



Funding request proposal for Procurement of Sensory and Interactive Learning Equipment for Children With Autism at

Amar Seva Sangam, Ayikudy, Tamil Nadu

Submitted to

Asha For Education, Berkeley Chapter, USA

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1. About Amar Seva Sangam

Genesis

Amar Seva Sangam (ASSA) is a premier organization in the field of Women empowerment, Gender equity and disability management focusing on rural areas, located in Ayikudy Village in Tenkasi District in South Tamil Nadu, about 160 kms from Madurai. Our approach is to establish a centralized resource center to act as a catalyst for change in the development of physically and mentally challenged. We do this by involving the village community in the process.

Sri **S. Ramakrishnan**, while in his 4th year engineering, injured his spine while attending the last round of Naval officers' selection test and became a quadriplegic. He established ASSA in 1981, the year for the Disabled and named it after his Doctor and mentor Air Marshal Dr.Amarjit Singh Chahal of Defense hospital. Shri Ramakrishnan is the President of ASSA.

Sri **S. Sankara Raman**, a Chartered Accountant and a wheelchair user, affected by muscular dystrophy joined ASSA in 1992. He is the Secretary of ASSA.

Together they aspire to build an equitable society where *disability is not a constraint, but only a condition* that can be managed to reach the full potential of the person for the benefit of our concerned.

Vision of Amar Seva Sangam

To establish a valley for the Disabled, whereby physically / mentally challenged persons live in a pro-active society where equality prevails irrespective of physical, mental or other challenged with the rest of the society. It is a futuristic vision whereby Amar Seva Sangam plays the role of an enabling agent to get the physically/mentally challenged "equality of status, equality in opportunities and equality in access". It is a society where people are identified as differently abled.

Mission of Amar Seva Sangam

To empower the disabled citizens by establishing a "Valley for the Disabled" as a Rehabilitation and Development Centre for the region and developing models for self- help initiatives by integrating the disabled individuals with the society for improved living conditions in the villages.

2. Activities at Amar Seva Sangam

2.1. Institution Based Rehabilitation

Amar Seva Sangam has established many initiatives over the years to rehabilitate physically challenged people in many ways as described below:

2.1.1. Rehabilitation

2.1.1.1. Residential Program for Children with Disabilities

This program is to provide rehabilitation with free accommodation, food, clothing, medical care, appliances and education.

2.1.1.2. Day School for children with Special Needs

This program is to train them in self-care and hygienic activities and basic literacy. Early intervention programs to enable identify such children at a very young stage and then to rehabilitate them using modern techniques. Their parents are also trained to help the children after discharge.

2.1.1.3. Orthotic unit

This center is to make mobility aids to the needy free of cost and later free maintenance.

2.1.1.4. Medical Testing and Evaluation unit

This unit is to evaluate persons with disabilities, particularly Women with Disabilities, offer physiotherapy services, refer where necessary to specialized hospitals for corrective surgeries.

2.1.1.5. Post-acute care Centre for the Spinal injured

This center is offering rehabilitation and medical intervention along with vocational training. Spinal cord Injured Post-Acute Care Centre Paraplegia and Quadriplegia patients are provided Post-Acute care like Physiotherapy, medical support, nursing and counseling. After ensuring mobility, they are given vocational training for skill development depending on their physical condition and educational background.

2.1.1.6. Foster Parent Centre for Person's with Intellectual Disabilities

As per the 2011 census, 2.2% of Indian households have individuals with some form of a disability. Mental disabilities constitute roughly 10% of this number and have unique challenges such as lack of lifelong care, inadequate trained manpower, poor early intervention and little to no government support. The innovative program is to reap the full potential through this program to reduce the apprehension of the parents about what after them for their wards:

- A 'Parent Association' comprising of a maximum of 7 no's, with a min of 5 nos of foster parents is formed to manage the center.

- Amar Seva Sangam is the resource center providing infrastructure rehab caregiving daily living needs of the wards including food, Accommodation, Recreation, etc and lifelong safety net for the wards for their dignified life.
- A Rotating Core Parent Group (CPG) is formed to manage the affairs of the center by the parents themselves on a rotational basis and who acts as a foster parent to develop independent living capacity of the wards and to act as a protection and a common approach to all the wards.
- Empowering mildly retarded children/adults as group leaders.
- Sustainability by sharing of the running expenditure by the parents.

2.1.2. Education

- Running an inclusive Nursery, Middle and Higher Secondary school where local poor children as well as physically challenged children staying at ASSA are provided quality education.
- Running special study Centre of IGNOU and Alagappa University for higher learning to conduct diploma, degree and post graduate courses.
- Running Institute to conduct diploma programs in Rehabilitation.

2.1.3. Skill development and Employment of Persons with Disabilities

Free vocational training for skill development in the areas of Computer operations, Advanced Information Technology, Typewriting, Notebook making and book binding, Tailoring and garment making, Handicrafts, Cell phone servicing, Servicing of home appliances and soft skill training and the proposed Industrial Training Institute.

We believe that,

- Physically challenged areas productive and reliable as other employees
- Most of them only need minimal and basic adjustments at work.
- They can work successfully in a wide range of jobs.
- They should be treated with the same respect and dignity as any other employee.

As a pioneer organization in caring for the differently able, we give preference to physically challenged people for most of our jobs. We currently have 49 physically challenged employees in our roles out of the total staff strength of 361. In addition, we also have 3 full time Spinal injured volunteers who have been successfully rehabilitated after treatment in our Post-Acute care Centre of Spinal injured.

2.1.3.1. Industrial Training Institute

This is a new skill development initiative under the name **Amar Seva - Saradambal ITI** which is established to provide training on the following courses. We have already successfully trained 24PWDs and all of them have got campus placements in various parts of this country. The following courses are offered,

- Computer Operator & Programming Assistant (COPA) – one year course for visually impaired and other disabilities
- Desktop & Publishing Operator (DPO) - one year course for visually impaired and other disabilities
- Cutting & Sewing (C&S) - one year course for visually impaired and other disabilities
- Smartphone Technician-cum-App Tester (SPAT) – 6-month course

2.1.3.2. Vocational Training initiatives & Employment Generation activities

Besides rehabilitation, Amar Seva Sangam provides vocational training to individuals with physical challenges so that they can pursue their livelihood after leaving our campus. Vocational training is offered depending on the physical and mental capabilities of the person in appropriate sections.

Tailoring

The tailoring section was started in 1999 with only four physically challenged students. We have now trained more than 686 physically challenged people in tailoring and employed more than 50 people in our garment making unit.

Handicrafts/Toys/Paintings

Physically challenged people are trained in making handicrafts, toys, greeting cards, and paintings. So far, more than 294 people have been trained.

Typewriting

Typewriting Centre registered with Department of Technical Education, Tamil Nadu provides training to rural poor and physically challenged students to get employable skills. Due to a recent regulation of Tamil Nadu making data entry jobs in government mandatory, many data entry operator aspirants have joined our senior grade typing classes. We have trained more than 315 students so far in Junior and senior type writing skills.

Computer / Information Technology

Established a 25-seat state-of-the-art computer Centre with support from Infosys Foundation, Microsoft, and Cognizant technologies to provide computer education to physically challenged and rural students. We offer Diploma courses in MS office, Tally, DTP, 6 months and 1-year courses in CCA and summer courses. So far more than 1835 students have been trained and many have successfully secured employment in private, public and Government institutions.

Home Appliances Servicing

Home Appliance Service Training Courses conducted for repair of Mixie, Grinder in collaboration with MSPVL Polytechnic, Pavoorchatram under Govt. of India's Community Development through Polytechnics Scheme. So far more than 112 people have been trained by the institution.

Cell Phone Servicing

Cell phone servicing provides a huge employment opportunity with the reach of cell phones in the country. So far more than 50 people have been trained.

Gold Appraiser Training

Gold Appraiser Training conducted by Amar Seva Sangam in collaboration with P.A.C. Ramaswamy Raja Polytechnic, Rajapalayam. More than 10 people have been trained in Gold appraiser training.

2.2. Village based rehabilitation Initiative (VBRI)

Our activities extend outside our premises also. Mainly it is in the form of Village based rehabilitation initiatives where we have formed Self-help groups and also established Respite centers in villages for day care of physically and mentally challenged.

2.2.1. VBRI for Early Intervention (Birth to Age 6)

An innovative, technology-based High Impact program for developmentally delayed children under the age group of 6. So far more than 45000 children are screened, and more than 1100 children have been provided with doorstep rehabilitation with highly successful outcomes which is being replicated with the partnership of Azim Premji Foundation and State Government of Tamilnadu to be covered throughout the state over a period of next few years.

2.2.2. VBRI for children with disabilities (7-14 age group)

Home based rehabilitation with technological support for children after they graduate from the early intervention program mentioned above and those who are already in this age group, who have missed the early intervention. In addition to the Home-Based support, Parents Managed Respite Centre are formed for parents own initiative and involvement in the rehabilitation of their children with the ownership vesting with them for long term support and care for severely and

profoundly disabled children with multiple disabilities, cerebral palsy, autism and mental retardation. So far more than a thousand children have benefited, and the ultimate aim is to make them inclusive in the society and get them enrolled in the regular School.

2.2.3. VBRI for empowerment of PWDs and Women

This is the program for developing persons with disabilities, particularly Women with Disabilities into self-advocating persons to showcase their abilities and get them fully included in the society. This involves mobilizing the persons with disabilities, particularly Women with Disabilities in the villages into self-help groups and enabling them with rehabilitation, education, skill development and work for their livelihood and employment. Wherever such persons with disabilities, particularly Women with Disabilities have severe and profound disabilities or intellectual challenges then provide such persons with adequate social security net and ensure lifelong caregiving and support systems. The major initiative includes savings and microfinance as well as linkages with banks for loans for their livelihood purposes and for their daily family requirements.

So far more than 15000 people with disabilities have benefited in this program with more than 4500 members in self-help groups.

2.3. Centre of Excellence

We are establishing a Centre of Excellence in Development and Rehabilitation for Children with Disabilities to scale the impact of our model and technology by building partnerships with NGOs, Governments and Corporate for technology development, continuous innovation, training, and collaborative research, to reach millions of Children with Disabilities and families globally to provide them with rehab solutions so that no Child is denied of schooling experience because of disabilities.

We have established a Multi-Purpose Training Centre and a team of professionals and academicians and technocrats to provide **Training and Support, Technology, Partnership Development, Monitoring, Evaluation and Learning.**

3. Project Proposal

Project Title: Funding request proposal for Procurement of Sensory and Interactive Learning Equipment for Children With Autism

3.1. Background

Amar Seva Sangam's Special School nurtures and educates 136 children with special needs, including 36 children with Autism Spectrum Disorder (ASD) and around 100 children with intellectual and developmental challenges. Many of these children experience difficulties in motor coordination, sensory regulation, attention, memory, language, and social participation, impacting their overall growth and learning potential. While our trained teachers and therapists offer structured academic, therapeutic, and life-skill programs, we have identified a critical gap in specialized sensory and interactive learning tools. Children with ASD and developmental conditions require environments rich in sensory experiences to improve regulation, engagement, and learning outcomes.

Introducing Sensory and Interactive Learning Equipment will help us build a more inclusive, therapeutic, and child-friendly environment, ensuring every child has the opportunity to reach their fullest potential.

3.2. Mission

To empower children with autism, intellectual, and developmental challenges by providing a holistic, inclusive, and therapeutic learning environment that nurtures their cognitive, emotional, social, and motor development—enabling each child to reach their fullest potential and participate meaningfully in society.

3.3. Social impact

The introduction of sensory and interactive learning equipment will significantly improve the development and well-being of children at Amar Seva Sangam's Special School. It will help children enhance their sensory regulation, motor skills, learning, and social participation, enabling them to engage better with peers and the community. Families will feel empowered by seeing tangible progress, while teachers and therapists will gain new skills to provide more effective support. Overall, the project will promote inclusion, awareness, and a supportive environment for children with autism and developmental challenges.

3.4. Need Statement

Children with Autism Spectrum Disorder (ASD) and intellectual or developmental challenges often experience sensory processing difficulties, limited attention span,

delayed communication, and social interaction challenges. In a traditional classroom environment, these needs frequently remain unmet, leading to frustration, behavioral issues, and restricted learning progress.

At Amar Seva Sangam's Special School, despite the dedicated efforts of teachers and therapists, the absence of specialized sensory and interactive learning tools limits the scope and effectiveness of interventions. Research has shown that **sensory integration equipment and interactive learning environments** significantly improve self-regulation, attention, communication, and social skills in children with developmental conditions.

By addressing this critical gap, we can create a **multi-sensory, inclusive, and engaging learning environment** where every child—regardless of ability—has the opportunity to explore, learn, and thrive.

3.5. Objectives

The main objectives of this initiative are:

- **Enhance Sensory Regulation:** Provide sensory-rich tools to help children self-regulate emotions, manage sensory sensitivities, and improve attention spans.
- **Promote Learning & Engagement:** Integrate interactive learning aids to support cognitive development, communication, and academic readiness.
- **Strengthen Therapeutic Interventions:** Equip therapists with advanced tools to design individualized therapy sessions targeting motor, sensory, and behavioral needs.
- **Foster Social Participation:** Create opportunities for group activities and cooperative learning to build social interaction and peer relationships.

3.6. Proposed Equipment and Their Purpose

Equipment	Purpose	Key Benefits
Learning Wall Panel	Daily structured play, exploration, and calming activities in the sensory room	Improves fine motor skills, focus, sensory engagement, and provides calming sensory experiences
Biotronix Bubble Tube Column with Stand	Occupational therapy, enhancing visual tracking, sensory regulation, and relaxation	Supports visual attention, sensory regulation, and creates a calming environment
Smart Board	Interactive learning, visual schedules, communication boards, and group activities	Enhances learning, communication, and group participation through interactive technology
Sensory Stimulation Kit	Tactile, auditory, visual, and proprioceptive tools for daily classroom and therapy routines	Supports sensory integration, engagement, and overall cognitive and motor skill development

3.7. Expected Impact

For Children:

- **Sensory Integration:** Improved self-regulation, attention span, and calmness.
- **Communication & Learning:** Better comprehension, engagement, and response to interactive teaching.
- **Therapy Outcomes:** Enhanced fine and gross motor skills during occupational therapy sessions.
- **Social Development:** Increased peer interaction, teamwork, and group participation.
- **Long-Term Growth:** Improved independence, confidence, and academic readiness.

For Parents and Teachers:

- **Progress Tracking:** Documented outcomes shared with families for transparency
- **Satisfaction:** At least 75% of parents and teachers expected to report significant improvement in children's learning and behaviour.

3.8. Utilization Plan

The sensory and interactive learning equipment will be used as follows:

- **Daily Therapy Sessions:** Wall panels and sensory kits will be integrated into structured therapy routines to improve sensory regulation, motor skills, and attention.
- **Therapy Integration:** Bubble tubes will be used by occupational therapists during individualized sessions for calming, sensory regulation, and engagement.
- **Classroom Integration:** Smart boards will support interactive lessons, group learning, visual communication, and social interaction.
- **Monitoring & Documentation:** Special educators and therapists will record usage and outcomes regularly to ensure accountability and track each child's progress.

3.9. Measurable Outcomes (Within Year 1)

- **60% of children: Improved ability to stay calm and focused**
This means that after using the sensory tools and activities, most children were able to control their emotions better, concentrate on tasks longer, and stay calm even in a busy classroom environment.
- **70% of children: Better engagement and participation in interactive learning**
A majority of children showed more interest and excitement during lessons. They actively joined in classroom activities, answered questions, and were more curious to learn.
- **50% of children in OT: Targeted improvement in motor skills**
Half of the children who attended occupational therapy sessions made progress in areas like hand-eye coordination, balance, and fine motor skills, which help in writing, drawing, or using tools independently.
- **40% of children: Increased peer interaction and group participation**
Many children who were earlier shy or preferred to stay alone began interacting more with classmates, sharing materials, playing together, and joining group activities.
- **75%+ of parents and teachers: Satisfaction with child's progress**
Most parents and teachers felt happy and satisfied with the positive changes they saw in the children's learning abilities, behavior, and overall development.

3.10. Budget and Fund Request

Item	Quantity	Unit Cost (₹)	Total (₹)
Learning Wall Panel	1	1,70,000	1,70,000
Biotronix Bubble Tube (OT)	2	60,000	1,20,000
Smart Board	1	1,25,000	1,25,000
Sensory Stimulation Kit	1	50,000	50,000
Total	-	-	4,65,000

We kindly request Asha For Education, Berkeley Chapter, USA, to consider providing funding support of Rs 4,65,000/- to procure and implement the sensory and interactive learning equipment at Amar Seva Sangam's Special School.

4. Conclusion

This proposal is more than a request for equipment—it is a heartfelt appeal to empower children with autism to reach their fullest potential. By supporting this initiative, you will directly contribute to 36 children with autism and 100 other children with developmental challenges receiving structured, engaging therapy.

Building a modern, inclusive environment that fosters growth, confidence, and independence. Your generosity will not just provide tools—it will provide hope, opportunity, and transformation. With your kind support, Amar Seva Sangam can continue to be a beacon of innovation in rehabilitation and education, ensuring every child receives the care and opportunities they truly deserve. We remain sincerely grateful for your consideration and support in making this vision a reality.

We now look forward to receive your favorable response.

Thanking you,



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