services for persons with disabilities worldwide. This has been done regularly in the absence of Government involvement and initially took an institutional, charity-based approach. Present day developments, however, favour a participatory, community-based approach, complementing and liaising with Government plans and services, and working with all the groups. NGOs also support wider school objectives, which foster an inclusive environment for children with disabilities. The main purpose of the present study was to examine the functioning of the Jammu Red Cross Home for Handicapped in Jammu & Kashmir, the Council for Child Welfare structure of providing special education to the CWSNs students operated by the agency of special schools. The aim of this paper is to discuss some of the methodological functioning or challenges underpinning the “Disability and Education” to be carried out by the research consortium on educational outcomes. In working of NGOs with CWSNs disabilities (in the age group of 14- 25 years) and their significant others, this research will explore the local meanings that persons with disabilities and others around them attach to disability, poverty, and*

*education. It will focus on the role that education and other enabling factors play in helping CWSNs with disabilities make transitions into adulthood and in some instances move out of poverty. Although the Disability and Education is based in four countries, (Kenya, Ghana, India, and Pakistan) the arguments developed in this paper draw primarily upon literature from India and Kenya. This paper begins by exploring the relationships between disability and education then discusses functioning or challenges facing the conceptualization of this research paper.*

**Keywords:** Functioning, NGOs, Disability, Learning Disability, CWSNs, Rehabilitation

## INRODUCTION

Education plays a very important role for all round development of every child. It is essential for every child to get education whether he is normal, abnormal, or handicapped. In a democratic country like India every child have the right to education. All the children should be given equal opportunities to learn the limits of their capacities. In this regard, Ministry of social justice and empowerment, the govt. of India has enacted legislations for the persons with disabilities such as (i) persons with Disability Act, (1995) (ii) National trust for welfare of persons with Autism, cerebral palsy, mental retardation, and Multiple Disability Act (1999) and (iii) Rehabilitations council of India Act, (1992) etc. Beside this there are seven institutions that have been established to work in the field of disabilities in India. The disabled children are various categories such as visually impaired, mentally retarded, hearing impaired and orthopedically handicapped etc. A disabled child is one, who deviates from normal child in mental, physical, and social characteristics to such an extent that he requires modification of school practices in order to develop him to his maximum capacity.

**WHO Disabilities Types:** According to WHO, disabilities may be physical cognitive, mental, sensory, emotional, and developmental or some combination of them. It is an umbrella term covering impairments, activity limitations, and participation restrictions.

When the child exhibits a combination of the above disabilities, the problem would multiply further. Provision of education may be possible for those children with multiple disabilities whose cognitive functions are in order whereas only limited education and rehabilitation services can be planned for those whose cognitive functions are defective.

Developing a national plan for implementing inclusive education and policies has proved to be very useful for many countries, regardless of income, by encouraging the development of goals,

targets, and budgetary requirements to support the process of inclusive education. National plans or strategies are also an effective way to incorporate the input of teachers, administrators, parents, and disability leaders. WHO's World Report on Disability (2011, pp. 217–218) suggests that all national plans related to inclusive education should: -

- Reflect international commitments to the right of disabled children to be educated.
- Identify the number of disabled children and assess their needs.
- Stress the importance of parent partnerships and community partnerships.
- Plan for the main aspects of provision, such as making school buildings accessible, and developing the curriculum, teaching methods, and materials to meet diverse needs.
- Increase capacity by expanding the provision of training programs.

The policies of the government opened up avenues for integrated education, now referred to as inclusive education to provide education to every child in need. The initiatives include Kothari commission 1964, The National Policy on Education, 1968: Integrated Education for the disabled children IEDC 1974, the National Policy on Education NEP 2020, Programme of Action (POA) 1992, made provision for training of general teachers, preparation of learning materials, education devices, support teacher, curriculum framework and staff or setting of resources centers; The revised IEDC scheme in 1992 to accommodate these provisions, the Rehabilitation council of India (RCI) as an autonomous body assisted by a large number of professionals to carry out rehabilitation of disabled persons: and the persons with disabilities (PWD) Act 1995.

#### **JAMMU RED CROSS HOME FOR HANDICAPPED (JRC):**

JRC is a residential care and rehabilitation of the orthopedically handicapped and hearing-impaired children. Jammu Red Cross Home for Handicapped came into existence in the year 1975. Under the vigilant leadership of the present Secretary, Mr. Joginder Chhatarpal, the NGO has been functioning in an efficient and organized manner. The NGO has been fully dedicated to the cause of improving the lives of the differently abled children and has also achieved immense success in their venture. JRC Home for Handicapped is efficiently run under the administration of a competent management team. The Home has its own constitution and is run by a Governing Body duly elected triennially by the General Body of the Home which includes prominent citizens. Two members, one each Regional Red Cross and Social Welfare Department are incorporated in the Governing Body. Mr. P.C. Kapoor, prof. R.L. Sharma, Mr. Joginder Chhatarpal, Mr. Satish Sharma and Mr. Sudesh K. Verma are the President, Vice

president, Secretary, Joint Secretary, and treasure respectively. In addition, sufficient staff has been employed in the Home for providing various types of services to the inmates. They include Director, Manager-cum-warden, Physiotherapist, teachers, clerk, drivers, cooks, ayah, helpers, craft teacher, tutor and so on.

#### **Various functioning of the JRC Home: -**

1. Helps to facilitate different rehabilitation programs.
2. Assists in organizing free health camps e.tc for the differently-abled children.
3. Aids the brilliant students to pursue higher education and thereby shine in their chosen domain.
4. Assists the differently abled children to grow up in a healthy environment and provide

The present paper will be valuable because it will throw light on the functioning of the special institution. So, the investigator thought worthwhile to undertake the investigation. Many studies have been conducted to study the functioning of special institutions, but previous studies are mainly focused on some case studies related to specific disability or functioning and I selected the whole functioning of 'the institution for specially abled children' to show the existing social issues and to priority areas in the context of national or international educational developments with the quantum of exiting knowledge. 'Dart' (2008) conducted a study to find out that how the organizations work or functioning effectively on differently abled children in various *NGO's* whether that would be governmental or non-governmental. Thus, the new knowledge, techniques or conditions indicate a need to replicate the study. And it is also expected that the present study will not only provide the significant information about the functioning of the special institutions, and the level of success these have achieved and the remedial measures required.

#### **RELATED LITERATURE:**

Lata (1985) found in her study that the parental attitude did not differ for normal and handicapped students. She also discussed that normal children showed a significant difference from handicapped children in adjustment and normal boys and handicapped girls showed better emotional adjustment than normal girls and handicapped boys. Antony (2009) in his study on how do social, cultural, and educational attitudes towards disabilities affect families of children with disability found that the families and children with disabilities belonging to upper, middle, and lower classes, educated, less educated and uneducated families face common challenges. Anthong(2010) found in his study that school administration generally maintain positive

perceptions of their competency and effectiveness in special education as well as that of their teachers and staff, several external factors, including the nature of parental interactions, the type and frequency of specific administrator duties and the composition of the students body, are strong predictors of administrators' perceptions of self-efficacy and the incorporation of their teachers the wider school community; and administration utilizes attributes of both the instructional and transformational leadership models to fulfill the needs of their special education staff and students. Jonathan (2014) has described the problems NGOs face in relation to accountability, the challenges of leadership and management in the NGO sector and the importance of organizational learning in the work that development NGOs. **Clark (2021)** stated that in some countries NGOs are major contributors to the overall welfare and development processes at the same time in many countries NGOs has been weak and unable to contribute to the national developmental and welfare position. The author has highlighted that number of factors influence the NGOs in terms of being effective, and has clearly indicated that which is widely determined by the relationship between the NGOs and the State. The article has described the characteristics of this relationship between state and NGOs which affect overall efficacy of the NGOs in terms of its contribution. A study of related literature review made it abundantly evident that less studies has been conducted in this area. This factor motivated and encouraged the researcher to pursue a thorough investigation in this field in J&K, until effective and beneficial completion of the research study, in order to bridge the gap. In the UT of J&K, there were no studies that deal with the whole functioning of the special institution on inclusive education. The findings clearly indicate the relevance of the present study in the UT of J&K. The studies listed above also provided guidelines for evolving the design and selecting relevant research instruments and procedures for the current study, which will be covered in the following chapter.

### **POPULATION AND SAMPLING**

In the present investigation, the sampling exercise was undertaken to select samples from five different populations, consisting of head, teachers/ instructors, hostel-warden, students, and their parents. Under this exercise, the Head, hostel-warden and all available teachers/ instructors, students, and their parents were selected for study. Further, 20-students, 10-teachers and 14 parents were randomly selected under 'Purposive' method of sampling.

**TOOLS USED :** Keeping in view the nature of present study, following research tools were designed and developed by the investigator herself under the guidance of supervisor for obtaining necessary information:

- An interview schedule for the Head of the Institution
- An interview schedule for teaching staff
- An interview schedule for Hostel Warden
- An interview schedule for students.
- An interview schedule for parents

### **DATA COLLECTION**

The data on various aspects of the study was collected by the investigator herself by administering the relevant tools in the selected institution for the such students. The investigator herself observed the human and non-human resources available in the institution

### **STATISTICAL/ NON-STATISTICAL TECHNIQUES USED**

For the analysis of data obtained with the help of different tools used in the study, semi-qualitative method of analysis was used. The perceptions obtained from various categories of respondents were analyzed through content analysis and percentage analysis. Following techniques was used for analysis of data and interpretation of results: -

- Graphical techniques
- Percentage analysis
- Content analysis

### **Objectives of the Paper**

(a) To study the functioning of the “Jammu Red Cross Home for Handicapped” with respect to following aspects: -

- Historical background
- Admission procedure
- Strength of students
- Availability of human resource
- Medical and health facilities
- Specific information related to disability
- Institutional facilities
- Academic facilities
- Extra co-curricular activities
- Incentives

- Training of daily living skills
- Coordination with allied agencies
- Governmental support
- Student's problems and their management
- Suggestions given by Head, Teachers Hostel Warden, Students, and their Parents

(b) To suggest the measure for more betterment of the said institution.

### DELIMITATIONS OF THE PAPER

The present study was delimited with respect to the following:

1. The present study was confined to the information provided by the concerned personnel of the "Jammu Red Cross Home for Handicapped" located in Udhaywala area of Jammu City.
2. The study was delimited to the use purposive/judgemental sampling technique under non-probability sampling.
3. The study was delimited to the use of self-constructed interview schedule/questionnaire for teachers, hostel- warden, students, parents, and head of the institution.
4. The analysis and interpretation of data was delimiting the use of Graphical techniques content analysis and % analysis.

### ANALYSIS AND INTERPRETATION OF DATA:

**Table I**  
**Responses of the Head, students and, Parents regarding**  
**The admission criteria and procedure**

Sr. No.	Admission criteria/procedure	Head		Students=20				Total no of parents=14			
		Yes	No	Yes		No		Yes		No	
				F	%	F	%	F	%	F	%
I	Nature of Disability	No of admitted students =30									
	Orthopedically impaired	10	-	10	50	-	-	3	21	-	-
	Visually impaired	5	-	3	15	-	-	2	14	-	-
	Deaf and Dumb	15	-	7	35	-	-	9	64	-	-
	Mentally retarded	-	-	-	-	-	-	-	-	-	-
	Total										
II	Causes of Disabilities										
	Heredity	-	-	-	-	-	-	-	-	-	-
	By birth	-		17	85			12	85		
	Through Disease/s	-	-	2	10	-	-	1	8	-	-
	Accident	-	-	1	5	-	-	1	8	-	-
	Any other	-	-	-	-	-	-	-	-	-	-
III	Age Group										

	Up to 5 years		-	1	5	-	-	-	-	-	-
	Up to 10 years		-	12	60	-	-	10	71	-	-
	Up to 14 years		-	8	40	-	-	4	29	-	-
	Up to 18 years	-	-	-	-	-	-	-	-	-	-
	No age limit	-	-	-	-	-	-	-	-	-	-
IV	Age at onset of disability										
	By birth	-	-	-	-	-	-	12	85	-	-
	Before three years of age	-	-	-	-	-	-	1	8	-	-
	Between 3 to 6 years	-	-	-	-	-	-	1	8	-	-
	Between 6 to 9 years	-	-	-	-	-	-	-	-	-	-
	After 9 years of age	-	-	-	-	-	-	-	-	-	-
V	Age of wards admissions										
	Age (in years)	√	-	-	-	-	-	1	8	-	-
	5-6 years	√	-	-	-	-	-	13	92	-	-
	6-7 years	√	-	-	-	-	-	-	-	-	-
	7-8 years	-	-	-	-	-	-	-	-	-	-

**Table II**  
**Responses of the Head and students regarding the Availability and adequacy of rooms and adequacy of hostel facilities**

Sr.No.	Availability and adequacy of rooms	Head		No of Students=20			
		Yes	No	Yes		No	
				F	%	F	%
I	Availability of Classrooms	√	-	20	100	-	-
	Adequate seating arrangement	√	-	15	75	5	25
	Availability of light	√	-	17	85	3	15
II	Rooms other than classroom						
	Principal office	√	-	20	100	-	-
	Staff room	√	-	20	100	-	-
	Guest room and craft room	√	-	20	100	-	-
	Computer room	√	-	20	100	-	-
	Library /reading room	√	-	20	100	-	-
	Mobility room	√	-	15	75	-	-
	Indoor games room	√	-	16	80	-	-
	Social science lab	√	-	-	-	-	-
	Any Other	-	-	-	-	-	-
III	Availability of hostel facility	√	-	20	100	-	-
IV	Adequacy of related facilities	√	-	12	60	-	-



Table III

Responses of the Head, teachers/instructors, hostel-warden, and students regarding the Availability of academic and learning facilities.

Sr.No	Availability of academic and learning facilities	Head		Teachers/instructor				Warden				Students			
		Yes	No	No of trs = 10								No of stu.=20			
				Yes		No		Yes		No		Yes		No	
				F	%	F	%	F	%	F	%	F	%	F	%
I	Black/white-board	√	-	10	100	-	-	-	-	-	-	20	100	-	-
	Charts and relief globes	√	-	10	100	-	-	-	-	-	-	18	90	2	10
	Audio-visual aids	√	-	10	100	-	-	√	-	-	-	17	85	3	15
	ICT devices/e-gadgets		-	10	100	-	-	√	-	-	-	12	60	8	40
	Mobility aids	an	-	10	100	-	-	√	-	-	-	17	85	3	15
	Science kits	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Braille papers/watch	√	-	10	100	-	-	√	-	-	-	20	100	-	-
	Tactile maps and diagrams	√	-	10	100	-	-	√	-	-	-	18	90	2	10
	Computers and projectors	√	-	10	100	-	-	√	-	-	-	20	100	-	-
	Recreational materials	√	-	10	100	-	-	√	-	-	--	15	75	5	-
	Any other (please specify)		-	-	-	-	-	√	-	-	-	-	-	-	-
II	Comfortable to communicate	√	-	10	100	-	-	√	-	-	-	18	-	2	-
III	Medium of instruction														
	Mother tongue	√	-	10	100	-	-	√	--	-	-	18	90	2	10
	Hindi (only)	-	-	-	-	-	--	-	-	-	-	-	-	-	-
	English (only)	-	-	-	-	-	--	-	-	-	-	-	-	-	-
	A combination of English or Hindi	√	-	10	100	-	-	√	-	-	-	20	100	-	-
IV	Evaluation criteria														
	Written examination	√	-	10	100	-	-	√	-	-	-	20	100		
	Oral examination	√	-	10	100	-	--	√	-	-	-	20	100		
	Practical examination	√	-	10	100	-	-	√	-	-	-	20	100		
V	Period/ Time														
	Day test	-	-	-	-	-	-	-	--	-	-	-	-	-	-
	Weekly test	√	-	10	100	-	-	√	-	-	-	20	100	-	-
	Monthly test	√	-	10	100	-	-	√	-	-	-	20	100	-	-
	Quarterly	-	-	-	-	-	-	√	-	-	--	-	-	-	-
	Half yearly	√	-	10	100	-	-	√	-	-	-	20	100	-	-
	Annual examination	√	-	10	100	-	-	√	-	-	-	20	100	-	-

**Table IV**  
**Responses of the Head , hostel-warden, and students regarding the Availability of physical facilities**

Sr.No	Availability of physical Facilities	Head		Hostel Warden		Students			
						No of students=20			
		Yes	No	Yes	No	Yes		No	
I	Classrooms		-		-	20	100	-	-
	Audio-video aids		-		-	12	60	8	57
	Well-furnished furniture		-		-	15	75	5	25
	Adequate desks, chair, table etc.		-		-	15	75	5	25
	Library /resource room		-		-	20	100	-	-
	Proper air ventilation		-		-	20	100	-	-
	Adequate electricity		-		-	18	92	2	25
	Aqua guard water		-		-	20	100	-	-
	Cleaned toilets		-		-	18	90	2	25
	Railings, ramps, and stairs		-		-	20	100	-	-
	Wheelchairs		-		-	20	100	-	-
	Recreational facilities		-		-	15	75	5	25
	Playground		-		-	20	100	-	-
	Health/medical aids		-		-	20	100	-	-
	Any other (please specify)	-	-	-	-	-	-	-	-

**Table V**  
**Responses of the Head , teachers/instructor, and students regarding the Availability of extra co-curricular Facilities**

Sr.No	Availability of extra co-curricular facilities	Head		Teachers/instructor				Students			
		Yes	No	No of trs = 10				No of stu.=20			
				Yes		No		Yes		No	
				F	%	F	%	F	%	F	%
I	Physical activities		-	10	100		-	20	100	-	-
	Cultural activities		-	10	100		-	12	60	8	57
	Craft activities		-	10	100		-	15	75	5	25
	Excursion activities		-	10	100		-	15	75	5	25
	Civic development activities		-	10	100		-	16	80	6	30
	Any other (please specify)	-	-	-	-	-	-	-	-	-	-
II	Adequate space for organizing		-	10	100		-	18	90	2	10
III	Sufficient infrastructural facilities		-	10	100		-	15	75	5	25
IV	Motivating the CWSNs students to participate		-	10	100		-	18	90	2	10
	Giving rewards and prize		-	10	100		-	20	100	-	-
	Gifts for all participants		-	-	-		-	-	-	-	-
	Verbally praise		-	--	-		-	--	-	-	-
	Telling the importance of extra co-curricular		-	10	100		-	12	60	8	57
	Any other activities		-	-	-		-	-	-	-	-

**Table VI.**  
**Responses of the Head , and Hostel-warden regarding the provision of Health/Medical facilities**

Sr. No	Provision of Health/Medical Facilities	Head		Hostel – Warden	
		Yes	No	Yes	No
I	Health/medical resources				
	Doctor	✓	-		-
	Nurse	✓	-		-
	First-aid	✓	-		-
	Ambulance	✓	-		-
	Any other	-	-	-	-
II	Routine of medical check-ups for CWSNs students				
	Daily		-		-
	Weekly		-		-
	Quarterly	-	-	-	-
	Half-yearly	-	-	-	-
	Yearly	-	-	-	-
	Any other (please specify)	-	-	-	-

Table VII

**Responses of the Head , and teachers, students and parents regarding the provision and adequacy of incentives facilities**

Sr.No	Provision and adequacy of incentives facilities	Head		Teachers/instructor				Students				Parents					
		Yes	No	No of trs = 10				No of stud.=20				No of parents=14					
				Yes		No		Yes		No		Yes		No			
				F	%	F	%	F	%	F	%	F	%	F	%		
I	Provision of funds facilities																
	State Govt	-	✓	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Central Govt	-	✓	-	-	-	-	-	-	-	-	-	-	-	-	-	-
II	Availability of incentives																
	Scholarship/ Stipends	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Mid-day meals		-	10	100	-	-	15	75	5	25	12	85	2	14		
	Building maintenance		-	10	100	-	-	20	100	-	-	14	100	-	-		
	Physical resources		-	10	100	-	-	20	100	-	-	14	100	-	-		
	Stationery and uniforms		-	10	100	-	-	20	100	-	-	14	100	-	-		
	Any other (please specify)		-	-	-	-	-	-	-	-	-	-	-	-	-		
III	Adequacy of incentive facilities																
	Adequate		-	10	100			15	75	-	-	10	71	-	-		
	Inadequate		-	-	-	-	-	5	25	-	-	4		4	29		
	Distribution at proper time		-	10	-	-	-	12	60	7	35	8	57	6	42		

**FINDINGS OF THE PAPER**

1. The head of the special institution suggested that there is a need of full grant in aid for the better functioning of their school because their school facing the problem of insufficient funds. In this direction there is a need of govt. support.
2. The 10% teachers of the special institution suggested that there is a need of adequate staff for the better functioning of special school. 40% of the teachers suggested that the school should be upgrade, should be undertaken by the State Govt., need of advanced/modern technology, common room in hostel, staff according to the requirement for better functioning mess in the hostel building, more teachers should be appointed so that work load on them is lightened. 50% of the teachers of special institution/schools suggested that there is a need of govt. support and sufficient grant should be made available for their special school for better functioning.

3. The hostel-warden of the special institution suggested that there is a need of adequate staff, a need of good accommodation and playground, mess in the hostel building, common room in hostel, hostel building should be upgrade, which should be undertaken by the State Govt., and sufficient grant should be made available for the better functioning of hostel.
4. The 10% students responded that they were not received adequate incentives like mid-day meal, uniform, text-books, and stationery from their special institution. However, 90% majority of the students satisfied with the incentives, 60% of the students expressed that they need the Govt support to run their institution for the better functioning of school.
5. 28% parents expressed the need of adequate staff, 100% of the parents said that the special institution should provide more all-round developments programs. Whereas, 100% parents said that the need of Govt. support in respective the better function of the institution, 14% of the parents responded that the adequate health/medical facilities.
6. So, keeping in view the above-mentioned facts and figures, it is suggested that the efforts should be made to acquire more land to construct a new building and a hostel or else, more rooms should be added in the institution including the hostels to accommodate maximum number of students.

### **THE CONCLUSION OF THE PAPER**

At last but not the least, let us sum up this study with a cherished hope that no such child is left unattended and we all, including the government, the Heads and the teachers/ Instructors of the institutions meant for physically challenged children, their parents, the community as a whole and other organizations will shoulder the responsibility to minimize the problems of such children to the maximum so that no child facing such type of problem may feel isolated, aloof, dejected, helpless and pessimistic in life, but should have the courage to see the hope of sublimity in life like a normal child and be an optimistic in building his future career. Later, we may earn his livelihood by becoming self-dependent.

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