

## **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:

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

**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 get grants.