

Impact Assessment of the Scheme Financial Assistance to Special Schools for Physically Challenged Run by Non-Government Organizations under CCS

FINAL REPORT



Study conducted for



and

**Department for the Empowerment of Differently abled and Senior Citizens,
Govt of Karnataka**



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Abbreviations

AD	Assistant Director
CCS	Child Centric Scheme
CDA	Children with Different Ability
DD	Deputy Director
DDW	Director Disabled Welfare
DDWO	District Disabled Welfare Officer
GIA	Grants in Aid
GOI	Government of India
GOK	Government of Karnataka
KEA	Karnataka Evaluation Authority
MR	Mentally Retarded
NGO	Non-Governmental Organization
PWD	Persons with Disability
RCI	Rehabilitation Council of India
TLM	Training and Learning Material
SHI	Speech & hearing Impaired
VI	Visually Impaired

EXECUTIVE SUMMARY

The Study

According to the ‘Persons with Disabilities (Equal Opportunities, Protection Of Rights And Full Participation) Act, 1995’ the term "Person with disability" means a person suffering from not less than forty percent of any disability as certified by a medical authority. As per the section 2(i) of the Act “disability” means i) blindness; ii) low vision; iii) leprosy cured; iv) hearing impaired; v) locomotor disability; vi) mental retardation and vii) mental illness. The term “differently abled” is generally used in lieu of the term “Person with disability”.

As per 2011 census, there are 13, 24,205 differently abled persons in the State of Karnataka. Of these, 3.891 lakh children are in the age group 0-19 years. As children with severe disabilities cannot attend normal schools, special schools are being run by the Government and NGO’s for these physically challenged children. There are 300 such special schools in the State of Karnataka of which, some are residential while others are day scholar schools. Of these, 148 schools get Grant in aid from the State under two different schemes. In these schools, daily living skills, orientation and mobility training and sign language training are imparted.

Some special schools run under the Grant in Aid Code 1982. Under this, the grant given to a school is not based on the number of students. The Grants were earlier given to cover teacher’s salaries only. To cover more differently abled children in its realistic terms, the Child Centric Scheme (CCS) was introduced during 2010-11 with the following objectives -

1. Effective implementation of the Persons with Disability (Equal Opportunities, Protection of Rights and Full Participation) Act 1995 with stress on accessibility to educational facilities
2. To provide disabled friendly environment.
3. In accordance with provisions of the constitution, to take measures to ensure protection of the right to education of differently abled children.
4. To achieve 100% literacy among special children.
5. To prepare the special children to become part of the main stream of the society.
6. To encourage the NGOs working in the field of special education.
7. To establish skill oriented training centre to the leprosy cured, mentally ill and eligible mentally retarded children and help them in their rehabilitation.
8. To establish residential/day care schools at district level for eligible learning children with mental retardation at district level.

Child centric special schools for differently abled children are run through NGOs who get grants from the Government of Karnataka on the basis of total number of children enrolled. At present, for each pupil Rs.2500 (for hostler) and Rs.2000 (for day scholar) per month is being paid to the institution. This is expected to cover all expenditure like honoraria for staff, maintenance of infrastructure etc. But, the institution is expected to appoint teachers

strictly as per teacher-student ratio. They also ought to be teachers with special education to teach these special children. The teacher to student ratio for different types of special children is as below:

1. Visual Impaired 1:12
2. Hearing Impaired 1:10
3. Mentally Retarded 1:7
4. **Physically/Orthopedically Handicapped 1:25**

The objective of the evaluation study is to assess the impact of the scheme of providing Financial Assistance to Special Schools for Physically Challenged run by Non-Government Organizations (NGO) under ‘Child Centric Scheme’ in the State of Karnataka.

The Centre for Symbiosis of Technology Environment and Management (STEM), Bengaluru, has been assigned the study by and for the Karnataka Evaluation Authority (KEA).

Scope and Objective of the Evaluation

The scheme is implemented in 30 districts of the state. 300 special schools for various categories of differently abled children are run by government and non-government organizations (NGOs). Of these, 97 special schools are funded by the Government of Karnataka under Child Centric scheme. The expenditure under this scheme in the last 3 years is as follows:

S. No.	Year	Expenditure (Rs. in Lakhs)
1	2011-12	49.61
2	2012-13	298.38
3	2013-14	1523.71
	Total	1871.70

Source: Terms of Reference (ToR) of the Evaluation study

The scheme is being implemented since 2011-12. Under this scheme NGOs are eligible to apply for financial assistance for running schools for differently abled children, but only after managing the school with proper permission of the Department of Empowerment of Differently-abled and Senior Citizens, for 3 years. Every year the NGO has to apply for grants in a prescribed application, with required documents.

In the budget speech dated 14-02-2014, the Honourable Chief Minister of Karnataka has announced to enhance the grants given to NGOs from Rs.2500 per hostler per month to Rs.5000 per month, and from Rs.2000 per day scholar per month to Rs.4000 respectively. The State Government intends to evaluate the effectiveness of the scheme and bring in further reforms, so that, all differently abled children can get the best education and objectives of the scheme are fulfilled.

The following aspects are addressed by impact evaluation study:

1. Establishment of NGOs,
2. Infrastructure of school & hostel,
3. Staff details,
4. Academic details,
5. Facilities provided, and,
6. Specific outputs such as perception of parents.

Sample Size/Criteria for Selection of Sample

One hundred and twenty special schools were covered in the present evaluation study. Of these, thirty five schools, which comprises of 24 child centric and 11 Grant in Aid schools, have been physically visited. Remaining schools were covered through a structured questionnaire which was sent through post/e-mail.

Research Methodology

The study combined a review of secondary materials, primary research through surveys and individual interviews and personal discussions. Both primary and secondary data were collected for this study. The primary data was collected from the School Management, teachers, students and parents of the students using a structured questionnaire designed to obtain relevant information regarding NGO profile, fees and expenditure per child, inspection of the Director, District Level Committee meetings, school infrastructure, school staff details, academic details, facilities in the school and perception of parents of the students studying in the school.

Secondary data with respect to prevalence of disability in Karnataka (Census 2011 and 2001), mainstreaming of education of children with different ability- CDA (DISE data on enrollment of Children with Special Needs - CWSN) was analyzed and presented. Also the mechanism for education of CDA and international standards/best practices are documented in the report.

Recommendations

It is seen in the evaluation of the schools for differently abled children in Karnataka that generally they comply with the prescribed norms and directions. The mechanism of monitoring and supervision needs a little improvement. CCS schools fared better than GIA schools.

Besides the general recommendation that all specific shortcomings or non-conformities detailed in this report to be improved or corrected, the following recommendations are made –

1. The CCS schools are found to be performing better than GIA schools. It is recommended that more and more GIA schools may be replaced with CCS schools, if

it is not possible to do away with the GIA scheme and replace it with CCS. CCS and GIA are avoidable duplications with CCS doing better.

2. The average monthly expenditure per child per month is Rs. 4798 for day scholars and Rs. 5896 for resident students in CCS schools. The grant given under CCS is thus recommended to be enhanced from the present Rs. 4000 per day scholar per month to Rs. 4800, and for resident students from the present Rs. 5000 to Rs. 5900 per month.
3. The release of funds to the CCS schools needs to be made timely and on every month basis.
4. TLM material needs to be standardized for all categories of physical needs of children and be made available to the CCS schools liberally. Of particular concern has been the shortage of Braille books for blind children.
5. All the schools should have a Committee comprising of the school management, District administration and parents of students representatives so that the overall functioning of schools is participative, transparent and visible to the stake holders.
6. Since monitoring and supervision of CCS schools was found lacking in some districts (details are given in the report), the system may be made more effective by the Department of Women and Child Development by insisting on receiving at their Bengaluru office inspection reports of all Inspecting Officers by a particular date every month, which is perused for all districts on that date. Defaulters may then be instructed to carry out the suggestions prescribed during the inspections, within a fixed time.
7. Special schools reported the shortage of special teachers required. It is thus recommended that there may be more special teachers training centers in the State so that the gap between requirement and availability is lessened. Also, since these special teachers need and have additional skills and knowledge to teach their students, their remuneration may be kept the same as usual teachers, preferably with an allowance for the special skills they have acquired through training.
8. **In line with international standards/best practices, the following interventions are recommended to improve the performance of special schools in Karnataka.**
 - a. Introduce a system of rating/accreditation of special schools and linking it with grant assistance.
 - b. Insist and ensure that all special schools prepare 'Individual Educational Plans' (IEP) and monitor their implementation and effectiveness.
 - c. Involve and encourage special schools to act as Resource center' to regular schools admitting children with CDA.
 - d. There is also need to step up pre-school interventions for children with CDA, so that they are better prepared to enroll in schools.
 - e. Ensure adherence to SSA/CPWD(MOUD)/UNESDOC guidelines for barrier free schools.
 - f. Design, develop and introduce a 'Tracking System' to assess the progress of the students attending special schools.
 - g. The GoK may consider raising the minimum number of students from present 25 to 100 as in Kerala, in order to be eligible to be eligible to get grants.

1 BACKGROUND AND CONTEXT

1.1 INTRODUCTION

Differently abled persons are those who are either born with disabilities or are victims of circumstances beyond their control. This places them in a disadvantageous position as compared to the able persons. Education is the most effective vehicle of social and economic empowerment. Hence, there is a need to provide opportunities for all Children with Different Ability (CDA) to study, to get them trained in skill sets and get jobs for a living. It also need to be kept in mind to provide a barrier free environment at the place of education, training and place of working for them.

The Chapter V of ‘The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995’ of the Government of India (GoI) requires that ‘the appropriate Governments and the local authorities shall ensure that every child with a disability has access to free education in an appropriate environment till he attains the age of eighteen years. As per ‘The Right of Children to Free and Compulsory Education Act, 2009’ every child of the age six to fourteen years shall have a right to free and compulsory education in a neighborhood school till completion of elementary education.’ This includes children with different ability. One of the key thrust of Sarva Siksha Abhiyan (SSA), the main programme of GoI for universalising elementary education, is providing inclusive education to all children with special needs in general schools. SSA aspires that every child with special needs, irrespective of the kind, category and degree of disability, is provided quality inclusive education.

The Government of Karnataka (GoK) has initiated a number of policy measures and implementing different schemes for Education of CDA. Attention to the generally bad conditions of people with disabilities resulted in reforms in Karnataka leading to starting of government support to special schools. The GoK also collaborates with Non-Governmental Organizations (NGO) and support them in this regard.

1.1.1 Definitions under PWD Act 1995

According to the ‘Persons with Disabilities (Equal Opportunities, Protection Of Rights And Full Participation) Act, 1995’ the term "Person with Disability" means a person suffering from not less than forty percent of any disability as certified by a medical authority. As per the section 2(i) of the PWD Act disability means i) blindness; ii) low vision; iii) leprosy cured; iv) hearing impaired; v) locomotor disability; vi) mental retardation and vii) mental illness.

“Blindness” refers to a condition where a person suffers from any of the following conditions namely:-

- i. Total absence of sight; or,
- ii. Visual acuity not exceeding 6/60 or 20/200 (Snellen) in the better eye with correcting lenses; or,
- iii. Limitation of the field vision subtending an angle of 20 degree or worse.

“Person with low vision” means a person with impairment of visual function even after treatment or standard refractive correction but who uses or is potentially capable of using vision for the planning or execution of task with appropriate assistive device.

“Leprosy cured person” means any person who has been cured of leprosy but is suffering from-

- a) loss of sensation in hands or feet as well as loss of sensation and paresis in the eye and eye-lid but with no manifest deformity;
- b) manifest deformity and paresis but having sufficient mobility in their hands and feet to enable them to engage in normal economic activity;
- c) extreme physical deformity as well as advanced age which prevent him from undertaking gainful occupation and the expression ‘leprosy cured’ shall be construed accordingly.

“Hearing impairment” means loss of sixty decibels or more in the better ear in the conversational range of frequencies.

“Locomotor disability” means disability of bones, joints or muscles leading to substantial restriction of the movement of the limbs or any form of cerebral palsy.

“Mental retardation” means a condition of arrested or incomplete development of mind of a person which is specially characterized by sub normality of intelligence.

“Mental illness” means any mental disorder other than mental retardation

1.1.2 Definitions under National Trust Act, 1999

According to the National Trust for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999 "persons with disability" means a person suffering from any of the conditions relating to autism, cerebral palsy, mental retardation or a combination of any two or more of such conditions and includes a person suffering from severe multiple disability. The NT Act offers the following definitions for different disabilities.

"autism" means a condition of uneven skill development primarily affecting the communication and social abilities of a person, marked by repetitive and ritualistic behaviour;

"cerebral palsy" means a group of non-progressive conditions of a person characterised by abnormal motor control and posture resulting from brain insult or injuries occurring in the pre-natal, peri-natal or infant period of development;

"Mental Retardation" means a condition of arrested or incomplete development of mind of person which is specially characterised by sub-normality of intelligence;

"Multiple Disabilities" means a combination of two or more disabilities as defined in clause (i) of section 2 of the Person with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995 (1 of 1996).

"severe disability" means disability with eighty percent or more of one or more multiple disabilities."

This Act seeks to protect and promote the rights of persons who, within the disability sector, have been even more marginalized than others.

1.2 PREVALENCE OF DISABILITY

According to the World Report on Disability¹ more than one billion people in the world live with some form of disability, of who nearly 200 million experience considerable difficulties in functioning.

1.2.1 In India

The proportion of Persons with Disability (PWD) increased from 2.13% in 2001 to 2.21% by 2011 in the country. Both rural and urban areas show an increase. As per the Census 2011 data, Sikkim and Odisha rank at the top with 2.99% and 2.97% of PWD. However, Uttar Pradesh has the highest number of PWDs. In the table below ranking of states in India based on the proportion of PWD is given.

Table 1.1: Prevalence of Disability in India – by state (Census 2011)

	STATE	PERSONS	TOTAL	PERCENTAGE
Rank	Name	With Disability	POPULATION	of PWD
1	Sikkim	18187	607,688	2.99
2	Odisha	1244402	41,947,358	2.97
3	Jammu & Kashmir	361153	12,548,926	2.88
4	Andhra Pradesh	2266607	84,665,533	2.68
5	Maharashtra	2963392	112,372,972	2.64
6	Lakshadweep	1615	64,429	2.51
7	Chhattisgarh	624937	25,540,196	2.45
8	Puducherry	30189	1,244,464	2.43
9	Punjab	654063	27,704,236	2.36
10	Jharkhand	769980	32,966,238	2.34
11	Kerala	761843	33,387,677	2.28
12	Rajasthan	1563694	68,621,012	2.28
13	Himachal Pradesh	155316	6,856,509	2.27
14	Goa	33012	1,457,723	2.26
15	Bihar	2331009	103,804,637	2.25

¹ WHO and The World Bank (2011). The World Report on Disability. Available at www.who.int/disabilities/world_report/2011/report.pdf

	STATE	PERSONS	TOTAL	PERCENTAGE
Rank	Name	With Disability	POPULATION	of PWD
16	West Bengal	2017406	91,347,736	2.21
17	Karnataka	1324205	61,130,704	2.17
18	Haryana	546374	25,353,081	2.16
19	Manipur	58547	2,721,756	2.15
20	Madhya Pradesh	1551931	72,597,565	2.14
21	Uttar Pradesh	4157514	199,581,477	2.08
22	Arunachal Pradesh	26734	1,382,611	1.93
23	Uttarakhand	185272	10,116,752	1.83
24	Gujarat	1092302	60,383,628	1.81
25	Andaman & Nicobar Islands	6660	379,944	1.75
26	Tripura	64346	3,671,032	1.75
27	Tamil Nadu	1179963	72,138,958	1.64
28	Assam	480065	31,169,272	1.54
29	Nagaland	29631	1,980,602	1.50
30	Meghalaya	44317	2,964,007	1.50
31	Chandigarh	14796	1,054,686	1.40
32	NCT Of Delhi	234882	16,753,235	1.40
33	Mizoram	15160	1,091,014	1.39
34	Dadra & Nagar Haveli	3294	342,853	0.96
35	Daman & Diu	2196	242,911	0.90
	INDIA	26,814,994	1,210,193,422	2.22

Source: Table 1: Distribution of Population, sex ratio, density and decadal growth rate: 2011. Available at http://www.censusindia.gov.in/2011-prov-results/prov_results_paper1_india.html and

Table C-20: Disabled Population by type of Disability, Age and Sex - C20 Table in Census 2011. Available at <http://www.censusindia.gov.in/2011census/C-series/c-20.html> and accessed on 31st May 2016

1.2.2 In Karnataka

As per Census 2011, the prevalence of disability in Karnataka 2.17% is below the national average of 2.2%. The state is ranked mid-way at 17 out of the 35 states/UTs in the country. While Karnataka accounts for 5.05% of the population in the country, the burden of PWD is 4.94% of the country.

Between 2001 and 2011 proportion of PWD in Karnataka state has increased from 1.78% to 2.17%, as shown in the Table below.

Table 1.2: Prevalence of Disability in Karnataka - by place of residence and gender (Census 2011)

S. No.	CRITERIA	2001 Census		2011 Census	
		Population	%	Population	%
1	Total Population	52,850,562	100	61,130,704	100
a	Rural population	34,889,033	66.01	37,552,529	61.43
b	Urban population	17,961,529	33.99	23,578,175	38.57
c	Total - Male	26,898,918	50.90	31,057,742	50.81
d	Total - Female	25,951,644	49.10	30,072,962	49.19
2	Total PWD	940,640	1.78	1,324,205	2.17
a	PWD - Rural	661,140	1.89	792,694	2.11
b	PWD - Urban	279,500	1.56	531,511	2.25
c	PWD - Male	537,730	2.0	726,521	2.34
d	PWD - Female	402,910	1.55	597,684	1.99

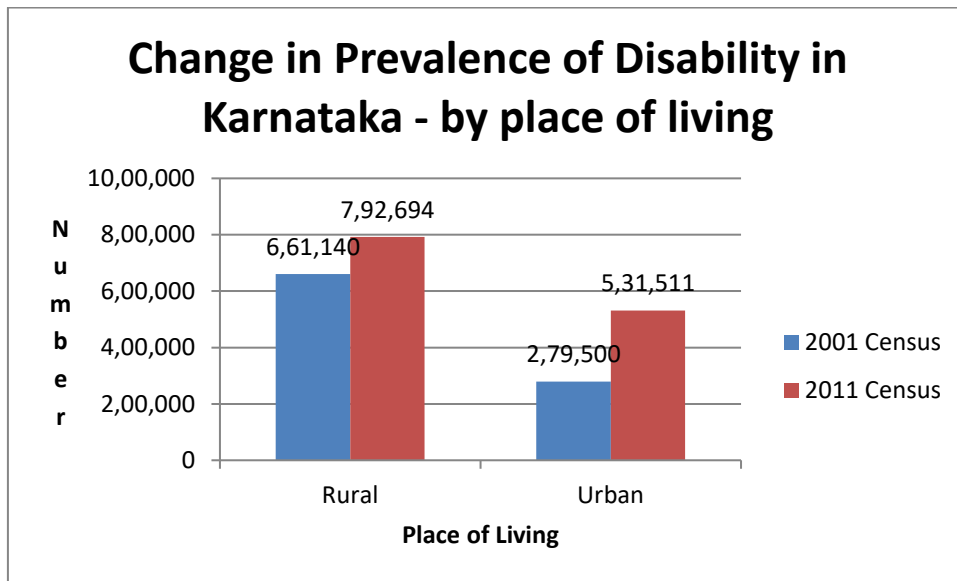
Source: Papers: Population by Sex and Residence. Census 2011. Available at http://www.censusindia.gov.in/2011-prov-results/paper2-vol2/data_files/India2/Table_1_PR_Districts_TRU.pdf and accessed on 31st May 2016, and

Table C-20: Disabled Population by type of Disability, Age and Sex - C20 Table in Census 2011. Available at <http://www.censusindia.gov.in/2011census/C-series/c-20.html> and accessed on 31st May 2016

By Place of Living

The increase of PWD in urban areas 90.2% is higher compared to the increase of 19.9% in rural areas.

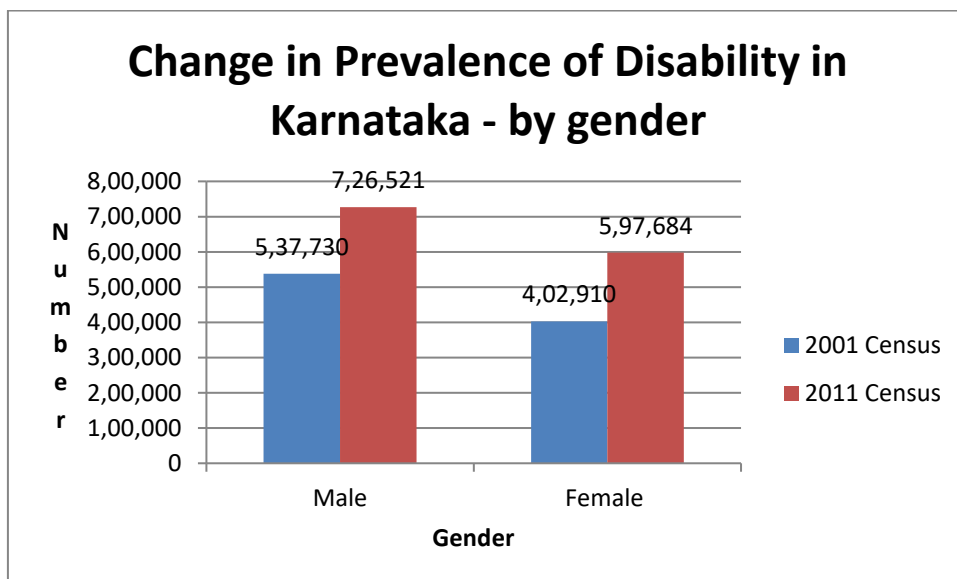
Figure 1.1: Change in Prevalence of Disability in Karnataka – by place of living



By Gender

The increase in PWD among females 48.3% is higher compared to the increase of 35.1% among males.

Figure 1.2: Change in Prevalence of Disability in Karnataka – by gender



By Age-Group

Proportion of children in the age groups 5-9 and 10-14 in Karnataka is similar to that at the country level.

Table 1.3: Prevalence of Disability in Karnataka - by age-group (Census 2011)

AGE GROUP	ALL INDIA		KARNATAKA	
	Number	(%)	Number	(%)
0-4	1,291,637	4.8	58602	4.4
5-9	1,955,926	7.3	93449	7.1
10-19	4,617,073	17.2	237332	17.9
20-29	4,190,732	15.6	243962	18.4
30-39	3,636,301	13.6	193941	14.6
40-49	3,116,130	11.6	157235	11.9
50-59	2,492,780	9.3	118482	8.9
60-69	2,657,913	9.9	113719	8.6
70-79	1,769,486	6.6	69151	5.2
80-89	723,632	2.7	28285	2.1
90+	225,588	0.8	8513	0.6
Age Not Stated	137,796	0.5	1534	0.1
TOTAL	26,814,994	100	1,324,205	100

Source: Table C-20: Disabled Population by type of Disability, Age and Sex - C20 Table in Census 2011. Available at <http://www.censusindia.gov.in/2011census/C-series/c-20.html>

By Disability Type

Distribution of PWD by disability type is similar at all India level as well as in Karnataka.

Figure 1.3: Distribution of PWD by Disability Type – All India

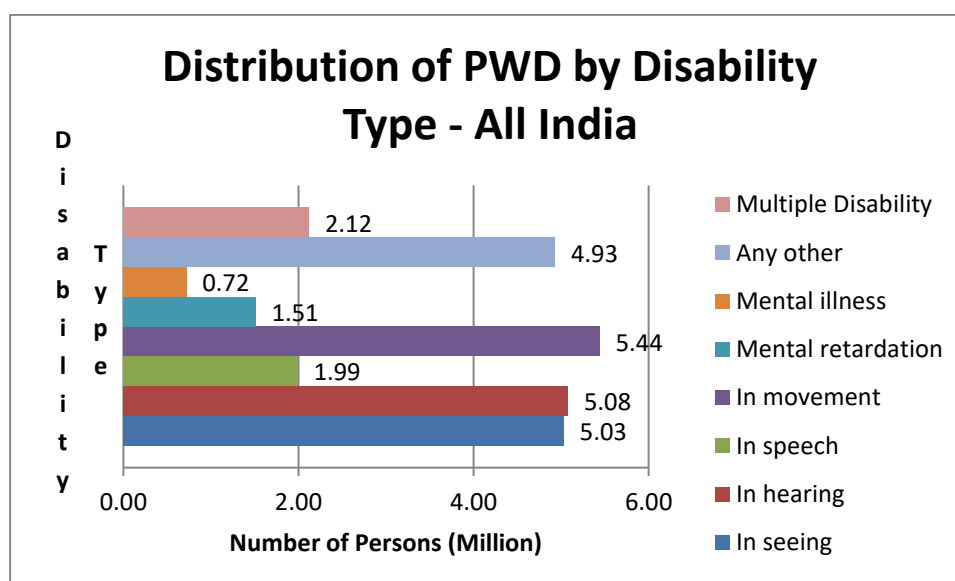
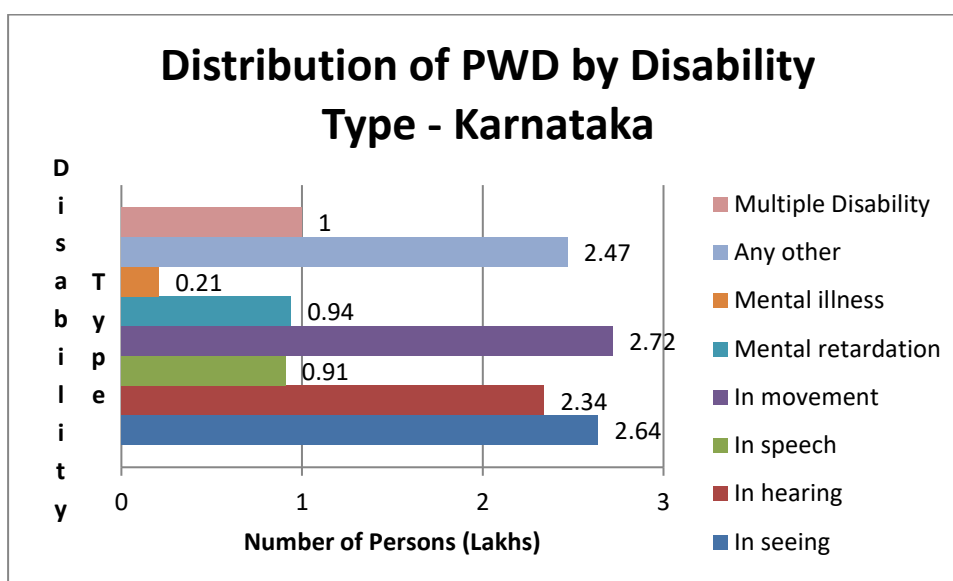


Figure 1.4: Distribution of PWD by Disability Type – Karnataka



Source: Disabled Population by type of Disability, Age and Sex. - C20 Table.
Available at <http://www.censusindia.gov.in/2011census/C-series/c-20.html>

1.2.3 District-wise Prevalence of Disability in Karnataka

Bengaluru urban and Kalaburgi districts are at the top in terms of proportion of PWD. Dakshin Kannada and Kodagu districts have the lowest proportion of PWD. Details of all districts are shown in the Table below.

Table 1.4: District wise Prevalence of Disability in Karnataka (Census 2011)

DISTRICT		POPULATION		
Rank	Name	With Disability	Total	% With Disability
1	Bengaluru	274230	9621551	2.85
2	Kalaburgi	66392	2566326	2.59
3	Bidar	42637	1703300	2.50
4	Koppal	34599	1389920	2.49
5	Chikkaballapura	29848	1255104	2.38
6	Haveri	37760	1597668	2.36
7	Gadag	25114	1064570	2.36
8	Bagalkot	43179	1889752	2.28
9	Tumkuru	58957	2678980	2.20
10	Chitradurga	35971	1659456	2.17
11	Yadgir	24904	1174271	2.12

DISTRICT		POPULATION		
Rank	Name	With Disability	Total	% With Disability
12	Kolar	32277	1536401	2.10
13	Davangere	40819	1945497	2.10
14	Ballari	50895	2452595	2.08
15	Bengaluru Rural	20294	990923	2.05
16	Raichur	39366	1928812	2.04
17	Dharwad	37221	1847023	2.02
18	Mysuru	60470	3001127	2.01
19	Mandya	36228	1805769	2.01
20	Chamrajnagar	20464	1020791	2.00
21	Vijayapura	43533	2177331	2.00
22	Belagavi	92594	4779661	1.94
23	Chickamagalur	21224	1137961	1.87
24	Hassan	32232	1776421	1.81
25	Ramnagara	19183	1082636	1.77
26	Shivmoggga	28835	1752753	1.65
27	Uttara Kannada	22593	1437169	1.57
28	Udipi	16922	1177361	1.44
29	Dakshin Kannada	28095	2089649	1.34
30	Kodagu	7369	554519	1.33
	STATE	1324205	61095297	2.17

Source: Table C-20-2900: Disabled Population by type of Disability, Age and Sex - in Census 2011. Available at <http://www.censusindia.gov.in/2011census/C-series/c-20.html> and accessed on 31st May 2016

1.2.4 Children with Different Ability in Karnataka

Of 13, 24,205 persons with different ability in the state of Karnataka, 3.89 lakh are children in the age group 0 to 19 years. Of these 54.6% are boys and 45.4% are girls. Distribution of children by type of disability is shown below –

Table 1.5: Distribution of Children (0 to 19 Age Group) – by disability

S. No.	TYPE OF DISABILITY	NUMBER OF CHILDREN	PERCENTAGE
1	Seeing	69116	17.8
2	Hearing	68750	17.7
3	Speaking	35431	9.1
4	Movement	56448	14.5
5	Mentally Retarded	38191	9.8
6	Mentally Ill	3500	0.9
7	Others	77778	20.0
8	Multiple Disability	40169	10.3
	TOTAL	389383	100

Source: Census 2011. Available at <http://www.census2011.co.in/disability.php> (Downloaded on 25 December 2015)

1.3 GOVERNMENT MECHANISM IN KARNATAKA

The state mechanism for education of CDA operates under the overall framework and guidance of related legislations, schemes and institutions of GoI.

SSA

The GoI launched Sarva Shiksha Abhiyan for Universalization of Elementary Education in 2000-01. The programme aims at providing useful and relevant elementary education in the age group of 6-14 years by 2010. The 86th Constitutional Amendment, which has made free and compulsory education a right of all children from 6-14 years of age, has given further thrust to the goal of UEE. The objective of UEE cannot be achieved without including children with special needs under the ambit of elementary education. Under SSA Inclusive Education (IE), provisions are made for identification of children with special Needs (CWSN), assessment, aids and appliances, resource teacher, learning materials, accessible schools and toilets, awareness programs etc. A budget of Rs 3000/- per child per annum is allocated.

RTE

The Right of Children to Free and Compulsory Education (RTE) Act stipulates that ‘every child of age of six to fourteen years shall have a right to free and compulsory education in a neighborhood school till completion of elementary education. The GoK has published the ‘Karnataka Right of Children to Free and Compulsory Education Rules in 2012. These Rules covers children with special needs (CWSN) under ‘Child belonging to disadvantaged Group.’

IEDSS Scheme

The main objective of the ‘Integrated Education for Disabled Children in Secondary Schools (IEDSS) is to providing equal educational opportunities for children with disabilities in the regular school system. IEDSS scheme will support ‘Rashtriya Madhyamika Shikshana Abhiyana’ (RMSA) in meeting the needs of children with special needs.

NIOS

The National Institute of Open School (NIOS) has already launched special programmes to reach out to children with special needs. NIOS has 200 centres spread all over the country.

1.3.1 Legislation and Policy Measures

Karnataka State Policy for Disabled Persons

Karnataka state has framed a policy on disability in the year of 2007. It gives importance for Inclusive Education for Children with Special Needs (CWSN) through education Department in main stream schools.

Policy on Education of Children with Special Needs: Department of Education (Primary and Secondary), 2013

The objectives of the Policy are as follows:

- a) The government has to give the highest priority to improve their education system to enable them to include all children regardless of individual differences or difficulties.
- b) The government has to adopt as a matter of law or policy the principle of inclusive education, enrolling all children in regular schools unless there are compelling reasons for doing otherwise.
- c) The training programmes for the teachers have to include the education of disabled children and identification of disabled children.
- d) All children have access to general education system, to expand the coverage to reach the unreached population.

1.3.2 Implementing Agencies

Department of Disabled and Senior Citizens

Prior to 1988 the Women and Child Welfare Department has been administering programmes and schemes addressing the needs and welfare of People with Disabilities (PwD) in 1988 the GoK has created a separate department for the PWD namely “Department for the Empowerment of Differently Abled the Disabled and Senior Citizens.”

Other Departments

Involvement of Other Departments in providing services to PWD is shown below.

S. No.	DEPARTMENT	CONTRIBUTION
1	Dept. of Women & Child Development	CWSN related programmes such as; early intervention, identification, counselling support services to the parents and Community, etc.
2	Department of Health and Family Welfare	Facilities such as, health assessment camps at school level, providing health cards, Corrective surgery, etc. under “Suvarna Arogya Chaithanya”
3	Department of Rural Development and Panchayath Raj	3% of fund is reserved for persons with the disability at the panchayath level
4	Department of Social Welfare	Provides 3% of reservation for CWSNs in Hostels.

SNAC Karnataka

The State Nodal Agency Center is an institutional arrangement of the National Trust at the State level to support and take forward its activities which include various schemes of capacity building, training and care & shelter for people with above 4 disabilities.

National Open School (NOS) Study Centers

The state has 4 NOS study centers viz., Spastics Society of Karnataka; Brindavan Education Centre; Ashakiran in Bangalore and St. Agnes Special School in Mangalore. They provide education through an open learning system at the school stage as an alternative to the formal system for school dropouts, girls, mentally/physically disabled, etc.

1.3.4 Government Special Schools & Institutions

According to the National Policy 1986 (modified 1992) special schools with hostels will be provided, as far as possible at district headquarters, for the severely handicapped children. Chapter V (Section 26) of PWD Act, which deals with education, mentions that the appropriate Governments and the local authorities shall promote setting up of special schools in governments and private sector for those in need of special education, in such a manner that children with disabilities living in any part of the country have success to such schools. It also endeavour to equip the special schools for children with disabilities with vocational training facilities. SSA notes that, children who have more severe problems, may need education in special schools, either for their entire educational career or only for a short time till they acquire those social and functional academic skills necessary for inclusion in regular schools. Those CWSN, who cannot be integrated into regular schools on account of their disability, can be referred to a special school. A special school is a school, which specializes in teaching one category of CWSN. It may be a day or a residential school. Components of Education of CWSN under SSA include strengthening of special schools. Special schools are

also envisaged to act as Resource Centres and undertake the task of providing consultative resource support to regular schools enrolling these children.²³

Figure 1.5: Government Special Schools and Institutions



Note: Figures in parentheses are Number of students/ Number of teachers. Based on the information provided by the DD

1.3.5 NGO Based Schemes for Special Schools

The GoK provides support to NGO based schemes namely a) GIA Scheme and b) Child Centric Scheme, running special schools for education of CDA.

Grant-in-Aid Code (GIA)

The Grant-in-Aid code was issued on 11th August 1982 with the object of extending and improving facilities for the education of the disabled. A sum of money is annually allocated by Government for providing Grant-in-Aid to registered Voluntary organizations which run institutions for the Disabled, subject to the conditions specified in the code. Objectives of the Grant are as follows:

1. Maintenance of Institutions of education and rehabilitation of the disabled
2. Administrative cost towards the functioning of such institution

² Responding to Children with Special Needs – A Manual for Planning and Implementation of Inclusive Education in Sarva Siksha Abhiyan, 2003.

³ Sarva Siksha Abhiyan. Framework for Implementation, 2011. Based on the Right of Children to Free and Compulsory Education Act, 2009.

3. Non-recurring items of expenditure such as tools, equipment, clothing and medicines for the care and rehabilitation of the disabled.

Currently GoK is provides 100% Grant-in-Aid towards salaries of the teaching staff and non-teaching staff and for maintenance.

The grant in case of **GIA** schools is based on the number of **teachers**

Child Centric Scheme (CCS)

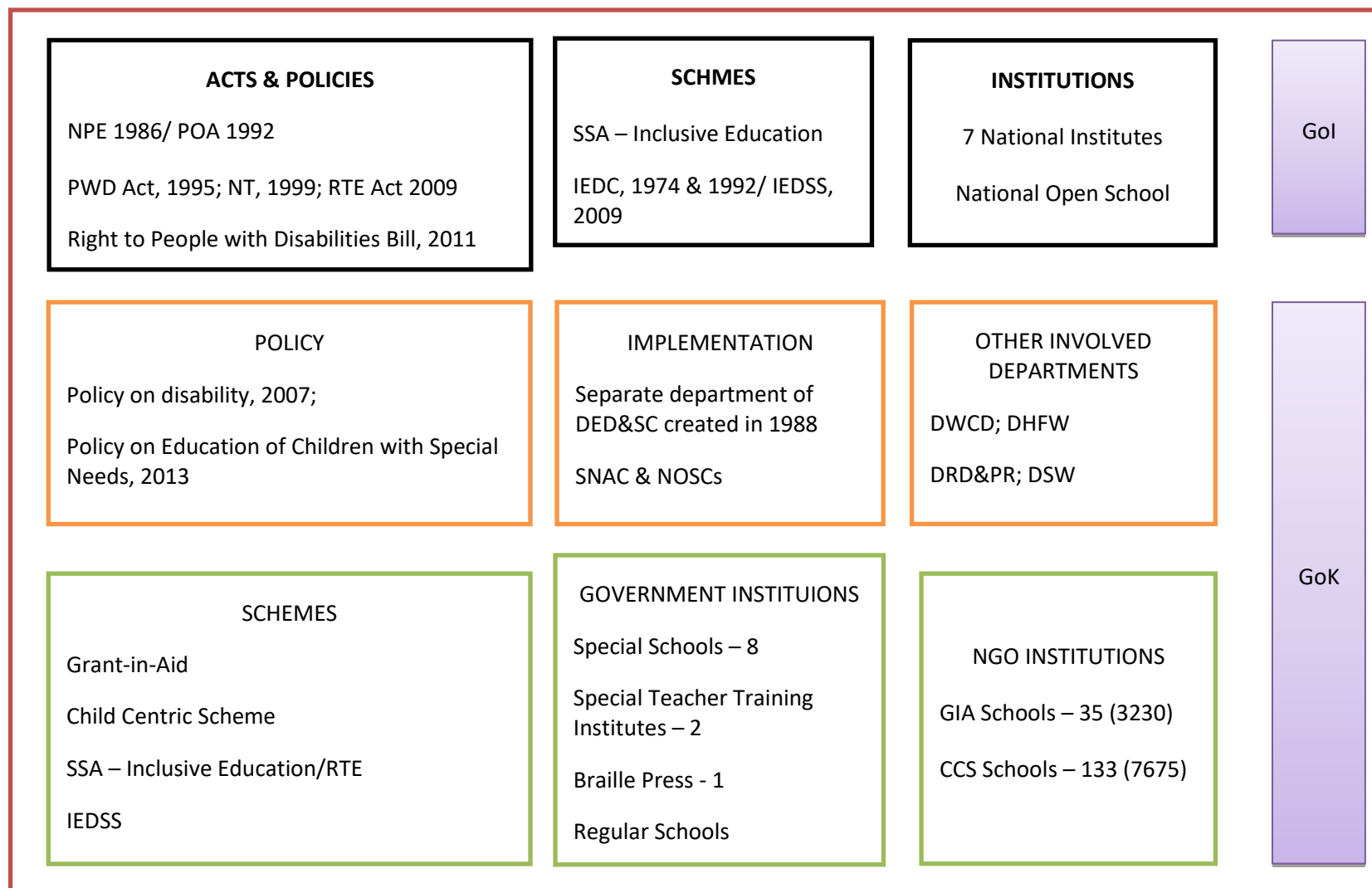
The GoK has launched an innovative scheme namely ‘Child Centric Grant in Aid Schools’ in 2010-11, shifting the focus from ‘teachers’ to ‘children.’ Slow decline in enrollment and NGOs finding hardship in running specials schools are some of the reasons for launching CCS in Karnataka.⁴

The grant in case of **CCS** schools is based on the number of **students**

The mechanism for education of CDA in Karnataka can be summarized as shown in the figure below.

⁴ As per ToR document and discussions with the JD, Department of Welfare of disabled and Senior Citizens.

Figure 1.6: Mechanism for Addressing the Needs of Education of CDAs in Karnataka



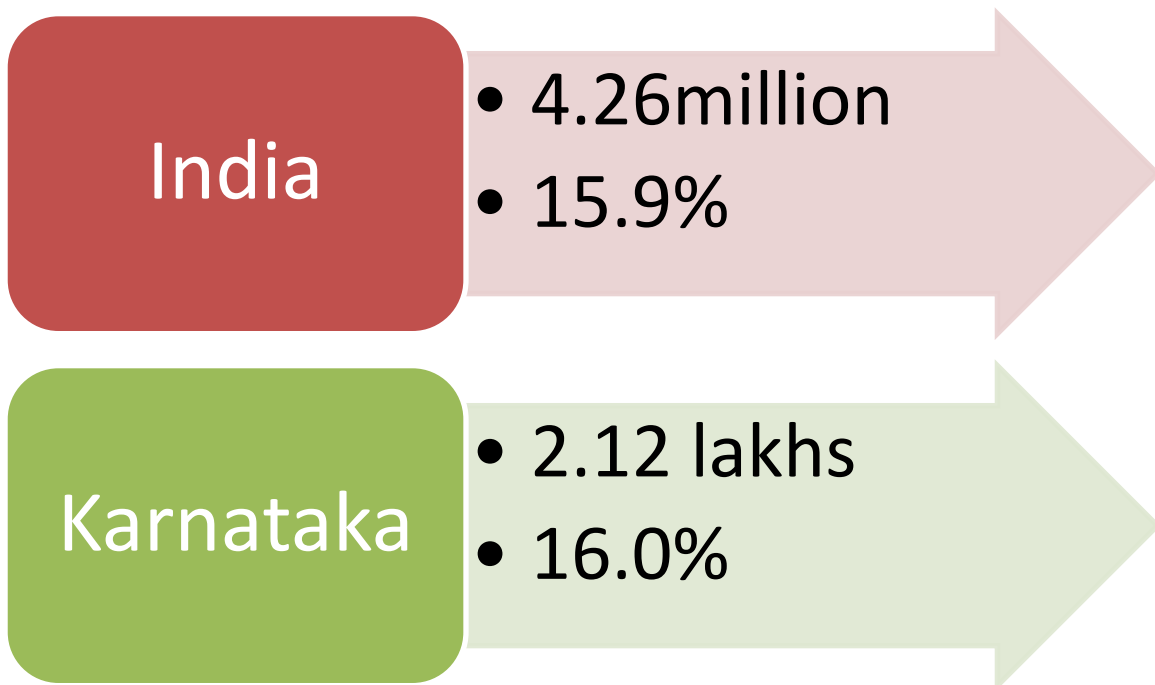
1.4 Mainstreaming of Education of CDA in Karnataka

SSA and RTE facilitate and strive for mainstreaming education for the ‘Children with Differently Ability’ (CDA). The following part of the analysis is based on 2011 Census data on CDA and DISE enrollment data on CWSN for the years 2013-14 to 2015-16. Data on the age groups 5-9 and 10-14 are taken as ‘Elementary School Age-group’ for the present analysis.

1.4.1 CDA in Elementary School Age-group

As per the Census 2011 data⁵ there are 2.12 lakh CDAs in the ‘Elementary School Age-Group’ in Karnataka and 4.26 million in India.

Figure 1.7: Estimated Number of CDA in the Age-groups 5-9 and 10-14 - India & Karnataka



1.4.2 Enrollment of Elementary School Age-Group CDA

According to the DISE enrollment data on CWSN⁶ 1,05,297 in the ‘Elementary School Age-Group’ are enrolled in schools during the year 2015-16.

This amounts approximately half of the 2.12 lakhs of estimated CDA in the ‘Elementary School Age-Group’ as per Census 2011.

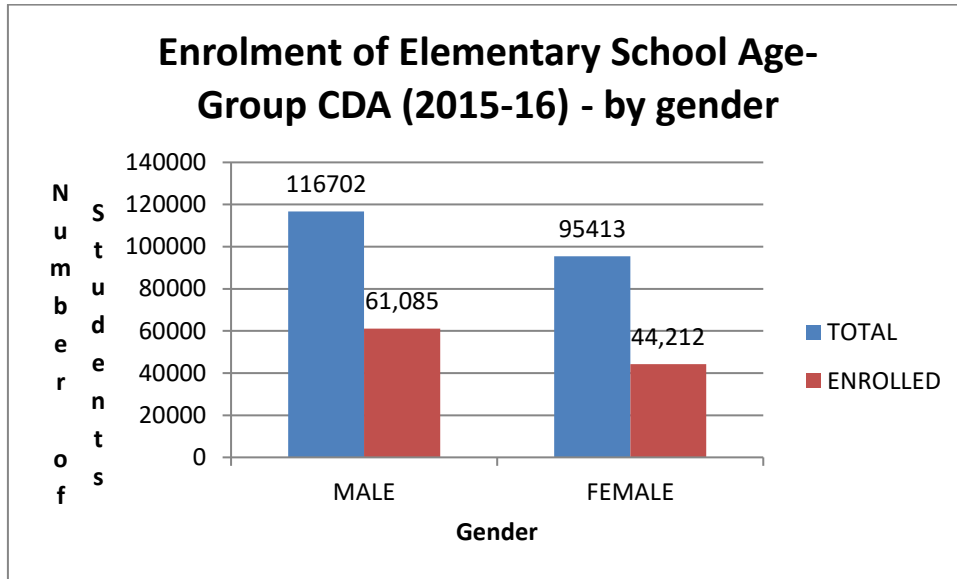
⁵ <http://www.censusindia.gov.in/2011census/C-series/c-20.html>

⁶ http://www.schooleducation.kar.nic.in/html/dise_reports.html

1.4.3 Status of Enrollment - by gender

In the year 2015-16, about 52.3% male and 46.3% female children with disability in the age groups 5-9 and 10-14 are enrolled in schools. Number of children with disability, as per the Census 2011, is taken as the base for calculating the proportion.

Figure 1.8: Status of Enrollment of Elementary School Age-group CDA – by gender



1.4.4 Status of Enrollment - by disability

Highest proportion of enrollment is among children with mental retardation followed by children with disability in movement. Lowest enrollment is lowest among children with hearing impairment.

Table 1.6: Status of Enrollment of Elementary Age-group CWSN in Karnataka – by disability type

S. No.	DISABILITY TYPE	TOTAL CDA (Census2011)	CDA ENROLLED (2015-16)	% CDA Enrolled
1	In seeing	35826	19979	55.8
2	In hearing	35882	9405	26.2
3	In speech	22382	12213	54.6
4	In movement	30961	20525	66.3
5	Mental retardation	21759	20123	92.5
6	Others	41758	10546	25.3
7	Multiple	23548	12506	53.1

S. No.	DISABILITY TYPE	TOTAL CDA (Census2011)	CDA ENROLLED (2015-16)	% CDA Enrolled
	disability			
	TOTAL	212115	105297	49.6

Source: <http://www.censusindia.gov.in/2011census/C-series/c-20.html>

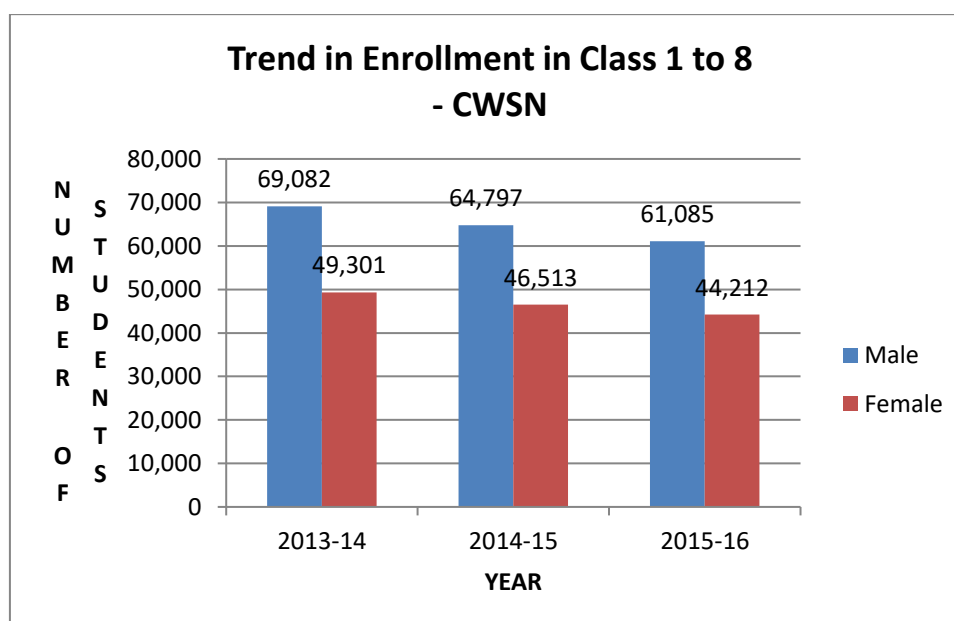
http://www.schooleducation.kar.nic.in/html/dise_reports.html

1.4.5 Trend in Enrollment - by gender

Comparison of the trend in DISE data on enrollment of CWSN with the trend in enrollment of all children in Karnataka, during the period 2013-14 and 2015-16, reveal that,

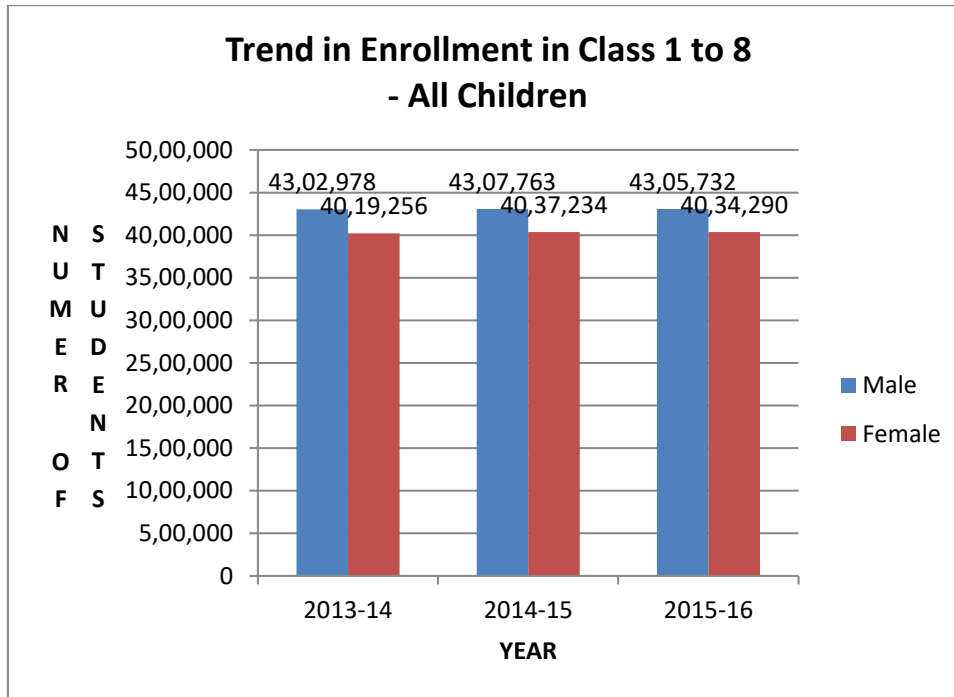
- while enrollment of all children is stable (with an Average Annual Growth Rate (AAGR) of 0.11%), the enrollment of CWSN declined (AAGR of -5-7%) and
- proportion of girl enrolled is lower in case of CWSN (41.8%) than the proportion of enrollment of girls in case of all children (48.3%).

Figure 1.9: Trend in Enrollment in Class 1 to 8 of CWSN in Karnataka



Source: http://www.schooleducation.kar.nic.in/html/dise_reports.html

Figure 1.10: Trend in Enrollment in Class 1 to 8 of All Children in Karnataka



Source: http://www.schooleducation.kar.nic.in/html/dise_reports.html

1.4.6 Trend in Enrollment - by disability

During the period 2013-14 and 2015-16, on average children with visual impairment (blindness and visual impairment) and physical handicapped/loco motor impairment accounted for 19.3% and 19.2%, respectively. Children with mental retardation accounted for 17.8% enrollment.

Table 1.7: Trend in Enrollment of CWSN in Class 1 to 8 – by disability type

S. No.	DISABILITY TYPE	2013-14	2014-15	2015-16
1	Visual Impairment (Blindness)	3451	3784	2771
2	Visual Impairment (Low-vision)	19450	17870	17208
3	Hearing Impairment	10719	9812	9405
4	Speech Impairment/Problem	14609	13294	12213
5	Physically Handicapped/Loco motor Impairment	22587	21360	20525
6	Mental Retardation	19874	19746	20123
7	Learning disability	9865	9836	8378
8	Cerebral Palsy	1727	1409	1385
9	Autism	1144	1099	783
10	Multiple disability	14957	13100	12506

S. No.	DISABILITY TYPE	2013-14	2014-15	2015-16
	TOTAL	118383	111310	105297

Source: http://www.schooleducation.kar.nic.in/html/dise_reports.html

1.5 COMPARISON OF GIA & CCS SCHOOLS

Important aspects of CCS and GIA schools are presented in this section of the report.

1.5.1 Basic Characteristics

Table 1.8: A Comparison of CCS and GIA Schools

S. No.	CHARACTERISTIC	CCS	GIA
1	Launch of scheme	2010-2011	Before 1982
2	Number of schools (2015)	113	35
3	Number of students (2015)	7675	3230
4	Grant source	State Government	State Governments
5	Grant size	Based on number of children	Based on number of teachers
6	Teachers	Temporary	Permanent
7	Teacher salary	Honorarium	As per education department scale
8	Syllabus	Prescribed	Same
9	Grant per child	Day scholar - Rs. 4000 per month per child Hostler - Rs. 5000 per month per child (This includes all costs such as salaries of teachers/staff, uniform, food travel, medial etc.)	Food cost per hostler Rs. 1000 child per month
10	Building Maintenance charges	Rent given	Maintenance charges given
11	Disbursement of funds	Through department	Through Zilla Panchayat

Source: Department for the Empowerment of Differently abled and Senior Citizens

1.5.2 Budget & Expenditure

At present there are 113 special schools funded by the Government of Karnataka under Child Centric scheme. The scheme is being implemented since 2011-12. An amount of Rs. 2500 per hostler per month and Rs. 2000 per month per day scholar per month are allocated under the CSS. This has been recently increased to Rs. 4000 per day scholars and

Rs 5000 to hostlers vide Government of Karnataka order number WCD 107PHP 2014 dated 26 June 2014.

Table 1.9: Trend in the Allocation and Expenditure Budget - CCS schools

(Rs. In Lakhs)

S. No.	YEAR	ALLOCATION	EXPENDITURE
1	2011-12	300	49.61
2	2012-13	343.1	298.38
3	2013-14	2195.26	1523.71
4	2014-15	4239.65	DNA *
5	2015-16	3501.00	DNA *

Source: Department for the Empowerment of Differently abled and Senior Citizens.

DNA* = Data Not Available.

Table 1.10: Trend in the Allocation and Expenditure Budget - GIA schools

(Rs. In Lakhs)

S. No.	YEAR	ALLOCATION	EXPENDITURE
1	2011-12	780.16	780.16
2	2012-13	343.10	298.38
3	2013-14	1223.39	1185.76
4	2014-15	1239.98	1231.19
5	2015-16	1302.86	1028.47

Source: Department for the Empowerment of Differently abled and Senior Citizens and ToR of the study.

1.5.3 Eligibility Norms

General conditions for eligibility of Aid under GIA Code, 1982 and Child Centric Scheme, 2010 are given below.

Table 1.11: Eligibility Norms of GIA and CCS schools

S. No.	NORM	GIA	CCS
1	Type of institution	which have been recognized	Registered as a trust or society. Be registered under sections 50 and 51 of the PWD Act 1995. Obtain proper

S. No.	NORM	GIA	CCS
			permission of the Department of Empowerment of Differently-abled and Senior Citizens
2	Discrimination	Open to all communities without any distinction of caste, creed or religion or race	
3	Fee	No fee of any type shall be levied on pupils	Should not collect any fee, contribution from the students.
4	Minimum Strength of students/ enrolment	25 There should be 8 deaf or blind pupil and 6 mentally retarded pupils on an average in a class	25 in high schools 50 in primary level
5	School days per year	220	220
	Qualifications of members of the staff	Same as those prescribed for similar category of the staff in Government schools	
6	Pay and allowances	Prescribed by the Department	
7	Minimum Experience	Not eligible for first two years.	Running at least for 3 years
8	Sanction of aid	Subject to availability of funds	
			Should not be getting any fund from Central or state govt. or other organizations.

Eligibility norms for GIA and CCS are similar.

1.5.4 Pupil Teacher Ratio

Pupil Teacher Ratio (PTR) under GIA Code, 1982 and Child Centric Scheme, 2010 for different types of disability is given below.

S. No.	DISABILITY/TYPE OF SCHOOL	GIA	CCS
1	Deaf children	1 per 10	1 per 10
		In case the strength exceeds 15, the class can be bifurcated in to two sections and an additional teacher can be appointed	
		1 Speech therapist for every 75 pupils	
2	Blind pupils	1 per 12	1 per 12
		In case the strength exceeds 17, the class can be bifurcated in to two sections and an additional teacher can be appointed	
		1 Specialist for 50 students	
3	Mentally retarded/spastic/ cerebral palsy	1 per 7	1 per 7
		If strength of a class exceeds 11, the class can be bifurcated and additional teacher can be appointed	
		1 specialist for 75	
4	Orthopedically handicapped	1 per 25	-
		1 specialist for 75	
5	Full-fledged Primary schools having standards one to seven	1 Head Master	

In addition the following staff is permissible in all these institutions.

1. P.T. Teacher – 1 (Pay and qualification as per Govt. schools)
2. Craft Teacher per institution – 2 (Pay and qualification as per same as in Education Department)
3. Vocational training Teacher – 1 (Where higher secondary is available)
4. Ayah -1 (One per 15 children in case of Mentally Retarded, Mentally-ill children.

1.5.5 Disabilities Addressed

GIA and CCS schools address the needs of children with four disability types namely

1. Deaf
2. Blind (Visually impaired)
3. Mentally retarded/spastic/ cerebral palsy
4. Orthopedically handicapped

Hence, there is need to address the educational needs of the children with the following disabilities also by the CCS/GIA schools in Karnataka.

- ✓ Learning disabilities
- ✓ Intellectual and Developmental Disabilities
- ✓ Autism and Spectrum Disorders (ASD)
- ✓ Leprosy Cured Children
- ✓ Multiple disabilities

1.5.6 Qualifications of Teachers

Qualifications prescribed under GIA Code and CCS Scheme is given below.

GIA Schools

Table 1.12: Qualifications Prescribed for Teachers – GIA schools

S. No.	DISABILITY TYPE/SCHOOL	TEACHER DETAIL	MINIMUM QUALIFICATION
1	Blind	Teacher	SSLC with TCH specialised training in teaching the blind
		Specialist	1. Graduate with mobility & Orientation instructor 2. SSLC with TCH specialised training in physical education
2	Deaf	Teacher	SSLC with TCH specialised training in teaching the deaf
		Speech Therapist	Graduate with one year training
3	Orthopedically handicapped	Teacher	SSLC with TCH
		Occupational	Graduate with Special Training

S. No.	DISABILITY TYPE/SCHOOL	TEACHER DETAIL	MINIMUM QUALIFICATION
		Therapist	
		Physiotherapist	SSLC and 2 year course at Vellore
4	Mentally Retarded Spastic Children and Cerebral Palsy	Teacher	SSLC with TCH and Special training
		Occupational Therapist	Graduate with Special Training
		Physiotherapist	SSLC and 2 year course at Vellore
		Visiting Psychologist with visiting fee twice a week	

Source: Grant-in-Aid Code, for the Institutions for the Disabled in Karnataka, Department of Women and Child welfare

CCS Schools

Teacher qualifications prescribed for CCS Schools in 2010 have been modified in 2015. The details are given in the table below.

Table 1.13: Qualifications Prescribed for Teachers – CCS schools

S. No.	DISABILITY TYPE/ LEVEL SCHOOL	TEACHERS DETAILS	TEACHERS MINIMUM QUALIFICATION
1	Mentally Retarded Teaching Mild, Moderate, Severe more Severe Pre-primary	Assistant Teacher – (1 for 7 students)	10 th Pass and Nursery in special education certificate course (Or) 12 th and 1 year Diploma (DECSC)-MR (Or) 10 th Pass and certificate course in caregiving programme (Or) Degree + B.Ed. in Special Education (MR) (Or) Multi category teachers special teachers training 7 years' experience
	Mild, Moderate, Severe more Severe Primary	Assistant Teacher (1 for 7 students)	12 th Pass and 2years special D.Ed. (MR) (Or) 12 th pass and 1year Special D.Ed. (MR) (Or) Diploma in Community Based Rehabilitation (DCBR) along with 6 months certificate course (Or) Post graduate Diploma in Community Based

S. No.	DISABILITY TYPE/ LEVEL SCHOOL	TEACHERS DETAILS	TEACHERS MINIMUM QUALIFICATION
			Rehabilitation (DCBR) along with 6 months certificate course (Or) Diploma in Multi Rehabilitation Worker (MRW) along with 6 months certificate course (Or) Diploma in Vocational Rehabilitation-Mental Retardation (DVR-MR)/ Diploma in Vocational training and Employment- mental retardation along with 6 months certificate course (Or) Degree + B.Ed. in Special Education (MR) (Or) 12 th Pass along with RCI approved one year training and 6 months certificate course (Or) RCI approved any other qualification/Course
	Secondary Vocational pre-Vocational	Head Master	Degree + Special B.Ed. in MR (Or) B.Ed. (general) along with one year Diploma in Special Education (Or) B.Ed. (general) along with two year Diploma in Special Education (Or) B.Ed. (general) along with Post graduate in Special Education (Or) B.Ed. Special Education and Post graduate Professional certificate in Special Education (PGPC) (Or) Post graduate Diploma in Special Education (MR) (Or) Post graduate Diploma in Special Education (Cerebral palsy) (Or) Post graduate Diploma in Special Education (Multiple disability) (Or) RCI approved any other qualification/Course

S. NO.	LEVEL OF SCHOOL	TEACHERS DETAILS	TEACHERS MINIMUM QUALIFICATION
2	Hearing Impaired Teaching Nursery/ Pre-Primary	Teacher (One for 10 children)	10 th pass and certificate in programme in early childhood in special education (Or) 12 th pass or Diploma in teaching young children deaf and hearing (Or) Multi category teachers training special training with 7 years' experience (Or) RCI approved any other qualification/Course
	Primary and Middle School (1-7 th standard)	Teacher (One for 10 children)	12 th pass and 2 years D.Ed. in special education (Any type) (Or) 12 th Pass and one year D.Ed. in special education (Any type) (Or) Diploma in community based rehabilitation (DCBR) along with 6 months certificate course (Or) Post graduate diploma in community based rehabilitation (DCBR) along with 6 months certificate course (Or) Diploma in multi rehabilitation worker (MRW) along with 6 months certificate course (Or) Junior Diploma in teaching the deaf (Or) Diploma in hearing language and speech (DHLS) along with 6 months certificate course (Or) 12 th Pass along with RCI approved one year course and along with 6 months certificate course (Or) RCI approved any other qualification/Course
	High school/Secondary Higher Secondary (8-10 th)	Head Master	Degree + B.Ed. (Special) (Or) B.Ed. (general) along with one year diploma in special education (Or) B.Ed. (general) along with two year diploma in special education (Or) B.Ed. (General) Post graduate diploma in special education (Or) B.Ed. special education and Post graduate professional certificate in Special education

S. NO.	LEVEL OF SCHOOL	TEACHERS DETAILS	TEACHERS MINIMUM QUALIFICATION
			(PGPC).(Or) Senior Diploma in teaching the deaf (Or) RCI approved any other qualification/Course
		Graduate Assistant	Degree, B.A, B.Sc., B.Ed. (Subject wise)
3	Visually Impaired Nursery/ Pre-Primary	Assistant Teacher (One for 12 children)	10 th pass and certificate programme in early childhood in special education (Or) 12 th pass and one year diploma in programme in early childhood special education (DECSC-IV) (Or) RCI approved any other qualification/Course
	Primary and Middle School (1-7 th standard)	Assistant Teacher (One for 12 children)	12 th pass and 2 year D.Ed. in Special Education (Any type) (Or) 12 th pass and 1 year D.Ed. in special education (Any type) (Or) Diploma in community based rehabilitation (DCBR) along with 6 months certificate course (Or) Post graduate diploma in community based rehabilitation (DCBR) along with 6 months certificate course. (Or) Primary level teachers training course in Visually Impaired (Or) 12 th Pass along with RCI approved one year training along with 6 months certificate course (Or) RCI approved any other qualification/Course
	High school/ Secondary Higher Secondary (8-10 th)	Head master	Degree + D.Ed. (Special) (Or) B.Ed. (General) along with one year diploma in special education (Or) B.Ed. (General) along with two year diploma in special education (Or)

S. NO.	LEVEL OF SCHOOL	TEACHERS DETAILS	TEACHERS MINIMUM QUALIFICATION
			B.Ed. (General) along with post graduate one year diploma in special education (Or) B.Ed. special education and post graduate professional certificate in Special Education (PGPC) (Or) Secondary level teachers training course in visually impairment (Or) BA, B.Ed. in Visually impairment (Or) RCI approved any other qualification/Course
			Degree, B.A, BSc, B.Ed. (Subject wise)

Source: Government of Karnataka order number WCD/247 PHP 2014 dated 17.3.2015

1.6 INTERNATIONAL STANDARDS AND BEST PRACTICES

India is a signatory and is guided by important International Framework for the education of children with different ability viz.

1. The 1989 Convention on the Rights of the Child (CRC) includes an article specifically concerned with the rights of children with disabilities.
2. UNESCO World Conference on Special Needs Education: Access and Quality, adopted the **Salamanca Statement and the Framework for Action on Special Needs Education** in 1994.
3. **2006 UN Convention on the Rights of Persons with Disabilities**
4. Biwako Millennium Framework for action towards an inclusive, barrier free and rights based society.

In the following part of the report important International Standards and Best Practices related to important aspects of education for children with different ability are listed out. Corresponding status with respect to India/Other states and Karnataka are also presented.

Table 1.14: International Standards and Best Practices – Status of India & Karnataka

S. NO.	STANDARD	INTERNATIONAL		INDIA	KARNATAKA
		COUNTRY	INTERVENTION	& Other States	
1	Specific Act/policy on disability or education of children with disabilities	Australia	Children and students with disability policy, 2014 ⁷	The Rights of Persons with Disabilities Bill, 2014 Responding-to-children-with-special-needs-a-manual-for-planning-and-implementation-of-inclusive-education-in-SSA, 2003 ⁸ Comprehensive Education Scheme for Disabled Children, 2004 ⁹ Action Plan for Inclusive Education Of Children and Youth with Disabilities (IECYD) 2005	Draft Policy on Education of Children with Special Needs Department of Education (Primary and Secondary) 2013 ¹⁰
		Slovenia	Education of Children With		

⁷ <https://www.decd.sa.gov.au/sites/g/files/net691/f/studentswithdisabilitie-1.pdf>

⁸ <http://vikaspedia.in/education/policies-and-schemes/responding-to-children-with-special-needs-a-manual-for-planning-and-implementation-of-inclusive-education-in-ssa>

⁹ http://svayam.com/pdf/comprehensive_education_scheme.pdf

¹⁰ http://ssakarnataka.gov.in/pdfs/int_inclusiveedu/CWSNDraftPolicy2013.pdf

S. NO.	STANDARD	INTERNATIONAL		INDIA	KARNATAKA
		COUNTRY	INTERVENTION	& Other States	
			Special Needs in Slovenia. Children with Special Needs Act (2013) ¹¹		
2	Standards	Australia Department of Education, Science and training.	Disability Standards for Education, 2005 ¹²		
3	Standardization of Special Educators and other Professionals	The Council for Exceptional Children (CEC). The Council for Exceptional Children (CEC) is the largest international professional organization dedicated to improving the educational success	Special Education Professional Ethical Principles and Practice Standards ¹³	Rehabilitation Council of India Act (RCI -1992 - a statutory mechanism for monitoring and standardizing courses for the training of 16 categories of professionals required in the field of special education and rehabilitation of persons with disability. ¹⁴	

¹¹ <https://www.european-agency.org/sites/default/files/.../SEN%20in%20Slovenia.pdf>

¹² https://docs.education.gov.au/system/files/doc/other/disability_standards_for_education_2005_plus_guidance_notes.pdf

¹³ <https://www.cec.sped.org/Standards/Ethical-Principles-and-Practice-Standards>

¹⁴ Responding to Children with Special Needs – A Manual for Planning and Implementation of Inclusive Education in Sarva Siksha Abhiyan, 2003.

S. NO.	STANDARD	INTERNATIONAL		INDIA	KARNATAKA
		COUNTRY	INTERVENTION	& Other States	
		of individuals with disabilities			
4	Barrier Free Environment Guidelines	UNESDOC	Design Guide for barrier free schools ¹⁵	Barrier Free Guidelines for CWSN in SSA ¹⁶	Guidelines and Space Standards for barrier free environment for disabled and elderly persons ¹⁸
		USA	National Clearinghouse for Educational Facilities. Planning and Designing for Students with Disabilities ¹⁹	Central Public Works Department, MoUD. 2014. Handbook on Barrier Free and Accessibility. ¹⁷	
		Japan	National Institute for Educational Policy Research: Educational Facilities Research Centre. Case Studies Concerning the Development of Barrier-Free School Facilities, 2007 ²⁰	Samarthyam. Guidelines-on-barrier-free-environment-for-children-with-disabilities-in-schools	
5	Accreditation & Rating	Council of International Schools (CIS)	Guide to School Evaluation and Accreditation - 8th Edition (Version 8.2)	National Institute of Open Schooling. Norms and Procedures for	It relates to Only distance education. Accreditation system

¹⁵ <http://unesdoc.unesco.org/images/0005/000519/051924EB.pdf>

¹⁶ ssa.nic.in/inclusive-education/guidelines/BFA%20GUIDELINES.pdf/at.../file

¹⁷ <http://cpwd.gov.in/Publication/HandbookonBarrier.pdf>

¹⁸ http://www.kpwd.gov.in/pdf/guidelines_space_standards_for_barrier_free_built_envirm.pdf

¹⁹ <http://www.ncef.org/pubs/disabilities.pdf>

²⁰ <https://www.nier.go.jp/shisetsu/pdf/e-baria.pdf>

S. NO.	STANDARD	INTERNATIONAL		INDIA	KARNATAKA
		COUNTRY	INTERVENTION	& Other States	
			STANDARDS AND INDICATORS. Standard E2 relates to needs of special children ²¹	Accreditation of Academic Study centre ²²	is required for special schools.
		USA	National Commission for the Accreditation of Special Education Services. Standards for Accreditation 2016 ²³	CBSE School Quality Assessment and Accreditation ²⁴	
		USA	The Florida Inclusion Network (FIN).School Best Practices for Inclusive Education (BPIE) Assessment: <i>Administrator Guide</i>		
6	Preschool /Early Childhood Interventions	UNESCO Policy Brief on Early Childhood, 2009	Inclusion of Children with Disabilities: The Early Childhood Imperative	MoWCD: National Early Childhood care and Education Policy, 2013 ²⁵ It is not specific to CDAs.	
		Germany, Schleswig-Holstein	Pre-school language support: In order to address speech difficulties before children begin		

²¹ [https://www.cois.org/uploaded/Documentation/For_Schools/Accreditation/Standards_and_Indicators_-_8th_Ed_\(V8_2\)ii.pdf](https://www.cois.org/uploaded/Documentation/For_Schools/Accreditation/Standards_and_Indicators_-_8th_Ed_(V8_2)ii.pdf)

²² <http://nios.ac.in/media/documents/accr/normsai2015.pdf>

²³ <http://www.ncases.org/NCASESStandardsforAccreditation2016.pdf>

²⁴ http://www.cfbtes.com/cbse/Accriditation_Final.pdf

²⁵ http://icds-wcd.nic.in/schemes/ECCE/ecce_01102013_eng.pdf

S. NO.	STANDARD	INTERNATIONAL		INDIA	KARNATAKA
		COUNTRY	INTERVENTION	& Other States	
			school, teachers specialising in speech and language impairments deliver training to nursery school teachers ²⁶		
		USA	<p>Infants and Toddlers with Disabilities Program (Part C) of the Individuals with Disabilities Education Act (IDEA), 1986.²⁷</p> <p>For enhancement of the development of infants and toddlers with disabilities, minimize potential developmental delay, and reduce educational costs to our society by minimizing the need for special education services as children with disabilities reach school age</p>		
7	Individual	Tasmania	Department of Education.	SSA also mandates that	

²⁶ European Commission. Support for children with special educational needs (SEN). [http://europa.eu/epic/studies-reports/docs/eaf_policy_brief - support for sen children final version.pdf](http://europa.eu/epic/studies-reports/docs/eaf_policy_brief_-_support_for_sen_children_final_version.pdf)

²⁷ Individuals with Disabilities Education Improvement Act of 2004, 20 U.S.C. § 1400 et seq. (2004). Cited in The Importance of Early Intervention for Infants and Toddlers with Disabilities and their Families The Importance of Early Intervention for Infants and Toddlers with Disabilities and their Families, The National Early Childhood Technical Assistance Center, July 2011. (<http://www.nectac.org/~pdfs/pubs/importanceofearlyintervention.pdf>)

S. NO.	STANDARD	INTERNATIONAL		INDIA	KARNATAKA
		COUNTRY	INTERVENTION	& Other States	
	Education Plans (IEPs).		Guidelines for Individual Education Planning – Students with Disability. ²⁸	an IEP has to be prepared for each child identified with a disability.	
		Canada	Resources on IEPs for Children with Disabilities ²⁹	Tamil Nadu: IEP was implemented to all identified CWSN in the particular IEP format book. Two copies of IEP are maintained for all CWSN student. ³⁰	
		Ireland	National Disability Authority. International Experience in the Provision of Individual Education Plans for Children with Disabilities, 2005 ³¹		
		USA	National Association of State Directors of Special Education (NASDSE). Standards-Based		

²⁸ <https://www.education.tas.gov.au/documentcentre/Documents/Guidelines-for-Individual-Education-Planning-Students-with-Disability.pdf>

²⁹ <http://www.cde.ca.gov/sp/se/sr/iepresources.asp>

³⁰ <http://www.ssa.tn.nic.in/Docu/ied.pdf>

³¹ http://nda.ie/Publications/Education/Education-Publications-/Individual-Education-Plans-IEP-Report/IEP_Summary_PDF.pdf

S. NO.	STANDARD	INTERNATIONAL		INDIA	KARNATAKA
		COUNTRY	INTERVENTION	& Other States	
			Individualized Education Program Examples, 2007 ³²		
		Canada	Individual Education Planning for Students with Special Needs A Resource Guide for Teachers, 2009 ³³		
8	Computerized Education Materials for Blind	Australia	Robobraille is a free service from Austria, automatically translating text into Braille. RoboBraille makes educational material available in alternate formats whenever and wherever it is needed, thereby paving the way for a barrier-free education for all. ³⁴	<p>Tamil Nadu: Special TLM being prepared for CWSN Braille text & kits³⁵</p> <p>Odisha: The OPEPA set up 27 computerized Braille printers in 27 special schools to print textbooks and</p>	40% Braille textbooks have not been provided to totally blind children in the final quarter of the academic year 2013-14, even in January is due to inadequate capacity of Braille press in Mysore. ³⁶

³² <http://www.nasdse.org/Portals/0/Standards-BasedIEPEExamples.pdf>

³³ <https://www.bced.gov.bc.ca/specialed/docs/iepssn.pdf>

³⁴ Essl Foundation, January 2016. Zero Project Report. http://zeroproject.org/wp-content/uploads/2016/02/ZeroProjectReport_2016_barrierfree.pdf

³⁵ www.ssa.tn.nic.in/Docu/ied.pdf

³⁶ Sarva Shiksha Abhiyan: 19th Join Review Mission KARNATKA STATE REPORT. January 2014. Aid de Memoir. http://ssa.nic.in/monitoring-documents_old/jrm/19th-jrm/state/JRM%20Karnataka%20state%20report.pdf

S. NO.	STANDARD	INTERNATIONAL		INDIA	KARNATAKA
		COUNTRY	INTERVENTION	& Other States	
				supplementary materials in Braille. ³⁷	
9	Special Schools as Resource Centres	Armenia, Open Society for Foundations	Special Schools as a Resource for Inclusive Education, 2012 ³⁸	SSA envisages that with some assistance from the SSA State Mission Societies, special schools could provide consultative resource support to regular schools enrolling these children.	Karnataka has a large number of Special schools which can take up this role.
10	Student Teacher Ratio	Ireland	11:1 in the case of mild GLD 6:1 in the case of autistic spectrum disorders (ASD) ³⁹	Kerala: Teacher-student ⁴⁰ ratio put at 1:8	

³⁷ Educating Children with Disability, Chapter 4 in Shiksha Sangam, pp. 44-50. Innovations under the SarvaSiksha Abhiyan, Indian Institute of Management, Ahmedabad.

³⁸ <https://www.opensocietyfoundations.org/sites/default/files/special-schools-resource-inclusive-education-20121005.pdf>

³⁹ <https://www.european-agency.org/country-information/ireland/national-overview/special-needs-education-within-the-education-system>

⁴⁰ <http://www.thehindu.com/news/cities/Thiruvananthapuram/norms-for-granting-aided-status-to-special-schools/article7533059.ece>

S. NO.	STANDARD	INTERNATIONAL		INDIA	KARNATAKA
		COUNTRY	INTERVENTION	& Other States	
		Slovenia ⁴¹	1:15		
11	Number of Students to get Grant in Aid Status.			Kerala: The parameter fixed for granting aided status is student strength of not less than 100. Teachers and other staff of special schools with more than 100 students will get salary and other allowances on a par with those in aided schools. ⁴²	Minimum number of students to get grant is 25.
12	Residential Special Schools	UK	Department of Education National Minimum Standards, 2015 ⁴³		
13	Tracking of progress of children with disability	USA	State Longitudinal Data Systems for Tracking Outcomes for Students with Disabilities through Postsecondary Activities ⁴⁴		

⁴¹ <http://pisrs.si/Pis.web/pregledPredpisa?id=PRAV7972>

⁴² <http://www.newindianexpress.com/states/kerala/40-Special-Schools-to-Get-Aided-Status/2014/03/05/article2091290.ece>

⁴³ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/416188/20150319_nms_rss_standards.pdf

⁴⁴ http://nasdse.org/DesktopModules/DNNspot-Store/ProductFiles/76_e501d36a-f082-44f1-8aca-52d96c886c3e.pdf

1.7 SCOPE & OBJECTIVES OF THE ASSIGNMENT

The objective of the evaluation study is ‘to assess the impact of the scheme of providing financial assistance to special schools for physically challenged run by Non-Government Organizations (NGO) under Child Centric Scheme in the State of Karnataka. It also intends to compare Child Centric Specific (CCS) Schools with Grant-in-Aid (GIA) schools, to find out significant differences between them.

The aspects covered by the study are under the following broad groups:

- Establishment details,
- Infrastructure of school & hostel,
- Staff details,
- Academic details,
- Facilities provided, and
- Specific outputs.

The approved Terms of Reference (ToR) for the Study is attached as ***Annexure -1***

2 METHODOLOGY AND APPROACH

2.1 PRELIMINARY WORK

The team leader of the evaluation study discussed the scheme and overall functioning of CCS with the Deputy Director and Assistant Directors in the Directorate of Department for Empowerment of Differently-abled and Senior Citizens, Government of Karnataka. Basic secondary data, including the details of the District Disabled Welfare Officers (DDWO), was collected from them. The modalities of the field data collection were also discussed with the Deputy Director and Assistant Directors. The Department gave necessary instructions to the respective DDWOs to extend all the support to the STEM team to conduct the impact assessment.

Further, as a preparatory work, STEM team had made a visit to the Women and Child Development Department located near KIDWAI Hospital, met Mr. G. Mohan, District Disabled Welfare Officer in-charge of Bengaluru Urban district and discussed about the schools to be visited in Bengaluru Urban district, the kind of information to be collected during the field study, modalities for visiting the identified schools and interacting with the students, faculty and the parents. Dates were fixed to visit two schools to study the situation, draw a profile of the concerned NGO and to decide on the kind of questions to be included in designing the questionnaire. Based on the preparatory work a questionnaire has been designed for the assessment study. This was approved by the Technical Committee of Karnataka Evaluation Authority. The questionnaire is appended as *Annexure - 2*.

2.2 SAMPLING FOR EVALUATION

According to the ToR there are 97 CCA and 36 GIA schools in the state. A sample of schools/institutions for the study has been identified in consultation with the line department and KEA in the ToR. The sample has been selected by stratifying the population across districts and selecting at least one institution from each district as the sample or 25% intensity, whichever is more. In accordance with the ToR, STEM team visited 24 CCA and 9 GIA schools. The approved questionnaire was sent for the remaining 97 schools and responses were obtained from 87 schools. Thus study team collected data from a total of 120 schools which includes both CCS and GIA. The detailed breakup is shown in the table below

Table 2.1: Effective Sample Size – by school type

S. No.	SCHOOL TYPE	TOTAL NO OF SCHOOLS	EFFECTIVE SAMPLE		
			Visited by Evaluation Team	Responses by Mail	TOTAL
1	Child Centric Special (CCS)	94	24	65	89
2	Grant-in-aid (GIA)	36	11	19	30
3	Others	0	0	1	1
	TOTAL	130	35	85	120

Responses from 10 schools could not be obtained for various reasons like a) school could not be located; b) multiple names of school; c) Non-cooperation of school addressed to; and d) recommendation of the DDWO to omit the school.

2.2.1 Coverage by Specialization

The study covered schools of different disability specializations teachings and allied fields. Details of the sample schools are given below –

Table 2.2: Distribution of Sample Schools - by specialization and school type

S. No.	SCHOOL SPECIALIZATION	SCHOOL TYPE			TOTAL
		CCS	GIA	Not getting any grants from Govt.	
1	Hearing impaired (HI) teaching	33	08	0	41
2	Visually impaired (VI) teaching	13	09	0	22
3	Mentally Retarded (MR) teaching	38	13	1	52
4	Physically handicapped* teaching	0	01	0	01
5	Vocational Training Centres (For Visual impaired students)	0	03	0	03
6	Speech Therapy Centre	0	01	0	01

S. No.	SCHOOL SPECIALIZATION	SCHOOL TYPE			TOTAL
		CCS	GIA	Not getting any grants from Govt.	
	TOTAL	84	35	1	120

* - Physically Handicapped children are those who have deformity in leg, hand, polio attacked etc. other than SHI, VI, MR.

2.2.2 Geographical Spread of the Schools

- The 120 sample schools are spread across 28 of the 30 districts of the State.
- The 35 schools visited are spread across 16 districts.
- Remaining 85 schools contacted by post/email.

2.2.3 No. of Schools Visited and Strength of Students

District-wise number of schools visited and strength of students is given below -

Table 2.1: District-wise Number of Schools Visited and Strength of Students

S. No.	DISTRICT	CCS		GIA		TOTAL	
		No. of Schools	No. of Students	No. of Schools	No. of Students	No. of Schools	No. of Students
1.	Bagalkote	1	71	0	0	1	71
2.	Bengaluru Urban	4	420	2	141	6	561
3.	Belagavi	1	55	1	82	2	137
4.	Bidar	1	55	0	0	1	55
5.	Dakshina Kannada	1	45	1	203	2	248
6.	Davangere	2	530	0	0	2	530
7.	Hubbali	1	148	2	98	3	246
8.	Gadag	1	142	0	0	1	142

9.	Hassan	2	125	1	40	3	165
10.	Haveri	2	107	1	78	3	185
11.	Kalaburgi	1	59	1	71	2	130
12.	Kolar	3	210	0	0	3	210
13.	Mandya	2	230	0	0	2	230
14.	Raichur	0	0	1	79	1	79
15.	Shivmogga	1	50	1	55	2	105
16.	Tumakuruu	1	44	0	0	1	44
	TOTAL	24	2291	11	847	35	3138

3 DATA COLLECTION

Secondary data was collected at head office of the department for Differently-Abled and Senior Citizen and as well as offices from the District Disabled Welfare Officers. The team interacted with key officials, finalised the activity schedules and work plan in consultation with the DDWOs.

3.1 TOOLS USED FOR DATA COLLECTION

The tools used for data collection from different stakeholders are presented below -

S. No.	SOURCES OF DATA & INFORMATION	TOOLS	REMARKS
1.	a) Parents of children b) Children who can answer themselves	Check list	Questionnaire is vetted by both the Technical Committee of KEA
2.	School and hostel administration and Staff	Interviews using Structured Questionnaire	
3.	Tracking school pass outs and those studying with normal students	Personal interviews using a Check List	
4.	Key officials of NGOs	Personal interviews using a structured questionnaire	

4 FINDINGS OF THE EVALUATION

4.1 ESTABLISHMENT

4.1.1 Registration Status of Schools

Registration status of Child Centric Scheme (CCS) and Government-in-Aid (GIA) is given in the table below -

Table 4.1: NGO Registration Profile

S. No.	CATEGORY OF SCHOOL	REGISTERED AS		TOTAL
		Charitable Trust	Society/Association	
1	CCS	25	60	85
2	GIA	7	28	35
	TOTAL	32	88	120

Thus all the NGOs managing the schools for hostler are registered as a charitable trust or society.

4.1.2 Permission from Department

All schools reported that they have obtained permission from the department under sections 50 and 51 of the PWD Act 1955. Seventy three CCS and 23 GIA schools have provided a copy of the certificate. List of the CSS and GIA schools that did not provide a copy of the certificate are given in *Annexure 3*.

4.1.3 Grants & Fees

Grants

Of the schools evaluated, but for one, 119 NGOs are found to receiving grants from State/central government. The exception NGO is Divya Shanti Christian Association, Bengaluru which has recently applied with the Department for Differently-Abled and Senior Citizen, Govt. of Karnataka seeking grants under Child Centric Scheme. Details of source of grant by school type are given below -

Table 4.2: Source of Grants - by school type

S. No.	SCHOOL TYPE	SOURCE OF GRANTS			
		State Grant	Both State & Central	Foreign funds	Others type of funds*
1	CCS	82	2	5	7
2	GIA	35	0	2	2
	TOTAL	117	2	7	9

* - Others mean local donors, sponsors and own funds

Fees

All schools claimed that they do not collect any fee and education is free. Most parents of students studying in these schools also confirmed this. However, seven parents mentioned paying amounts Rs. 500 to Rs. 2000 as initial deposit/development fund. Two parents mentioned that they are bearing hostel expenses ranging from Rs. 300 to Rs. 3000 per month. The schools about which they have said so are given in *Annexure 4*.

4.1.4 Maintenance of Accounts

It was observed by the team that all the NGOs visited have an accounts section and the person in-charge is maintaining all the accounts. They have relevant registers and cash books.

With regards to matching grants, 91.1% CCS and 78.9% GIA schools maintain separate registers. List of schools that do not maintain separate records for matching grants is given in *Annexure 5*.

4.1.5 Discrimination in Admissions

All the schools, both CCS and GIA, affirmed that there is no discrimination in admitting students. All the 30 parents interviewed corroborated that they did not face any discrimination.

4.1.6 Maintaining of Records

Based on the responses received, it is seen that all CCS schools maintain and update records regularly as prescribed in page 7 of scheme guidelines. In case of GIA schools 84.6% conform to this. List of GIA schools that do not maintain records is given in *Annexure 6*.

4.1.7 Enrollment, Retention and Completion

Enrollment

During the period between 2012-13 and 2014-15, there was no change in average enrollment in CCS schools, whereas enrollment in GIA schools showed an increase of 5.7%. The overall increase in enrollment is only 1.1%.

Table 4.3: Trend in Enrollment - by school type (2012-13 to 2014-15)

S. No.	SCHOOL TYPE	ENROLLMENT*		
		2012-13	2013-14	2014-15
1	CCS	3728	3631	3728
2	GIA	948	962	1074
	OVER ALL	4676	4593	4802

* - Based on 49 CSS and 14 GIA schools which reported enrollment data.

Average Enrolment

Gender-wise enrollment data for the year 2016-17 was obtained by telephonic interview with the sample schools. Response were obtained from 86 schools

S. No.	SCHOOL TYPE	NO. OF SCHOOLS	ENROLLMENT (2016-17)		
			Boys	Girls	Total
1	CCS	62	2743	1683	4426
2	GIA	24	760	583	1343
	TOTAL	86	3503	2266	5769

Average enrollment in GIA schools is 56 compared to 71 in CCS schools.

Proportion of girls enrolled is 27.1% compared to 24.3% in GIA schools.

Retention

The retention rate is about 89% of the enrollment and is similar for both CCS and GIA schools. Retention as percentage for different years is shown below -

Table 4.4: Trend in Retention Rate - by school type

S. No.	SCHOOL TYPE	RETENTION RATE (%)		
		2012-13	2013-14	2014-15
1	CCS	86.7	87.6	88.4
2	GIA	86.4	85.4	89.2
	OVER ALL	86.7	87.0	88.6

Completion

The completion rate is 52.4% of the enrollment and is similar both CCS and GIA schools. Completion rate as percentage for different years is shown below -

Table 4.5: Trend in Completion Rate - by school type

S. No.	SCHOOL TYPE	COMPLETION RATE (%)		
		2012-13	2013-14	2014-15
1	CCS	51.6	51.3	52.7
2	GIA	65.2	63.7	52.2
	OVER ALL	54.9	54.3	52.5

Reasons for dropping out/non-completion

According to the schools common reasons are a) migration of parents; b) health problems of students (especially epilepsy); c) long distance/ transportation problems; d). Other reasons including, a) attachment to parents, b) death of student/mother, c) admission to normal school etc.

According to parents reasons for dropping out and/or non-completion include a) health reasons and b) parents moving to another place.

4.1.8 Average Expenditure and Adequacy of Grants

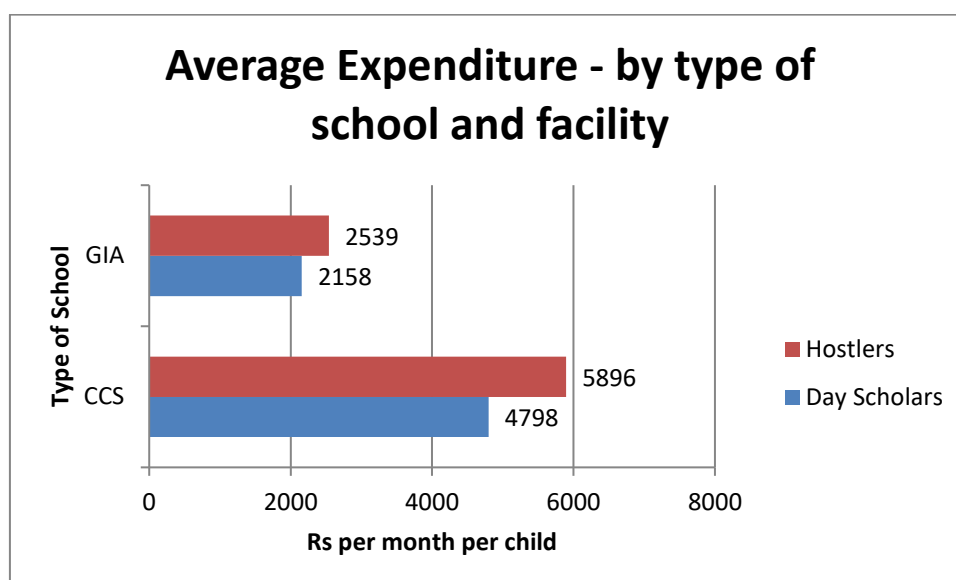
Average Expenditure

Under CCS, there are 16 schools which have only day scholars, 20 schools provide facilities for both day scholars and hostlers and 48 schools are residential.

Of 35 GIA schools, 6 are for day scholars only and 22 for residential with hostel facilities. There are 2 schools, one in Bengaluru Urban (East) and another in Chitradurga, under Grant-in-Aid scheme for day scholars but also provides hostel facilities for those who want to stay in the hostel and study.

The average expenditure per student per month, by type of school is given in the table below –

Figure 4.1: Average Expenditure per Month per Student - by school type and facility



The average expenditure incurred by schools is substantially higher in case of CCS when compared with GIA schools, both for day scholars and hostlers. The expenditure in big cities such as Bengaluru urban, Belagavi and Tumakuruu is much higher compared to other towns. In case of CCS schools the highest expenditure is Rs. 6000 for day scholars per month and Rs. 8000 in case of hostlers per month. In case of GIA schools the maximum expenditure is Rs. 5000 for day scholars per month and Rs. 6000 for hostlers per month.

Adequacy of Grants

About one fifth of the schools stated that grants alone are adequate to meet the expenditure. While about 22% of CCS schools found it to be adequate, in the case of GIA schools, 14% stated that it was adequate.

Table 4.6: Adequacy of Grants - by school type

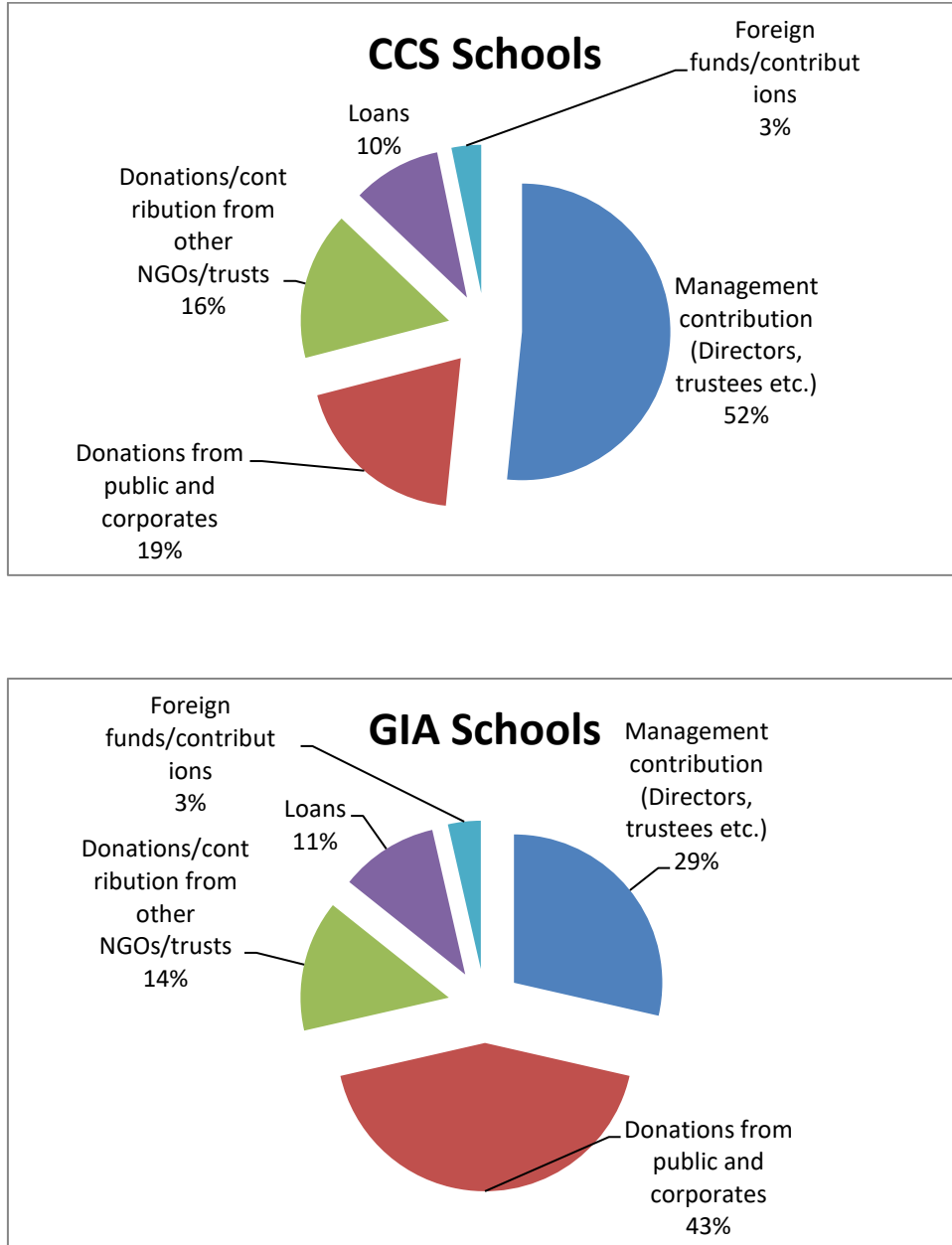
S. No.	SCHOOL TYPE	EXPENDITURE MET BY GRANTS ALONE	
		Yes	No
1	CCS	19	66
2	GIA	5	30
	ALL	24	96

Means of Meeting the Difference

Contribution from Management is the most frequently cited means of meeting the difference between average expenditure and grants received from government in case of CCS

schools. In case of GIA schools donations from public/corporates is the single largest means. Details are shown in the figure below -

Figure 4.2: Means of Meeting the Difference between Grants and Expenditure – by school type



4.1.9 Inspection by Director Disabled Welfare (DDW)

Frequency of Inspection

As per the PWD Act 1995, the DDW is supposed to inspect at least three times in a year. Frequency of visits by DDW during the last three years by type of school is given in the table below -

Table 4.7: Frequency of Visits by DDW during the Last 3 Years

(Percentage)

S. No	FREQUENCY OF VISIT BY DDW	TYPE OF SCHOOL		ALL SCHOOLS
		CCS	GIA	
1	Never	31.8	20.0	28.3
2	Once	16.5	31.4	20.8
3	Twice	9.4	8.6	9.2
4	Thrice	18.8	22.9	20.0
5	Four times	3.5	5.7	4.2
6	Five times	20.0	11.4	17.5
	TOTAL	100	100	100

The evaluation reveals that about 20% of the schools were visited by DDW thrice in last 3 years. About 33% of the schools have not been visited at all. Proportion of never visited schools is higher in CCS schools (32%) when compared to GIA schools (20.0%). However, proportion of schools visited 5 times is almost double in case of CCS schools than GIA schools.

There are schools where officers have visited five times, particularly places like Mysuru and Mandya. Chitradurga is the place where officers have never visited the schools for inspection.

Directions Given during inspection by DDW

The following are some of the directions given during the inspection by DDW.

1. Increase enrollment.
2. Concentrate on children hygiene and health,
3. Improve cleanliness of school,
4. Provide ID card to students/attach photos,
5. Conduct regular health checkup,

6. Construct more spacious building & Increase class room number,
7. Provide hearing aids,
8. Emphasis on speech therapy,
9. Improve vocational training, and,
10. Individual files of students to be maintained.

4.1.10 District Level Committee (DLC)

The frequency of meetings and resolutions taken by the District Level Committee are shown below -

Frequency of Meetings

About 40% of the schools reported having 1 to 3 meetings during the last three years. The proportion of GIA schools mentioning that no meeting has taken place is almost three times more than that of CCS schools. Details are given below -

Table 4.8: Frequency of DLC Meetings during the Last 3 Years

(Percentage)

S. No.	SCHOOL TYPE	FREQUENCY OF MEETINGS			
		No Meeting	1 to 3	4 to 6	7 and Above
1	CCS	20.0	51.1	6.7	22.2
2	GIA	57.2	7.1	21.4	14.3
	ALL	28.8	40.7	10.2	20.3

Resolutions/Decisions Taken in DLC meetings

The following are some of the resolutions/decisions taken during the DLC meetings.

1. Find means to improve basic facilities/have own building,
2. Steps to be taken to run school smoothly,
3. Recruit specially trained teachers,
4. Methods were suggested to increase enrollment/attendance, and,
5. Strengthen education system for disabled children/ teach life skills,

4.2 SCHOOL INFRASTRUCTURE

4.2.1 Ownership

School Building

The details of school buildings by ownership are as follows -

Table 4.9: School Buildings – by ownership

(Percentage)

S. No.	TYPE OF OWNERSHIP	TYPE OF SCHOOL	
		CCS	GIA
1.	Own	42.4	82.9
2.	Taken on rented	54.1	14.3
3.	Taken on lease	1.1	2.8
4.	Others (Government + Rent less)	2.4	0
	TOTAL	85	35

As more than half of the CCS schools operate from rented premises, the burden of rent is higher for this category of schools. The list of schools operating from rented premises is given in *Annexure 7*.

Hostel Building

The details of hostel building by ownership are as follows -

Table 4.10: Hostel buildings – by ownership

(Percentage)

S. No.	TYPE OF OWNERSHIP	TYPE OF SCHOOL	
		CCS	GIA
1.	Own	27.1	51.4
2.	Taken on rent	56.5	20.0
3.	Taken on lease	1.1	2
4.	Not available/Applicable	15.3	25.7
	TOTAL	85	35

The list of schools operating from rented hostels is given in *Annexure 8*.

4.2.2 Extent of Area

Schools

Most of the schools have an area between 1001 to 5000 sq. meters. The details are given below -

Table 4.11: School Buildings – by extent of area

S. No.	SCHOOL TYPE	AREA (Square meters)			
		Up to 500	501-1000	1001-5000	Above 5000
1	CCS	31.7	7.3	43.9	17.1
2	GIA	27.3	9.1	45.5	18.2
	OVERALL	30.8	7.7	44.2	17.3

(Percentage)

Hostels

Most school hostels have an area under 500 sq. meters. The details are given below -

Table 4.12: Hostel Buildings – by extent of area

S. No.	SCHOOL TYPE	AREA (Square meters)			
		Up to 500	501-1000	1001-5000	Above 5000
1	CCS	45.7	2.9	37.1	14.3
2	GIA	55.6	0	11.1	33.3
	ALL	47.7	2.3	31.8	18.2

(Percentage)

Other Infrastructure Facilities

Table 4.13: Other Infrastructure Facilities

S. No.	OTHER INFRASTRUCTURE	TYPE OF SCHOOL	
		CCS	GIA
1	Separate classrooms	91.8	97.1*
2	Suitable seating arrangements as per physical needs	100	97.1*
3	Staff room	97.6	91.4
4	Computer facilities	78.8	88.6

(Percentage)

* - one no response case

The list of schools without separate class rooms is given in **Annexure 9a**.

The list of schools without suitable seating arrangements is given in **Annexure 9b**.

The list of schools without staff room is given in **Annexure 9c**.

The list of schools without computer facility is given in **Annexure 9d**.

Photos of appropriate seating arrangement are shown in Appendix - 1.

4.3 STAFF

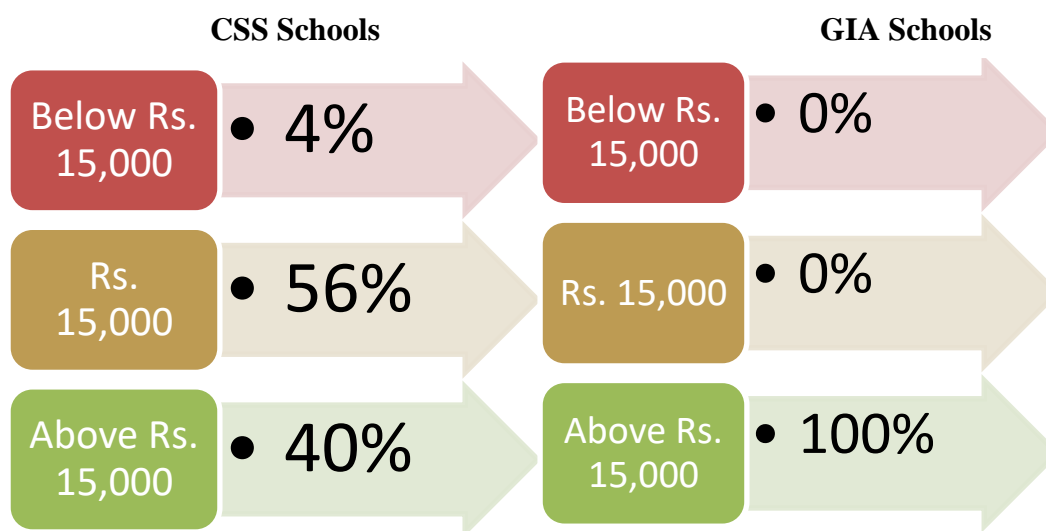
4.3.1 Appointment of Teachers

The percentage of permanent teachers is 66.9% in GIA schools and 47.7% in CCS schools.

4.3.2 Head Master (HM) Salary

As per norms the salary of HM for CCS schools is fixed at Rs. 15,000 per month. The average salary of a HM in GIS schools is found to be Rs. 29,868 and it is Rs. 16,688 in CCS schools.

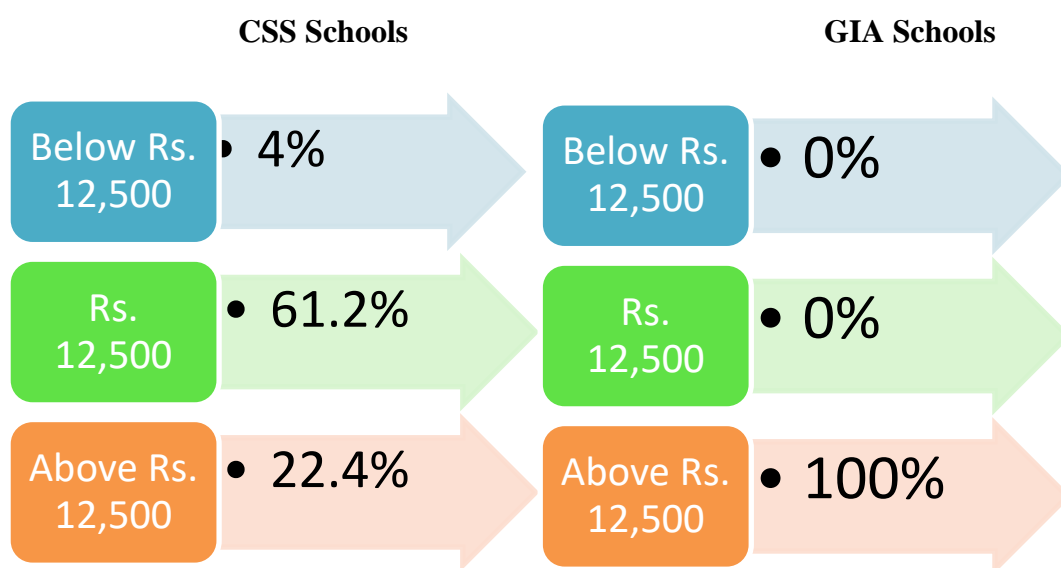
Figure 4.3: Average Monthly Salary of Head Masters – by school type



4.3.3 Teachers Salary

As per norms the salary of teachers for CCS schools is fixed at Rs. 12,500 per month. The average salary of a teacher in GIS schools is Rs. 22,876 while it is Rs. 11,994 in CCS schools.

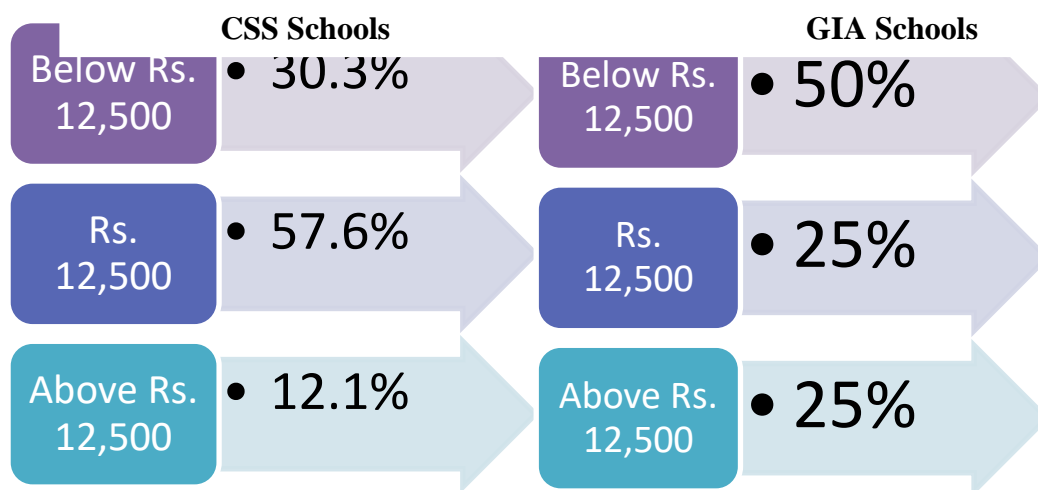
Figure 4.4: Average Monthly Salary of Teachers – by school type



4.3.4 Honorarium to Temporary Teachers

The average honorarium of a temporary teacher in GIS schools is Rs. 11,738 as compared to Rs. 11,167 in CIS schools.

Figure 4.5: Average Monthly Honorarium Temporary Teachers – by school type



4.3.5 Method of Payment

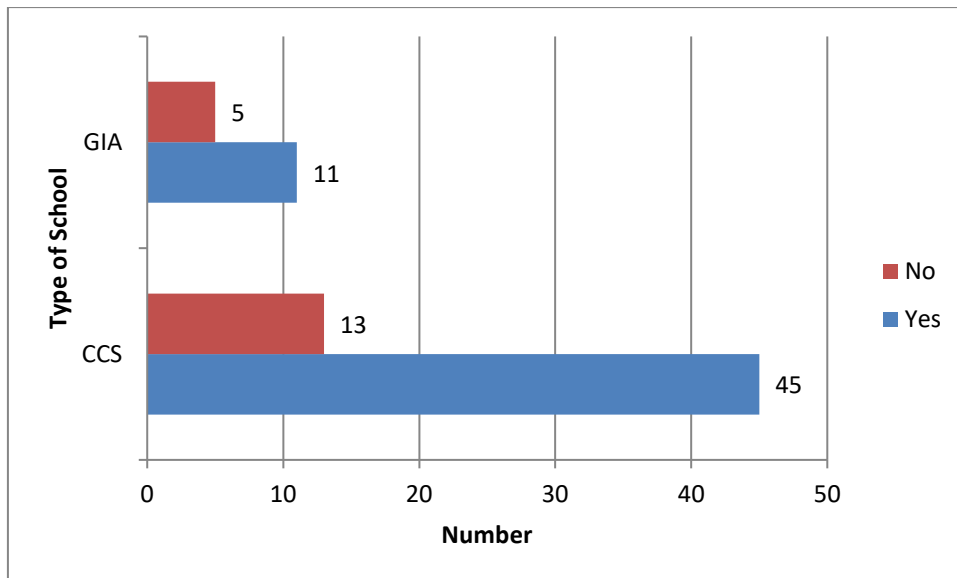
Permanent teachers: All GIA schools make payment through cheques. In case of CCS schools, 83% make payment through cheques and the remaining in cash.

Temporary teachers: All GIA schools make payment through cheque. In case of CCS schools, 90% make payment through cheque and the remaining in cash.

4.3.6 Roster System

In appointing teachers and other staff, roster system is followed by 77.6% CCS schools. Less than 64.8% GIA schools reported following roster system. Details are shown in the figure below-

Figure 4.6: Roaster System Following – by school type



Reasons for not following Roster system include-

1. Lack of specially trained teachers,
2. Considers experience of teachers,
3. Continuing teachers appointed before roster system, and,
4. Not aware of roster system.

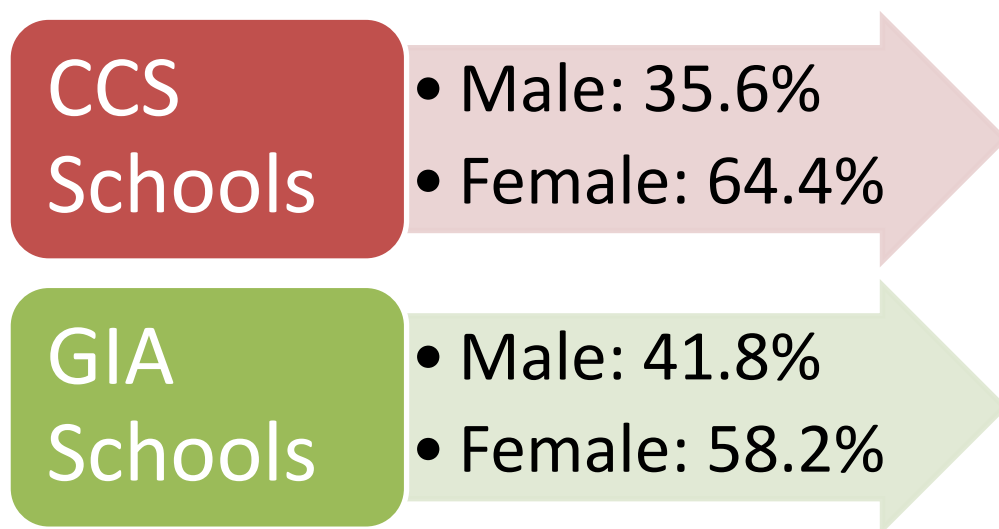
The list of schools not following the roster system is given in **Annexure 10**.

4.3.7 Qualifications of Teachers

Gender

There are more female than male teachers, in both types of schools. The details are given below-

Figure 4.7: Gender Distribution of Teachers – by school type



Qualification

Primary Schools: In CSS schools, 24% teachers have DSE and 6% have D.Ed. qualifications. In case of GIA schools, 41% teachers have D.SE. and 10% D.Ed. qualifications.

The list of primary schools that don't have at least one teacher with D.SE. or Special D.Ed. is given in *Annexure 11*.

High Schools: In CCS schools, 7.5% have special B.Ed. and 41% teachers have B.Ed. qualification. In case of GIA schools, 62% of the teachers have B.Ed. qualification and none have special B.Ed.

The list of high schools that don't have teachers with special B.Ed. is given in *Annexure 12*.

4.3.7 RCI Registration

RCI registration number was provided for 20% teachers by CCS schools and for 38% teachers by GIA schools.

The list of schools which did not provide RCI registration details even for at least one teacher is given in *Annexure 13*.

4.3.8 Student Teacher Ratio

In case of CCS schools the norm is met for all specializations. The actual ratio mentioned in schools is as follows -

Table 4.14: Student Teacher Ratio - by specialization and type of school

S. No	SPECILIZATION OF SCHOOL	TYPE OF SCHOOL		DESIRED NORM
		CCS	GIA	
1	Visually Impaired	6.3:1	10.6:1	12:1
2	Hearing Impaired	6.6:1	13.7:1	10:1
3	Mentally retarded	7.1:1	9.9:1	7:1
4	Orthopedically/ Physically Handicapped	-	15:1	25:1

4.3.9 Availability of Speech Therapist

The prescribed norm requires that all schools with more than 75 children with speech and hearing impairment should have a Speech Therapist. There are 20 schools with more than 75 hearing impaired students. All these schools have a Speech Therapist.

There are 21 schools with less than 75 hearing impaired students. Nine of these schools have a Speech Therapist.

4.3.10 Availability of Physiotherapists for mentally retarded children

The prescribed norm requires that all schools with more than 50 mentally children should have a physiotherapist. Out of the 37 schools with more than 50 mentally retarded children, 54% have a Physiotherapist.

The list of schools in which Physiotherapist is not available violating the prescribed norms is given in **Annexure 14**.

There are 15 schools which have less than 50 mentally retarded children. Eleven of these schools have a Physiotherapist.

4.3.11 Availability of Mobility Instructor and Music Teacher for Visually Impaired Children

The prescribed norm requires that all schools for visually impaired children should have a mobility instructor.

There are 25 schools under this category and 72% of these schools have a mobility instructor.

All the CCS schools have at least one music teacher and only one GIA school does not have a music teacher.

The list of schools in which Mobility Instructor is not available as per the norms is given in *Annexure 15a*. List of schools which do not have a music teacher is given in *Annexure 15b*.

4.3.12 Pre-Primary Schools with D.Ed. Trained Teachers

Out of the 120 sampled schools 93 are special primary schools. Of these 40.9% run a pre-primary school for children age 4 to 6 years. Out of the 38 special primary schools, 92% have specially trained teachers with D.Ed. qualification.

The list of primary schools with pre-primary in which D.Ed. Trained teachers are not available as per the norms is given in *Annexure 16*.

4.4 ACADEMIC DETAILS

4.4.1 Medium of Instruction

Kannada is the medium of instruction in 90% schools. Other details are given below -

Table 4.15: Medium of Instruction

S. No.	MEDIUM	NO. OF SCHOOLS	PERCENTAGE
1.	Kannada	98	82
2.	English	10	8
3.	Kannada and English	10	8
4	Kannada and Marathi	01	1
5	Marathi	01	1
	TOTAL	120	100

Most of the English medium schools are located in cities. Out of 20 schools where they follow English medium, 10 schools are located in Bengaluru urban.

4.4.2 Following of Syllabus of Education Department

Table 4.16: Following Syllabus of Education Department

S. No.	TYPE OF SCHOOLS WITH DISABLED CHILDREN	NO. OF SCHOOLS	NO. OF SCHOOLS FOLLOW THE SYLLABUS OF EDUCATION DEPARTMENT	%
1.	Schools for Hearing impaired	41	41	100
2.	Schools for visually impaired	25	25	100
3.	Schools following the syllabus for Mentally Retarded & Cerebral Palsy children prescribed by RCI/NIMH	52	50	96

The above table reveals that almost all the schools meant for hearing impaired, visually impaired and mentally retarded children are following the syllabus designed by the Education Department, Government of Karnataka.

4.4.3 Students Records

All CCS and two GIA schools all reported that they maintain admissions, attendance and all particulars of students such as age, photograph etc.

4.4.4 Library

The evaluation reveals that 73.7% of the schools have very well established libraries in the school for children to improve their knowledge in various subjects including General Knowledge. Percentage of schools having library in GIA schools is higher at 81.8% compared to 70.6% in CSS schools.

4.4.5 Monthly and Quarterly Tests

Ninety percent of the CCS schools and 92% of the GIA schools conduct monthly and quarterly tests. All CCS and GIA schools maintained that the results of these tests are communicated to parents.

The list of schools which do not conduct monthly/quarterly tests is given in *Annexure 17*.

4.4.6 Pass Rate in SSLC in Last 3 years

Table 4.17: Schools having children passed in SSLC in last 3 years

S. No.	DISTRICT	TALUK	% passed in 2013-14	% passed in 2012-13	% passed in 2011-12
1	Bagalkot	Mudhol	100	100	100
2	Bengaluru Urban	Bengaluru	100	100	DNA
3	Bengaluru Urban	Bengaluru west	90	100	90
4	Bengaluru Urban	Bengaluru East	40	50	40
5	Bengaluru Urban	Bengaluru East	100	100	100
6	Bengaluru Urban	Bengaluru East	100	100	80
7	Bengaluru Urban	Bengaluru East	100	100	100
8	Bengaluru Urban	Bengaluru North	100	100	DNA
9	Bengaluru Urban	Bengaluru north	100	100	99
10	Bengaluru Urban	Bengaluru South	100	100	100
11	Belagavi	Belagavi	100	100	100
12	Belagavi	Belagavi	63	DNA	25
13	Bidar	Bidar	5	6	7
14	Bidar	Humnabad	85	80	85
15	Vijayapura	Sindagi	100	100	100
16	Chickballapura	Shidlagatta	100	100	100
17	Davangere	Davangere	100	95	81
18	Hubbali	Dharwad	100	90	81
19	Hubbali	Hubbali	100	98	100
20	Hubbali	Hubbali	100	100	100
21	Gadag	Ron	36	53	45
22	Kalaburgi	Afzalpura	80	100	90
23	Haveri	Haveri	74	54	65

S. No.	DISTRICT	TALUK	% passed in 2013-14	% passed in 2012-13	% passed in 2011-12
24	Haveri	Ranibennuru	33	66	55
25	Haveri	Shiggaon	100	33	33
26	Kolar	Srinivaspura	70	60	60
27	Mandya	Pandavapura	100	75	50
28	Mandya	Srirangapatna	100	100	60
29	Mysuru	Mysuru	100	DNA	DNA
30	Mysuru	Mysuru	100	100	100
31	Mysuru	Mysuru	100	100	100
32	Mysuru	Mysuru	100	100	100
33	Mysuru	Mysuru	100	100	100
34	Ramnagaram	Ramnagaram	100	100	100
35	Shivamogga	Bhadravathi	90	60	80
36	Shivamogga	Shivamogga	100	100	100
37	Uttar Kannada	Karwar	100	100	90
38	Uttar Kannada	Karwar	100	100	86
39	Uttar Kannada	Sirsi	100	27	60

Note: DNA - Data Not Available

The above table indicates that in the last 3 years, most of the schools scored 100% pass in SSLC except those schools in the places like Bidar, Gadag, Haveri and Kolar where the pass percentage is very low. In Bidar, the pass percentage of students in SSLC in the last 3 years is 5 to 7 percent, 36 to 53 percent in Gadag, 54 to 74 percent in Haveri and in Kolar it ranges between 60 to 70 percent.

Average pass rate in GIA schools in 2013-14 CCS schools is 97% and 86.4% in GIA schools.

4.4.7 Lesson Plans

All CSS schools and 92% GIA schools mentioned that they prepare weekly lesson plans and follow them.

The list of schools which don't prepare lesson plans is given in *Annexure 18*.

4.4.8 Teaching Aids

All GIA schools and 98% CCS schools mentioned that they have adequate teaching aids. The list of schools which don't have adequate teaching aids is given in *Annexure 19*.

About 83.7% CCS schools and 84.6% GIA schools mentioned that their teachers prepare teaching aids using locally available materials.

*A reflective sample of teaching aids used/developed by different schools is **Appendix - 2.***

4.5 FACILITIES PROVIDED BY THE SCHOOLS

4.5.1 Type of Facilities Available

In case of 81.2% CCS and 57.1% GIA schools separate dormitories are available for boys and girls. Availability of various facilities where dormitories are available is shown below -

**Table 4.18: Facilities Available in Schools with Dormitories – by school type
(Percentage)**

S. No.	FACILITIES AVAILABLE	TYPE OF SCHOOL	
		CCS	GIA
1	Cots and Mattresses	76.8	85.0
2	Pillows & pillow covers	78.2	90.0
3	Cupboard	86.9	95.0
4	Separate study rooms	75.4	70.0
5	Day to day itinerary for children	85.4	92.9
6	Recreational facilities/Play area	97.1	100
7	Safe drinking water	100	100
8	Sufficient water for bath, wash, toilets	100	100
9	Washing Machine	44.2	40.0
10	Enough space for drying clothes	95.3	80.0
11	Routine health check ups	100	95
12	Maintain individual case file	98.6	95
13	Local conveyance for day scholars	28.9	30
14	Residence for staff	57.9	45.0

In case of a) cots & mattresses, b) pillows, c) cupboards, the status in GIA schools is marginally better than CCS schools.

Higher proportion of CCS schools has residential facilities for staff in comparison with GIA schools.

Less than 30% schools provide local conveyance to day scholars. The children are usually brought by the parents and taken back home.

The list of schools which don't have separate dormitories for boys and girls is given **Annexure 20**.

4.5.2 Recreation Facilities

Most popular recreation facilities provided by the schools are as below -

Table 4.19: Availability of Recreation Facilities – by type of school

(Percentage)

S. No.	RECREATION FACILITY	TYPE OF SCHOOL	
		CCS	GIA
1	TV	88.7	66.7
2	DVD/CD	31.8	16.7
3	Radio	22.7	25.0
4	Tape Recorder	20.5	8.3
5	Computer/Computer games	13.7	16.7
6	Music/dance	11.3	8.3
7	Board games, Carom, Chess, Scrabble	8.3	25.0

4.5.3 Indoor and Outdoor Game Facilities

Table 4.20: Availability of Indoor Game Facilities - by school type

(Percentage)

S. No.	INDOOR GAME FACILITY	TYPE OF SCHOOL	
		CCS	GIA
1	Carom Board	83.7	42.6
2	Chess	65.9	71.4
3	Snakes and Ladders, Ludo, Chinese Checkers, Puzzle	50.0	28.8
4	Table Tennis	12.2	7.1
5	Musical chairs	4.1	0

Other indoor recreation/game facilities include swing, craft, *bhajan*, pyramid, skipping, passing the parcel etc.

Table 4.21: Availability of Outdoor Game Facilities - by school type

S. No.	OUTDOOR GAME FACILITY	TYPE OF SCHOOL	
		CCS	GIA
1	Cricket	50	40
2	Volleyball	35.4	46.7
3	Throw ball	33.3	33.3
4	Kabaddi, Kho Kho	31.3	26.7
5	Badminton	29.2	13.3
6	Football	20.8	0
7	Basket ball	8.3	20.0

Other outdoor game facilities also include frog race, shot put, running race, musical chairs among others.

A reflective sample of photographs of indoor and outdoor game facilities available are shown in Appendix - 3.

4.5.4 Drinking Water

Eighty six percent of CCS schools and 68% GIA schools use Aquagaurd/ other filtration for providing safe drinking water.

The list of schools which don't have provision for safe drinking water (filtered) is given *Annexure 21*.

4.5.5 Food Menu

Both CSS and GIA schools have a wide variety of menu. Frequently served items for breakfast, lunch and dinner in CCS and GIA schools are given in the table below -

CCS Schools

Table 4.22: Frequently Given Items for Breakfast, Lunch and Dinner – CCS schools

S. No.	BREAKFAST	LUNCH	SUPPER
1	Avalakki	Chapati -Curry, Rice-Dal	Chapati, Sambar-Rice
2	Avalakki	Chapati -Palya, Rice-Sambar	Chapati -Palya, Anna-Rasa
3	Avalakki, Tea	Chapati-Roti-Curry, Rice-Sambar	Chapati -Palya, Sambar-Rice
4	Avalakki, Tea	Chapati, Rice-Rasam	Chapati -Roti-Curry, Rice-

S. No.	BREAKFAST	LUNCH	SUPPER
			Sambar
5	Avalakki, Milk	Chapati, Rice-Rasam	Chapati -Sproutscurry, Rice-Dal
6	Bisi Bele Bath	Chapati-Palya, Rice-Rasam	Chapati -Sproutscurry, Rice-Dal
7	Bisi Bele Bath	Chapati-Palya, Rice-Sambar	Chapati, Rice-Rasam
8	Chapati	Chapati-Curry, Sprout, Rice-Sambar	Chapati, Rice-Rasam
9	Chitrana	Chapati-Palya	Chapati, Rice-Rasam, Buttermilk,
10	Chitranna	Chapati-Palya, Rice Sambar	Chapati -Palya, Rice-Sambar
11	Chitranna	Chapati-Palya, Rice-Sambar	Chapati-Curry, Sprout, Rice-Sambar
12	Chitranna, Coffee	Chapati-Palya, Rice-Sambar, Sprout, Pickle Buttermilk	Chapati-Palya, Rice Sambar, Pickle
13	Chitranna, Tea	Chitranna	Chapati-Palya, Rice-Rasam
14	Dosa	Egg Curry –Rice	Chitranna
15	Dosa, Tea	Mudde, Rice-Palya, Sambar	Curd Rice- Fruits
16	Idly	Mudde, Rice-Sambar, Palya	Egg-Rice, Dal
17	Idly, Chutney, Sambar	Ragi Mudde, Rice-Sambar, Buttermilk	Palya- Rice Sambar, Buttermilk
18	Idly-Sambar, Coffee	Ragi Mudde, Rice-Sambar, Fruit	Ragi Mudde, Rice Sambar, Subzi
19	Idly-Sambar, Tea	Ragi Mudde, Rice-Sambar, Subzi, Buttermilk	Ragi Mudde, Rice Sambar, Subzi
20	Milk -Biscuit	Rice- Alasanda Saru, Palya	Ragi Mudde, Sambar Rice, Palya
21	Poha	Rice-Rasam	Rice-Dal, Palya
22	Pongal, Coffee	Rice-Rasam	Rice-Palya Egg Curry
23	Protein Drink	Rice-Sambar	Rice-Rasam, Chapati-Chutney
24	Pulao	Rice-Sambar	Rice-Sambar
25	Pulao, Coffee	Rice-Sambar, Buttermilk	Rice-Sambar
26	Puliogere	Rice-Sambar, Mudde, Palya	Rice-Sambar, Chapati-Curry, Buttermilk
27	Puliogere,	Rice-Sambar, Palya	Rice-Sambar, Curd

S. No.	BREAKFAST	LUNCH	SUPPER
	Coffee		
28	Tomato Bath	Sambar-Rice, Palya	Sprouts, Rice-Mudde
29	Upma	Sambar-Rice, Palya,	Sweet Pongal

GIS Schools

Table 4.23: Frequently Given Items for Breakfast, Lunch and Dinner – GIA schools

S. No.	BREAKFAST	LUNCH	SUPPER
1	Avalakki	Bisi Bele Bath, Rice-Sambar, Paly, Payasa	Chapati -Sagu, Ricebath, Palya
2	Avalakki	Chapati	Chapati
3	Chapati	Chapati-Palya, Rice-Sambar	Chapati, Rice-Rasam
4	Chapati-Curry	Chapati –Curry	Chapati -Curry
5	Chapati-Curry	Ragi Mudde, Rice-Sambar	Ragi Mudde, Rice-Sambar
6	Chitranna	Poori Sagu	Ragi Mudde, Rice-Sambar
7	Chitranna,	Ragi Mudde, Rice-Sambar	Rice-Sambar
8	Dosa	Ragi, Mudde, Rice-Sambar	Rice-Sambar
9	Dosa	Ricebath, Rice-Sambar, Palya	Rice-Sambar
10	Idly	Rice-Sambar	Rice-Sambar
11	Khara Pongal	Rice-Sambar, Chapati-Palya	Rice-Sambar
12	Lemon Rice	Rice-Sambar, Mudde	Rice-Sambar, Payasa, Palya
13	Poha	Rice-Sambar, Mudde	Rice-Sambar, Payasa, Palya
14	Pulao	Rice-Sambar, Payasa, Palya	Rice-Sambar-Buttermilk
15	Puliogere	Rice-Sambar-Palya	Rice-Sambar-Buttermilk
16	Rice	Rice-Sambar-Palya	Rice-Sambar-Curd
17	Rice	Rice-Sambar-Palya-Chapati, Egg	Rice-Sambar-Curd
18	Seera	Rice-Sambar-Palya-Chapati, Egg	Roti, Vegetable Sukka
19	Upma	Roti, Vegetable Sukka	Roti, Vegetable Sukka

S. No.	BREAKFAST	LUNCH	SUPPER
20	Upma	Tomato-Bath, Rice-Sambar, Palya	Tomato-Bath, Rice-Sambar, Palya
21	Uppittu	Veg-Pulao, Rice-Sambar, Palya	Veg-Pulao, Rice-Sambar, Palya

4.5.6 Health Checkup

Forty percent schools conduct health checkup once a quarter. Health checkup frequency is better in CCS schools compared to GIA schools.

Table 4.24: Frequency of Health Checkup – by school type

(Percentage)

S. No.	SCHOOL TYPE	FRQUENCY OF HEALTH CHECKUP				
		Once a Yearly	Twice a Year	Once a Quarter	Monthly	Others
1	CCS	17.0	21.3	42.6	8.5	10.6
2	GIA	21.4	42.9	21.4	7.1	7.1
	OVERALL	18.0	26.2	37.7	9.8	9.8

Table 4.25: Recency of Last Health Checkup – By school type

(Percentage)

S. No.	SCHOOL TYPE	RECENCY OF HEALTH CHECKUP				
		Last Month	1-3 Months	3-6 Months	6-12 Months	Above One Year
1	CCS	10.0	55.0	20.0	10.0	5.0
2	GIA	16.7	33.3	25.0	16.7	8.3
	OVERALL	11.5	50.0	21.2	11.5	5.8

4.5.7 Washing Machine and Drying Space

Washing machine is available in 40% of CCS schools and GIA schools. Enough drying space is available in about 95% CCS schools, while in case of GIA schools it is about 80%.

4.5.8 Excursion

Frequency

Almost all schools mentioned that they take children for excursion/picnics. Close to 50% schools mentioned once a year as the frequency of excursions.

Table 4.26: Frequency of Excursions/Picnics - by school type

(Percentage)

S. No.	SCHOOL TYPE	FREQUENCY OF EXCURSION IN A YEAR			
		Once	Twice	3 or 4 Times	Nil
1	CCS	47.9	29.2	20.8	2.1
2	GIA	46.2	30.8	15.4	7.7
	OVERALL	47.5	29.5	19.7	3.3

Places Visited

CCS Schools: Children are taken to variety of places for picnics and excursions. Temples are most popular place. Frequency of visits to different types of places is given below -

S. No.	TYPE OF PLACE	PLACE VISITED
1	Cities/Towns within the state	Badami; Bengaluru; Belagavi and Vijayapura; Chitradurga; Kalaburgi; Kolar; Mangalore; Mysuru; Vijiyapura
2	Cities in other states	Bombay; Goa; Hyderabad; Kerala; Ramoji Film City (Hyderabad); Shirdi;
3	Temples/Religious places	Bangaru Tirupati; Art of Living; Banshankari Temple; Basaveshwaratemple (Addigadi); Ghatisubramanya; Gokarna; Huchheleshwara Temple (Naregal); Iskon; Jumma Masjid; Kaivara Temple; Kalakaleshwara Temple (Gajendragada); Kolluru Temple; Kotilingeshwara Temple (Mysuru); Laxmi Temple; Local Temple And Churches; Murudeshwara; Nisargadhama, (Mangalore); Sangameshwar Temple; Shivaganga-Siddiganga Temple; Sirsi Temple; Sogala Temple; Srirangapatnam, Temples;

S. No.	TYPE OF PLACE	PLACE VISITED
		Veerabadhra Temple; Yellamaa Gudda (Savadatti)
4	Tourist Places	Anantha Ganga (Kolar District); Belur Halebidu; Film City (Bengaluru); Innovative Film City; Tourist Resort; Dam;
5	Historical Places	Fort; Hampi;
6	National Parks/Sanctuaries	Bannerghatta Park; Elephant Camp (Anechowkur); Indra Priyadarshini Zoo; Taverekoppa;
7	Nature	Forest (Shivamogga); Gokak Falls; Gopalswami Betta; Gummata Betta; Jog Falls (Agumbe); Karwar Beach; Kudala Sangama; Local Hill Gardens; Malaprabha Dam; Mekedatu; Nandi Hills (Chikkaballapur); Parks, Beach; Rock Gardens
8	Educative Places	Bengaluru University; Jawaharlal Nehru Planetarium; Industrial Area; Innovative City, KMF; Pilikulla- Port; Vidhan Soudha Bengaluru
9	Amusement Parks	Fun World; Janapadloka, Chennapatna; Kondaji Tourism Place; Wonderla
10	Other Places	Gobbura; Hanumanthnagar (Malavalli); Kedyadkaa; Madikeri; Malukotte; Talkadu

GIA Schools: Children are taken to variety of places for picnics and excursions. Natural landscapes are the most popular place. Frequency of visits to different types of places is given below -

S. No.	TYPE OF PLACE	PLACE VISITED
1	Nearby Cities/Towns	Bengaluru; Vijapura; Chikkamagaluru; Mysuru; Shivamogga
2	Temples/Religious Places	Attur Church; Basavakalyan; Hornadu; Local Temple; Murudeshwara; Shivagiri; Shringeri
3	Tourist Places	Belur
4	Historical Places	Golgumbaz; Hampi, Hallebedu,
5	Nature	Bothnala Lake; City Corporation Garden; Forest Department Park; Freedom Park, Lalbagh; Jog Falls; Karwar; KPC Garden (Raichur); Lal Bagh (Mysuru); Wonderla,

		Musical Fountain
6	Educative Places	Industrial Visit Around Mysuru;
7	Entertainment	Sitar Vedana Music Contest, Rotary Club, Bengaluru
8	Others	Moodabidri

While a number of CCS schools mentioned taking their children to cities outside the State, none of the GIA schools have taken them outside the State.

*Photographs of some of the places visited for excursion/picnics are shown in **Appendix - 4**.*

4.5.9 Local Conveyance

Bus/van is most frequent mode of transport facility provided to day-scholars. Some schools provide bus pass or reimburse the fare.

Table 4.27: Type of Local Conveyance Facility - by school type

(Frequency)

S. No.	TYPE OF LOCAL CONVEYENCE	TYPE OF SCHOOL	
		CCS	GIA
1	Bus/Van	7	2
2	Auto/Rickshaw	6	0
3	Pass – Bus; Auto fare	6	0

4.6 SPECIFIC OUTPUT

4.6.1 Perception of Parents

The team interacted with 35 parents of children in CCS and GIA schools depending on their availability.

Seventy eight percent of the parents expressed satisfaction with the facilities available at school, especially cleanliness, infrastructure, training, helping to integrate with behavior pattern and the care being provided to their children.

Seventy seven percent of the parents were satisfied with the methods of teaching. The parents also shared that the child's progress is assessed by conducting tests, progress charts, evaluating child's behavior pattern, improvements in communication skill carried out by

audiologists and speech therapists. They said that the drop out in these schools is mainly due to ill health or transfer of parents to different places.

The parents suggested that it would be useful for the children if there are vocational training and rehabilitation centers for mentally retarded children. Also they expected that the children should have facilities to learn music and dance.

(Percentage)

PARENTS' PERCEPTION	YES	NO
Have you noticed any positive changes in your Childs behaviour?	59	41
Do you think that your child is in transition to main school	64	36

About 77 to 84 percent of the parents interviewed said that the child's response to school atmospheres is good and interactions with other children are also good.

(Percentage)

PARENTS' PERCEPTION	EXCELLENT	GOOD	AVERAGE
Child response to school atmosphere	8	84	8
Interaction with Other students	10	77	13

4.6.2 Significant Differences between CCS and GIA schools

This section of the report presents significant differences between CCS and GIA schools.

Table 4.28: Status of CCS and GIA schools on Important Parameters and Quality

S. No.	QUALITY/PARAMETER	STATUS OF		HIGHER STATUS IS OF
		CCS	GIA	
1	Providing certificate of permission taken from department under section 50 and 51 of the PWD Act 1955.	80%	67%	CCS
2	Maintenance of prescribed records.	100%	69%	CCS
3	Average expenditure per student per month. (Day-scholars).	Rs. 4798	Rs.2158	CCS
4	Average expenditure per student per month. (Hostlers).	Rs. 5896	Rs. 2539	CCS

S. No.	QUALITY/PARAMETER	STATUS OF		HIGHER STATUS IS OF
		CCS	GIA	
5	Grants provided by the Government are adequate to meet the expenditure.	22%	14%	CCS
6	Inspection by DDW as per the norm or more times.	42.3%	40.0%	CCS
7	At least one meeting of District Level Committee (DLC) during the last three years.	80.0%	42.8%	CCS
8	Proportion of schools with own school buildings.	42.4%	82.0	GIA
9	Proportion of schools with own hostel buildings.	27.1%	51.4%	GIA
10	Proportion of permanent teachers.	67%	48%	GIA
11	Average monthly salary of Head Masters.	Rs. 16,688	Rs. 29,868	GIA
12	Average salary of teachers.	Rs. 11,994	Rs. 22,876	GIA
13	Roster System is followed.	80%	60%	CCS
14	Proportion of female teachers.	64.4%	58.2%	CCS
15	Proportion teachers in primary school with DSE or special D.Ed. qualification.	24%	41%	GIA
16	Proportion teachers in high school with special B.Ed. qualification.	7.5%	0.0	CCS
17	Proportion of teachers for whom RCI certificate details are provided by schools.	20%	30%	GIA
18	Average enrolment	71	56	CCS
19	Proportion of girls	27.1%	24.3%	CCS
20	Student-teacher ratio (Visually impaired).	6.3	10.6	CCS
21	Student-teacher ratio (Hearing impaired).	6.6	13.7	CCS
22	Student-teacher ratio (Mentally retarded).	7.1	9.9	CCS
23	Average pass percentage in SSLC (2013-14)	86.4%	97%	GIA
24	Availability of library.	81.8%	70.6%	CCS

S. No.	QUALITY/PARAMETER	STATUS OF		HIGHER STATUS IS OF
		CCS	GIA	
25	Availability of separate dormitory for boys and girls.	81.2%	57.1%	CCS
26	Availability of safe drinking water.	86%	68%	GIA
27	Health check-up is conducted once in a quarter/month.	51.1%	28.5	CCS
28	Residential facilities for staff available.	57.9	45.0	CCS
29	Students are taken for picnic/excursion to places outside the state	Yes	No	CS

Out of the 29 parameters compared, score of CCS schools is better on 21 parameters, while GIA scored better in 8 parameters. Hence, it can be inferred that CCS schools are performing better than GIA schools.

4.7 ISSUES WITH SCHOOLS - PERCEPTION OF SCHOOL MANAGEMENT

The perceptions of issues/problems of CSS and GIA schools as experienced by the managers of (NGOs) are as follows -

Table 4.29: Issues/Perceptions of School Management - CCS schools

S. No.	TYPE PROBLEM	PROBLEM
1	Funds/Grants related	<ol style="list-style-type: none"> 1. Delay in getting funds 2. Lack of financial support/funds 3. Inadequate funds for uniform 4. Inadequate funds 5. Inadequate allocation for travel/conveyance 6. Inadequate funding for health check up
2	Teacher related	<ol style="list-style-type: none"> 1) Lack of trained/specially trained teachers 2) Low salary 3) Discrimination in salary 4) Teachers/staff not available due to low salary 5) Lack of periodic training of teachers

S. No.	TYPE PROBLEM	PROBLEM
		6) Lack trained other manpower
3	Infrastructure related	<ol style="list-style-type: none"> 1) No/Inadequate funds/grants for building infrastructure 2) Don't have own land/building 3) Lack of funds to maintain hostels 4) Maintenance charges not provided for own buildings 5) Lack of play grounds, water, transportation
4	Children related	<ol style="list-style-type: none"> 1) Difficult to maintain the hygiene/health of children 2) Provision for children with epilepsy is not available 3) Retaining the admission of students is difficult 4) Low attendance
5	Parent related	<ol style="list-style-type: none"> 1) Lack of parents cooperation 2) Lack of awareness (which leads to low admissions) 3) 4-6 yrs. children are not sent to school 4) Parents of blind girls don't send the girls to school
6	Others	<ol style="list-style-type: none"> 1) Normal schools accept special children, which leads to improper development of children. 2) Lack of public awareness about existence of the institution 3) Lack of cooperation from government to schools 4) Difficulty in placing children into mainstream/jobs 5) Some school don't have permission to run special schools due to which parents don't believe other special schools 6) Heavy syllabus

Table 4.30: Issues/Perceptions of School Management - GIA schools

S. No.	TYPE OF PROBLEM	PROBLEM
1	Funds/Grants related	1) Full maintenance charge are not provided 2) Low budget for hostel maintenance 3) Lack of financial support/funds 4) School has spent 50,00,00 on new admission , Government should refund this expense 5) Lack of fund to provide uniform and shoes to students 6) Low stipend to trainees 7) Grants are not received in time 8) Funds are in adequate
2	Teacher related	1) Lack of teaching and non-teaching staff 2) No recruitment of teachers to the aided posts (due to lack of permission from Government 3) non- availability of trained teachers to replace retired teachers 4) Lack of fund to pay salary to temporary teachers 5) Reimbursement system is not feasible to pay teachers in time
3	Children related	1) Health issues are a concern 2) Low enrolment
4	Parent related	1) Children come for admissions late
5	Others	1) Lack of lack of braille text in time, for English medium schools

4.8 OTHER OBSERVATIONS

- a) There is an age limit for children in Mentally Retarded schools. They have to leave once they attain the set age limit. Hence, their future is a cause of concern for teachers and parents.
- b) In case of Speech and Hearing Impaired (SHI) children, there are no facilities for higher education after completion of high school. Hence they have to have to go to Bengaluru or Mysuru for higher education, which many cannot afford.
- c) Some of the NGO voluntarily started vocational training center for mentally retarded Children. This will help them after they leave the school.

- d) There is a need to improve proper hygiene in most of the schools.
- e) In some schools it was observed that same space serves as classroom (in morning) and also for residential purpose (in the evening).
- f) In some schools no separate class rooms are available for different age groups of students.

4.9 GOOD PRACTICES

- a) In Dakshina Kannada District *Beedi* rolling is the main occupation for the women. St. Agnes School is providing one room for the parents, where they can come in the morning with their child and stay till evening. They can do *Beedi* rolling here, and go back with their children. It is helpful for the parents in two ways. One is that the school provides the opportunity to do their occupation in the school itself. Secondly, while doing so they are near their children.
- b) Some of the schools are maintaining suggestion box for children so that they can give feedback on the improvement of the school for e.g. food, hostel facilities etc.
- c) Mathru Education trust for the blind in Bengaluru has CCTV facilities.
- d) In St. Thomas mission Society School, Mandya parents helping their children to do physical exercise regularly.

A glimpse of vocational training and livelihood skills provided by special schools is shown in Appendix 5.

4.10 INTERVIEW WITH APD

The Association of People with Disability (APD) is an NGO working for the welfare of PWDs, registered as a society in 1959. The Key officials of (APD) were interviewed to obtain suggestions related to education of CDA. The key issues identified from the interview are -

- Need for human resource development with regard to teachers in special education
- Importance of pre-school interventions for children with different ability
- Rating/accreditation for special schools

Detailed interview is appended as *Annexure – 22*.

4.11 AN OVER VIEW OF THE SAMPLE SCHOOLS VISITED

An overview of the 35 sample schools visited is as follows -

Table 4.31: An Overview of the Sample Schools Visited

S. No.	District	Taluk	School Name	Scheme	Nature of School	Type of School Building	Type of School	Separate Dormitory for Boys and Girls	Drinking Water	Disable Friendly Building	Disable Friendly Seating	Type of Toilets
1	Bagalkote	Mudhol	Samagra Jeevan Vikas Samsthe for blind	CCS	VI	Rent	Residential	Yes	Aquaguard	Yes - have ramp	Normal seating	Both indian and western
2	Bengaluru Urban	Bengaluru North	Vidyaranya School For Mentally Retarded Children Yalahanka	CCS	MR	Rent	Residential	Yes	Aquaguard	No ramp. No wheel chair,	No lock chair or special furniture	Only Indian toilet
3	Bengaluru Urban	Bengaluru East	Spoorti Residential School For Mentally Retarded Children, Manduru	CCS	MR	Rent	Residential	Yes	Aquaguard	No ramp. No wheel chair,	No lock chair or special furniture	Both indian and western
4	Bengaluru Urban	Bengaluru North	Mathru Educational Trust for Blind	GIA	VI	Own	Residential	Yes	Aquaguard	Yes. Have hand rail,	normal seating	Only Indian toilet
5	Bengaluru Urban	Bengaluru East	Association For Mentally Challenged AMC	GIA	MR	Own	Day scholar	NA	Filter	Yes - Have ramp & wheel chair	No lock chair or special furniture	Both indian and western
6	Bengaluru Urban	Bengaluru East	Sri Ramana Maharishi Academy For Blind Residential Schoo For The Blind	CCS	VI	Own	Residential	Yes	Aquaguard	Yes - Steps with hand rails	Normal seating	Both indian and western
7	Bengaluru Urban	Bengaluru west	karnataka handicapped welfare association	CCS	HI	Own	Residential	yes	Filter	Yes	Normal seating	Only Indian toilet
8	Belagavi	Belagavi	Siddarth Education Society, Aaradhana School Far Slow Learners	GIA	MR	Lease	Day scholar	NA	Aquaguard	No ramp	No lock chair or special furniture	Only Indian toilet
9	Belagavi	Savadatti	V.P. Jevure Memorial Residential School For Hearing Impaired Children	CCS	HI	Rent	Residential	Yes	Bottled water	No	Yes	Only Indian toilet
10	Bidar	Bidar	Sangram Education Society	CCS	VI	Own	Residential	Yes	Aquaguard	Yes - Hand rail	No	Both indian and western
11	Dakshina Kannada	Mangalore	Lions Seva Trust	CCS	MR	Own	Day scholar	NA	Aquaguard	Yes - Have wheel chair	Have lock chair.	Both indian and western
12	Dakshina Kannada	Mangalore	St Agnes Special School	GIA	MR	Own	Day scholar	NA	Aquaguard	Yes - Have ramp , wheel chair	Have lock chair.	Both indian and western
13	Davangere	Davangere	Angavikalara Asha Kiran Trust @, Ashakiran Angvikalar School	CCS	MR	Own	Residential	Yes	Aquaguard	Yes - Have ramp , wheel chair	Have lock chair,	Both indian and western
14	Davangere	Davangere	Sri Vinayaka Education Society, Mouneshwari Speech And Hearing	CCS	HI	Own	Residential	Yes	Aquaguard	Yes - Have ramp , wheel chair	No	Only Indian toilet
15	Hubbali	Dharwad	Homamma Education Society	CCS	HI	Rent	Residential	Yes	Aquaguard	Yes - Have ramp , wheel chair	Yes	Only Indian toilet
16	Hubbali	Dharwad	Dr.Stener's Curative Education Institute	GIA	MR	Own	Day scholar	NA	Aquaguard	Yes - Wheel chair, ramps,	Have locked chair,	Both indian and western
17	Hubbali	Hubli	Dr. P.V.Datti , Rotary Institute for Rehabilitation of The Handicapped @	GIA	HI	Own	Day scholar	NA	Borewell, FILTER	Yes	Yes	Only Indian toilet

S. No.	District	Taluk	School Name	Scheme	Nature of School	Type of School	Type of School	Separate Dormitory for	Drinking Water	Disable Friendly Building	Disable Friendly Seating	Type of Toilets
18	Gadag	Rona	Anandaneshwara Vijayavidya Prasarak Samiti	CCS	HI	Own	Residential	Yes	Borewell,	Yes	Yes	Only Indian toilet
19	Hassan	Hassan	M. Krishna school for the blind	GIA	VI	Own	Residential	Yes	Aquaguard	Yes - Use canes	Yes	Only Indian toilet
20	Hassan	Hassan	Karnataka Handicapped Welfare Association	CCS	HI	Rent	Residential	Yes	Aquaguard	Yes	Yes	Only Indian toilet
21	Hassan	Channarayapattana	Vidyaranya-Darideepresidential school for visually impaired	CCS	VI	Rent	Residential	Yes	Aquaguard	No ramp, 2 floor building	No - Only benches	Only Indian toilet
22	Haveri	Haveri	Jnana Pragna Shikshan Samiti	CCS	VI	Own	Residential	Yes	Aquaguard	No ramp and no handrail	No - Conjusted classrooms	Only Indian toilet
23	Haveri	Shiggon	Shri Channabasaveshwar Grameen Vidya Samsthe	CCS	HI	Own	Residential	Yes	Tap water	No	No sufficient class room,	Only Indian toilet
24	Haveri	Haveri	SJM	GIA	PH	Own	Residential	Yes	Tap water, Borewell	Wheel chair, Crutches	Normal Desk	Both indian and western
25	Kalburgi	Azalpura	Blind And Handicapped Childrens Association,Angavikalar School Afjalpur	CCS	VI	Rent	Residential	Yes	Borewell, tap water	No	Yes	Only Indian toilet
26	Kalburgi	Kalburgi	Hyderabad Karnataka Disabled Welfare Society	GIA	VI	Own	Residential	Yes	Water filter	Handrail	Yes	Only Indian toilet
27	Kolar	Bangarpete	Sri Shathasshrunga Residential School for Deaf Children	CCS	HI	Rent	Residential	Yes	Aquaguard	Yes	No benches till 3rd standard,	Only Indian toilet
28	Kolar	Kolar	Sri Vadiraja Trust (R)	CCS	MR	Rent	Day scholar	NA	Aquaguard	No ramp	No	Only Indian toilet
29	Kolar	Maluru	Nandeepa Education and Rehabilitation Society for Disabled	CCS	MR	Rent	Residential	Yes	Aquaguard	No	Children use mattress for sitting	Only Indian toilet
30	Mandya	Mandya	St.Thomas Mission Society, Asha Sadan Special School	CCS	MR	Rent	Day scholar	NA	Aquaguard	Yes - have wheel chair, lock chair,	Have lock chair	Both indian and western
31	Mandya	Pandavapura	JnanaVikasa Education Trust , Jnana Vikasa Deaf and Dumb Special school	CCS	HI	Rent	Residential	Yes	Aquaguard	No - very small class rooms	Yes	Indian toilets. Not attached to residential place
32	Raichur	Raichur	Sri Manik Prabhu Educational Society, Sri Manik Prabhu Academy	GIA	VI	Own	Residential	Yes	Aquaguard	Yes - ramp is provided	Yes	Both indian and western
33	Shivamogga	Bhadravati	Mother Teresa School For Deaf And Dumb	CCS	HI	Own	Residential	Yes	Aquaguard	Yes	Yes	Yes
34	Shivamogga	Shivamogga	Taranga School For Hearing Impaired	GIA	HI	Own	Residential	Yes	Aquaguard	Yes	Yes	Only Indian toilet
35	Tumakuru	Madhugiri	Gnana Bharati Residential School For Deaf And Dumb	CCS	HI	Rent	Residential	Yes	Purchases filtered water	No	Normal seating	Only Indian toilet

Note:

CCS - Child Centric; GIA - Grant-in-Aid; VI - Visually Impaired; MR - Mentally Retarded; HI - Hearing Impaired

5 RECOMMENDATIONS

It is seen in the evaluation of the schools for differently abled children in Karnataka that generally they comply with the prescribed norms and directions. The mechanism of monitoring and supervision needs a little improvement. CCS schools fared better than GIA schools.

Besides the general recommendation that all specific shortcomings or non-conformities detailed in this report to be improved or corrected, the following recommendations are made –

1. The CCS schools are found to be performing better than GIA schools. It is recommended that more and more GIA schools may be replaced with CCS schools, if it is not possible to do away with the GIA scheme and replace it with CCS. CCS and GIA are avoidable duplications with CCS doing better.
2. The average monthly expenditure per child per month is Rs. 4798 for day scholars and Rs. 5896 for resident students in CCS schools. The grant given under CCS is thus recommended to be enhanced from the present Rs. 4000 per day scholar per month to Rs. 4800, and for resident students from the present Rs. 5000 to Rs. 5900 per month.
3. The release of funds to the CCS schools needs to be made timely and on every month basis.
4. TLM material needs to be standardized for all categories of physical needs of children and be made available to the CCS schools liberally. Of particular concern has been the shortage of Braille books for blind children.
5. All the schools should have a Committee comprising of the school management, District administration and parents of students representatives so that the overall functioning of schools is participative, transparent and visible to the stake holders.
6. Since monitoring and supervision of CCS schools was found lacking in some districts (details are given in the report), the system may be made more effective by the Department of Women and Child Development by insisting on receiving at their Bengaluru office inspection reports of all Inspecting Officers by a particular date every month, which is perused for all districts on that date. Defaulters may then be instructed to carry out the inspections prescribed within a fixed time.
7. Special schools reported the shortage of special teachers required. It is thus recommended that there may be more special teachers training centers in the State so that the gap between requirement and availability is lessened. Also, since these special teachers need and have additional skills and knowledge to teach their students, their remuneration may be kept the same as usual teachers, preferably with an allowance for the special skills they have acquired through training.
8. In line with international standards/best practices, the following interventions are recommended for betterment of education for children with different ability.in Karnataka.
 - a. Introduce a system of **rating/accreditation** of special schools and linking it with eligibility for grant assistance. Existing accreditation systems like NIOS

is limited to distance education and other systems like CBSE pertain to regular schools.

- b. Insist and ensure that all special schools prepare ‘Individual Educational Plans’ (IEP) and monitor their implementation and effectiveness. SSA also refers to IEP. States like Uttar Pradesh carried out functional assessment of the children to prepare IEP for each child
- c. Involve and encourage special schools to act as Resource center’ to regular schools admitting children with CDA.
- d. There is also need to step up pre-school interventions for children with CDA, so that they are better prepared to enroll in schools.
- e. The GoK should insist and ensure adherence to SSA/UNESDOC guidelines for barrier free schools.
- f. Design, develop and introduce a ‘Tracking System’ to assess the progress of the students attending special schools. SSA provides for such system. However, such system needs to be introduced and updated regularly to take remedial actions.
- g. In Kerala minimum number of students is 100 to get gran-in-aid status. In Karnataka minimum number is 25. The GoK may consider raising the minimum number of students from present 25 to 100 as in Kerala, in order to be eligible to get grants.
- h. Computerise and modernize Braille printing in the state. In Odisha the OPEPA set up 27 computerized Braille printers in 27 special schools to print textbooks and supplementary materials in Braille.

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