

ಕರ್ನಾಟಕ ವಿಧಾನ ಪರಿಷತ್ತು

ಚುಕ್ಕೆ ಗುರುತಿಲ್ಲದ ಪ್ರಶ್ನೆ ಸಂಖ್ಯೆ : 381
 ಸದಸ್ಯರ ಹೆಸರು : ಶ್ರೀ ವೈ.ಎಂ.ಸತೀಶ್
 (ಸ್ಥಳೀಯ ಸಂಸ್ಥೆಗಳ ಕ್ಷೇತ್ರ)
 ಉತ್ತರಿಸಬೇಕಾದ ದಿನಾಂಕ : 19.02.2024
 ಉತ್ತರಿಸುವ ಸಚಿವರು : ಶಾಲಾ ಶಿಕ್ಷಣ ಮತ್ತು ಸಾಕ್ಷರತಾ ಸಚಿವರು

ಕ್ರ. ಸಂ.	ಪ್ರಶ್ನೆ	ಉತ್ತರ
(ಅ)	ಕೇಂದ್ರ ಸರ್ಕಾರದ ಪುರಸ್ಕೃತ ಐ.ಇ.ಡಿ.ಎಸ್.ಎಸ್ ಯೋಜನೆಯನ್ನು ಯಾರಿಗಾಗಿ ಯಾವ ಕಾರಣಕ್ಕೆ ನೀಡಲಾಗುತ್ತದೆ; (ಮಾಹಿತಿ ನೀಡುವುದು)	ಐ.ಇ.ಡಿ.ಎಸ್.ಎಸ್(Inclusive Education for disabled at secondry stage) ಯೋಜನೆಯು ಕೇಂದ್ರ ಪುರಸ್ಕೃತ ಯೋಜನೆಯಾಗಿದ್ದು ಈ ಯೋಜನೆಯಡಿ 2009-10 ರಿಂದ 2012-13 ನೇ ಸಾಲಿನ ವರೆಗೆ 4 ವರ್ಷಗಳ ಅವಧಿಗೆ ಪ್ರೌಢ ಶಾಲಾ ಹಂತದಲ್ಲಿ ವ್ಯಾಸಂಗ ಮಾಡುತ್ತಿದ್ದ ವಿಕಲಚೇತನ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಅವರ ಅಂಗವಿಕಲತೆಯನ್ನು ಗುರ್ತಿಸಿ ವೈದ್ಯಕೀಯ ಪ್ರಮಾಣ ಪತ್ರ ಮಾಡಿಸುವುದು, ನ್ಯೂನತೆ ಅನುಗುಣವಾಗಿ ಸಲಕರಣೆಗಳನ್ನು ಒದಗಿಸುವುದು ಮುಂತಾದ ಚಟುವಟಿಕೆಗಳನ್ನು ಅನುಷ್ಠಾನಗೊಳಿಸಲಾಗಿರುತ್ತದೆ. (ಕೇಂದ್ರ ಸರ್ಕಾರದ ಮಾರ್ಗಸೂಚಿಯನ್ನು ಅನುಬಂಧದಲ್ಲಿ ಲಗತ್ತಿಸಿದೆ)
(ಆ)	ಕೇಂದ್ರ ಸರ್ಕಾರದ ಪುರಸ್ಕೃತ ಐ.ಇ.ಡಿ.ಎಸ್.ಎಸ್ ಯೋಜನೆಯ ಅನುಷ್ಠಾನದಲ್ಲಿ ಅಧಿಕಾರಿಗಳು ಮತ್ತು ಎನ್.ಜಿ.ಒ.ಗಳು ಸೇರಿ ಅಕ್ರಮ ಅನುದಾನ ಬಿಡುಗಡೆಗೊಳಿಸಿರುವ ಬಗ್ಗೆ ಪೊಲೀಸ್ ಠಾಣೆಯಲ್ಲಿ ಕೇಸ್ ದಾಖಲಿಸಲಾಗಿದೆಯೇ; ಹಾಗಿದ್ದಲ್ಲಿ, ಅದರ ಸಂಪೂರ್ಣ ಮಾಹಿತಿಯೊಂದಿಗೆ ವಿವರ ನೀಡುವುದು;	ಹೌದು. ಕೇಂದ್ರ ಸರ್ಕಾರ ಪುರಸ್ಕೃತ ಯೋಜನೆಯಾದ ಐ.ಇ.ಡಿ.ಎಸ್. ಎಸ್. ಯೋಜನೆಯನ್ನು ಅನುಷ್ಠಾನಗೊಳಿಸುವಲ್ಲಿ ಸರ್ಕಾರದ ಹಣವನ್ನು ದುರುಪಯೋಗ ಮಾಡಿರುವ ಗಂಭೀರ ಕರ್ತವ್ಯ ಲೋಪ ಎಸಗಿರುವ 56 ಜನ ಅಧಿಕಾರಿಗಳು ಮತ್ತು 22 ಎನ್. ಜಿ.ಒ.ಗಳ ವಿರುದ್ಧ ಹಲಸೂರು ಗೇಟ್ ಪೊಲೀಸ್ ಠಾಣೆಯಲ್ಲಿ ದಿನಾಂಕ:19/09/2023ರಂದು ಅಪರಾಧ ಸಂಖ್ಯೆ: 0274/2023 (ಪ್ರಥಮ ವರ್ತಮಾನ ವರದಿ) ನ್ನು ದಾಖಲಿಸಲಾಗಿರುತ್ತದೆ.
(ಇ)	ಈ ಅಕ್ರಮದಲ್ಲಿ ಭಾಗಿಯಾಗಿರುವ ಅಧಿಕಾರಿಗಳ ಮೇಲೆ ಶಿಸ್ತಿನ ಕ್ರಮ ಕೈಗೊಳ್ಳಲು ಸರ್ಕಾರ ಕೈಗೊಂಡಿರುವ ಕ್ರಮಗಳೇನು;	ಆಯುಕ್ತರು, ಶಾಲಾ ಶಿಕ್ಷಣ ಇಲಾಖೆ, ಬೆಂಗಳೂರು ಇವರು ದಿನಾಂಕ:07/09/2020ರಂದು ಐ.ಇ.ಡಿ.ಎಸ್.ಎಸ್., ಯೋಜನೆಯ ಅನುಷ್ಠಾನದಲ್ಲಿ ಅಕ್ರಮ ಎಸಗಿರುವ ಒಟ್ಟು 56 ಅಧಿಕಾರಿಗಳ ವಿರುದ್ಧ ಶಿಸ್ತು ಕ್ರಮ ಕೈಗೊಳ್ಳಲು ಪ್ರಸ್ತಾವನೆ ಸಲ್ಲಿಸಿದ್ದರು. ಈ ಪ್ರಕರಣವು 2009-10 ಮತ್ತು 2011-12ನೇ ಸಾಲಿನಲ್ಲಿ ನಡೆದಿರುವ ಪ್ರಕರಣವಾಗಿರುತ್ತದೆ. ಕರ್ನಾಟಕ ನಾಗರಿಕ ಸೇವಾ ನಿಯಮಗಳು, 1958ರ ನಿಯಮ 214 (2)(ಬಿ)(2) ರನ್ವಯ ಆರೋಪದ ಘಟನೆಯು ನಡೆದು 04 ವರ್ಷಗಳು ಮೀರಿದ ಸಂದರ್ಭದಲ್ಲಿ ನಿವೃತ್ತ ಅಧಿಕಾರಿಗಳ ವಿರುದ್ಧ ಶಿಸ್ತು ಕ್ರಮ ಜರುಗಿಸಲು ಅವಕಾಶವಿಲ್ಲವಾದ್ದರಿಂದ ನಿವೃತ್ತಿ ಹೊಂದಿರುವ 40 ಅಧಿಕಾರಿಗಳನ್ನು ಹೊರತುಪಡಿಸಿ, ಕಾರ್ಯನಿರ್ವಹಿಸುತ್ತಿರುವ 16 ಅಧಿಕಾರಿಗಳ ವಿರುದ್ಧ

ಕರ್ನಾಟಕ ನಾಗರಿಕ ಸೇವಾ (ಸಿಸಿಎ) ನಿಯಮಗಳು, 1957ರ ನಿಯಮ 13ನ್ನು ಓದಿಕೊಂಡಂತೆ ನಿಯಮ 11 ರಡಿ ಶಿಸ್ತು ಕ್ರಮ ಜರುಗಿಸಲು ದೋಷಾರೋಪಣಾ ಪಟ್ಟಿಯನ್ನು ಜಾರಿಮಾಡಲಾಗಿತ್ತು. ನಿವೃತ್ತ ಅಧಿಕಾರಿಗಳಿಂದ ದುರುಪಯೋಗವಾಗಿರುವ ಮೊತ್ತವನ್ನು ವಸೂಲಿ ಮಾಡಲು ಸದರಿ 40 ನಿವೃತ್ತ ನೌಕರರ ವಿರುದ್ಧ ಸಿವಿಲ್ ದಾವೆ ಹೂಡಲು ಕ್ರಮಕೈಗೊಳ್ಳುವಂತೆ ಆಯುಕ್ತರು, ಶಾಲಾ ಶಿಕ್ಷಣ ಇಲಾಖೆ, ಬೆಂಗಳೂರು ಇವರಿಗೆ ಸೂಚಿಸಲಾಗಿದೆ.

ದೋಷಾರೋಪಣಾ ಪಟ್ಟಿಯನ್ನು ಪ್ರಶ್ನಿಸಿ, 07 ಅಧಿಕಾರಿಗಳು ಮಾನ್ಯ ಕರ್ನಾಟಕ ರಾಜ್ಯ ಆಡಳಿತ ನ್ಯಾಯಮಂಡಳಿಯಲ್ಲಿ ಪ್ರಕರಣ ದಾಖಲಿಸಿದ್ದರು, ಈ ಪೈಕಿ 02 ಪ್ರಕರಣಗಳಲ್ಲಿ ದೋಷಾರೋಪಣಾ ಪಟ್ಟಿಗೆ ತಡೆಯಾಜ್ಞೆ ನೀಡಿದ್ದು, 04 ಅಧಿಕಾರಿಗಳ ವಿರುದ್ಧದ ದೋಷಾರೋಪಣಾ ಪಟ್ಟಿಯನ್ನು ಮಾನ್ಯ ಕರ್ನಾಟಕ ರಾಜ್ಯ ಆಡಳಿತ ನ್ಯಾಯಮಂಡಳಿಯು ರದ್ದುಪಡಿಸಿದೆ. 01 ಪ್ರಕರಣದಲ್ಲಿ ಅರ್ಜಿದಾರರ ಅರ್ಜಿಯನ್ನು ವಜಾಮಾಡಿದೆ.

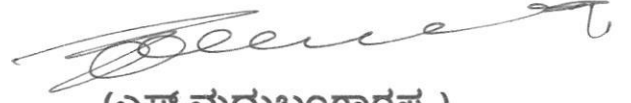
ದೋಷಾರೋಪಣಾ ಪಟ್ಟಿ ಜಾರಿಯಾಗಿರುವ 16 ಆಪಾದಿತರಲ್ಲಿ ಒಬ್ಬ ಅಧಿಕಾರಿಯವರು ನಿವೃತ್ತರಾಗಿರುವುದರಿಂದ ಮತ್ತು ಒಬ್ಬ ಅಧಿಕಾರಿಯು ಮರಣ ಹೊಂದಿರುವುದರಿಂದ ಅವರುಗಳ ವಿರುದ್ಧದ ಇಲಾಖಾ ವಿಚಾರಣಾ ಪ್ರಕರಣವನ್ನು ಕೈಬಿಡಲಾಗಿರುತ್ತದೆ ಮತ್ತು ಸದರಿಯವರಿಂದ ಸರ್ಕಾರಕ್ಕೆ ಉಂಟಾಗಿರುವ ಆರ್ಥಿಕ ನಷ್ಟದ ಬಗ್ಗೆ ಸಿವಿಲ್ ಮೊಕದ್ದಮೆ ದಾಖಲಿಸಲು ಆಯುಕ್ತರು, ಶಾ.ಶಿ.ಇ., ಬೆಂಗಳೂರು ಇವರಿಗೆ ಸೂಚಿಸಲಾಗಿರುತ್ತದೆ. ಉಳಿದಂತೆ, ಈ ಪ್ರಕರಣದಲ್ಲಿನ 08 ಆಪಾದಿತರ ವಿರುದ್ಧ ಇಲಾಖಾ ವಿಚಾರಣೆ ನಡೆಸಲು ಸರ್ಕಾರದ ಆದೇಶ ಸಂಖ್ಯೆ:ಇಡಿ 38 ಡಿಜಿಪಿ 2020, ದಿ: 19/12/2023ರಂದು ಶಿಸ್ತು ಕ್ರಮಕೈಗೊಳ್ಳಲು ಇಲಾಖಾ ವಿಚಾರಣಾಧಿಕಾರಿ ಹಾಗೂ ಮಂಡನಾಧಿಕಾರಿಯನ್ನು ನೇಮಿಸಿ ಆದೇಶಿಸಲಾಗಿರುತ್ತದೆ.

ಮುಂದುವರೆದು, ಕ್ರಿಮಿನಲ್ ಪ್ರಕರಣ ದಾಖಲಾಗಿರುವ ಅಧಿಕಾರಿಗಳ ಪೈಕಿ ಮಾನ್ಯ ನ್ಯಾಯಾಲಯದ ಆದೇಶ ಇಲ್ಲದಿರುವ ಮತ್ತು ಪ್ರಸ್ತುತ ಕಾರ್ಯನಿರ್ವಹಿಸುತ್ತಿರುವ ಈ ಕೆಳಕಂಡ 05 ಅಧಿಕಾರಿಗಳನ್ನು ಸರ್ಕಾರದ ಆದೇಶ ಸಂಖ್ಯೆ:ಇಡಿ 38 ಡಿಜಿಪಿ 2020 (ಭಾಗ-2), ದಿನಾಂಕ:30/01/2024ರಲ್ಲಿ ಸೇವೆಯಿಂದ ಅಮಾನತ್ತುಗೊಳಿಸಲಾಗಿರುತ್ತದೆ.

1. ಶ್ರೀ ಎನ್. ಹೆಚ್. ನಾಗೂರ, ಹಿಂದಿನ ಕ್ಷೇತ್ರ ಶಿಕ್ಷಣಾಧಿಕಾರಿಗಳು, ಬಸವನ ಬಾಗೇವಾಡಿ ತಾಲ್ಲೂಕು, ಬಿಜಾಪುರ ಜಿಲ್ಲೆ ಪ್ರಸ್ತುತ ಉಪನಿರ್ದೇಶಕರು (ಆಡಳಿತ), ಶಾಲಾ ಶಿಕ್ಷಣ ಇಲಾಖೆ, ವಿಜಯಪುರ.
2. ಶ್ರೀ ಎ.ಬಿ. ಪುಂಡಲೀಕ, ಹಿಂದಿನ ಕ್ಷೇತ್ರ ಶಿಕ್ಷಣಾಧಿಕಾರಿಗಳು ಬೆಳಗಾವಿ ನಗರ ತಾಲ್ಲೂಕು, ಬೆಳಗಾವಿ ಜಿಲ್ಲೆ ಹಾಗೂ ಉಪನಿರ್ದೇಶಕ ವೃಂದದ ಅಧಿಕಾರಿ, ಶಾಲಾ ಶಿಕ್ಷಣ ಇಲಾಖೆ, ಪ್ರಸ್ತುತ ಸ್ಥಳ

		<p>ನಿರೀಕ್ಷಣೆ.</p> <p>3. ಶ್ರೀ ಎಸ್.ಎ. ಮುಜಾವರ್, ಹಿಂದಿನ ಕ್ಷೇತ್ರ ಶಿಕ್ಷಣಾಧಿಕಾರಿಗಳು, ಸಿಂಧಗಿ ತಾಲ್ಲೂಕು, ಬಿಜಾಪುರ ಜಿಲ್ಲೆ ಪ್ರಸ್ತುತ ಹಿರಿಯ ಉಪನ್ಯಾಸಕರು ಡಯಟ್, ವಿಜಯಪುರ.</p> <p>4. ಶ್ರೀ ಬಸವರಾಜ ಹೆಚ್. ಮಿಲ್ಲನಟ್ಟಿ, ಹಿಂದಿನ ಕ್ಷೇತ್ರ ಶಿಕ್ಷಣಾಧಿಕಾರಿಗಳು ಬೈಲಹೊಂಗಲ ತಾಲ್ಲೂಕು, ಬೆಳಗಾವಿ ಜಿಲ್ಲೆ ಪ್ರಸ್ತುತ ಡಿ.ವೈ.ಪಿ.ಸಿ., ಉಪನಿರ್ದೇಶಕರ ಕಛೇರಿ, ಶಾಲಾ ಶಿಕ್ಷಣ ಇಲಾಖೆ, ಬೆಳಗಾವಿ.</p> <p>5. ಶ್ರೀ ಎ.ಎಸ್. ಹತ್ತಳಿ, ಹಿಂದಿನ ಕ್ಷೇತ್ರ ಶಿಕ್ಷಣಾಧಿಕಾರಿಗಳು, ಇಂಡಿ ತಾಲ್ಲೂಕು, ಬಿಜಾಪುರ ಜಿಲ್ಲೆ ಪ್ರಸ್ತುತ ಹಿರಿಯ ಉಪನ್ಯಾಸಕರು, ಡಯಟ್, ವಿಜಯಪುರ.</p> <p>ಪ್ರಸ್ತುತ ಇಲಾಖಾ ವಿಚಾರಣೆ ಮತ್ತು ಕ್ರಿಮಿನಲ್ ಪ್ರಕರಣದ ತನಿಖೆ ನಡೆಯುತ್ತಿದೆ.</p>
(ಈ)	<p>ಈ ಅಕ್ರಮದಲ್ಲಿ ಭಾಗಿಯಾಗಿರುವ ಎಲ್ಲ ಎನ್.ಜಿ.ಬಿ ಗಳು ನಡೆಸಿರುವ ಇತರೆ ಚಟುವಟಿಕೆಗಳ ಮೇಲೆ ಸಹ ತನಿಖೆಗಳನ್ನು ನಡೆಸಲು ಸರ್ಕಾರದ ಕ್ರಮವಹಿಸುವುದೇ?(ಮಾಹಿತಿ ನೀಡುವುದು)</p>	<p>ಈ ಪ್ರಸ್ತಾವನೆ ಸರ್ಕಾರದ ಮುಂದೆ ಇರುವುದಿಲ್ಲ, ಆದರೂ ಸಹ ಕೇಂದ್ರ ಪುರಸ್ಕೃತ ಯೋಜನೆಯಾದ ಐ.ಇ.ಡಿ.ಎಸ್.ಎಸ್. ಗೆ ಸಂಬಂಧಿಸಿದಂತೆ ಹೆಚ್ಚುವರಿ ಅನುದಾನ ಪಡೆದಿರುವ 22 ಸ್ವಯಂ ಸೇವಾ ಸಂಸ್ಥೆಗಳ ಮಾನ್ಯತೆ ರದ್ದತಿಗೆ ಕ್ರಮವಹಿಸಲು ಮಾನ್ಯ ಸಹಕಾರ ಸಂಘಗಳ ಜಂಟಿ ನಿಬಂಧಕರನ್ನು ಕೋರಲಾಗಿದೆ.</p>

ಇಪಿ 05 ಎಂಸಿಡಿ 2024



(ಎಸ್.ಮಧುಬಂಗಾರಪ್ಪ)
ಶಾಲಾ ಶಿಕ್ಷಣ ಮತ್ತು ಸಾಕ್ಷರತಾ ಸಚಿವರು

U.S. Wood
ED 308 M 09

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MOST IMMEDIATE

F No 14-7/2009-IE
Government of India
Ministry of Human Resource Development
Department of School Education & Literacy

New Delhi, the 13th April 2009

To
The Secretary [Primary & Secondary Education],
Education Department,
Karnataka Govt Secretariat,
5th Floor, M.S Building,
Dr.B.R.Ambedkar Veedhi,
Bangalore 560 001

Dear Sir,

As you are already aware the new Scheme of Inclusive Education for Disabled at Secondary State (IEDSS) will be implemented from the year 2009-10. IEDSS would replace the earlier scheme of Integrated Education for Disabled Children (IEDC) and provide for the needs of education of children with special needs from Classes IX to XII.

The guidelines of the Scheme have already been circulated vide this Department letter no. 14-38/2002-IEDC dated 21 10 2008. These as well as the proforma for submission of the proposals are also available at MHRD website [http //education.nic in/secedu/sec_iedc asp](http://education.nic.in/secedu/sec_iedc.asp)

You are requested to kindly communicate the proposals of your State for the IEDSS scheme for the year 2009-10, in the prescribed proforma, so as to reach this Department by the 1st week of May, 2009. This would enable timely release of grants for the new scheme. A copy of the guidelines and proforma for submission of the proposals is enclosed for your needful.

Yours faithfully,

(Alka Bhargava)
Director
Telefax. 011-23387948
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Encl As above

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I. Background and Rationale:

The National Policy on Education (NPE), 1986 and the Programme of Action (1992) gives the basic policy framework for education, emphasizing on correcting the existing inequalities. It stresses on reducing dropout rates, improving learning achievements and expanding access to students who have not had an easy opportunity to be a part of the general system. The NPE, 1986 envisaged some measures for integrating of children with physical and mental handicap with the general community as equal partners, preparing them for their normal growth and development and enabling them to face life with courage and confidence.

India has also been a signatory to international declarations like the Salamanca Statement and Framework for Action on Special Needs Education (1994) and the Biwako Millennium Framework for Action (2002) and the UN Convention on the Rights of Persons with Disabilities, 2006 that emphasize the need for fundamental educational policy shifts to enable general schools to include children with disabilities.

The Centrally Sponsored Scheme of Integrated Education for the Disabled Children (revised 1992) is presently being implemented in States and UTs in over 90,000 schools benefiting over 2,00,000 children with disabilities. The scheme was introduced with a view to providing educational opportunities for children with disabilities in general schools, to facilitate their retention in the school system. It provides for facilities to students with disabilities including expenses on books and stationery, expenses on uniforms, transport allowance, reader allowance, escort allowance, hostel accommodation and actual cost of equipment. The scheme also supports the appointment of special teachers, provision for resource rooms and removal of architectural barriers in schools.

An important policy development after 1992 has been the enactment of Persons with Disabilities (Equal Opportunities, Protections of Rights and Full Participation) Act, 1995. Article 26 (a) of the Act makes it a statutory responsibility on the part of Central, State and Local Governments to provide free education in an "appropriate environment" for all children with disabilities up to the age of 18 years. Article 26(b) of the Act calls upon appropriate governments and local authorities to promote the integration of students with disabilities in normal schools. In addition, the Act stipulates that the appropriate Governments and the local authorities, inter alia, shall make schemes for varieties of educational initiatives and strategies.

The Centrally Sponsored Scheme of Sarva Shiksha Abhiyan (SSA) has set time-bound targets for the achievement of Universal Elementary Education (UEE) by 2010. With "zero rejection" as its cornerstone, the programme provides support for the inclusion of children with disabilities in general schools at the elementary level. SSA has a provision for the inclusive education component @ Rs.1200 per child with special needs per annum. Under the programme, over 20 lakh children with disabilities have been identified and over 15 lakh children with disabilities in the age group 6-14 years have been enrolled in general schools. The increase in enrolment at the elementary level is expected in the coming years to lead to a surge in the demand for secondary education. This will include children with disabilities.

The National Curriculum Framework on School Education (NCF - 2005) recommends making the curriculum flexible and appropriate to accommodate the diversity of school children including those with disability in both cognitive and non-cognitive areas.

- a. The CABE committee report on the Universalization of Secondary Education (June, 2005) recommends that the guiding principle of Universal Secondary Education should be Universal Access, Equality and Social Justice, Relevance and Development, and Structural and Curricular Considerations. The CABE Committee Report on "Girls' Education and the Common School System" has recommended making the curriculum flexible and appropriate to accommodate the diversity of school children including those with disability in both cognitive and non-cognitive areas.

The National Action Plan for Inclusion in Education of Children and Youth with Disabilities (IECYD) developed by the MHRD (November -2005) emphasizes the inclusion of children and young persons with disability in all general educational settings from Early Childhood to Higher Education. The goal of the Action Plan is –"to ensure the inclusion of children and youth with disabilities in all available general educational settings, by providing them with a learning environment that is available, accessible, affordable and appropriate." Outputs 1, 2 and 4 of the Action Plan are of relevance to secondary education.

Currently accurate data are not available in respect of the exact number of children with disabilities transiting from the elementary to the secondary level. As per census 2001 about 2% of the total population constitutes persons with disabilities. Projections relating to the number of children with disabilities entering the secondary level will need to be made therefore on certain key assumptions:

Sufficient inputs and crucial necessary interventions would have been provided at the ECCE and Elementary level for children with disabilities to ensure their retention and achievement levels through classes which would prepare them adequately for entering the secondary sector.

The secondary school system would adopt structural, curricular and pedagogical reforms that will extend the access of secondary education to this hitherto marginalized section of society and make their participation at this level genuinely inclusive.

Children with disabilities constitute one of the largest groups that are still outside the fold of the general education system. Under the existing IEDC Scheme it has not been possible to cover all disabled children primarily because implementation has been based on receipt of viable proposals from the implementing agencies. No conscious effort has been made to target all disabled children. As SSA supports inclusion of children with special needs at the early childhood education and elementary education level, it is desirable to introduce a scheme for the disabled children at secondary stage. The scheme for IEDSS is therefore envisaged to enable all children and young persons with disabilities to have access to secondary education and to improve their enrolment, retention and achievement in the general education system. Under the scheme every school is proposed to be made disabled-friendly.

2. Aims and Objectives

The Centrally Sponsored IEDSS Scheme aims to:

- enable all students with disabilities completing eight years of elementary schooling an opportunity to complete four years of secondary schooling (classes IX to XII) in an inclusive and enabling environment
- provide educational opportunities and facilities to students with disabilities in the general education system at the secondary level (classes IX to XII).

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support the training of general school teachers to meet the needs of children with disabilities at the secondary level.

The objectives of the scheme will be to ensure that

- Every child with disability will be identified at the secondary level and his educational need assessed.
- Every student in need of aids and appliances, assistive devices, will be provided the same
- All architectural barriers in schools are removed so that students with disability have access to classrooms, laboratories, libraries and toilets in the school.
- Each student with disability will be supplied learning material as per his/ her requirement
- All general school teachers at the secondary level will be provided basic training to teach students with disabilities within a period of three to five years.
- Students with disabilities will have access to support services like the appointment of special educators, establishment of resource rooms in every block .
- Model schools are set up in every state to develop good replicable practices in inclusive education.

3. Target Group

The scheme will cover all children of age 14+ passing out of elementary schools and studying in secondary stage in Government, local body and Government-aided schools, with one or more disabilities as defined under the Persons with Disabilities Act (1995) and the National Trust Act (1999) in the age group 14+ to 18+ (classes IX to XII), namely

- Blindness
- Low vision
- Leprosy cured
- Hearing impairment
- Locomotor disabilities
- Mental retardation
- Mental illness
- Autism
- Cerebral Palsy

And may eventually cover (i) Speech impairment and (ii) Learning Disabilities, etc.

Girls with disabilities will receive special focus and efforts would be made under the scheme to help them gain access to secondary schools, as also to information and guidance for developing their potential.

4. Type of Scheme

This is a centrally sponsored scheme under which the Central Government will assist the States/Union Territories and autonomous bodies of stature in the field of education in its implementation on the basis of the criteria laid down. Assistance for all the items covered in the scheme will be on 100 per cent basis but assistance for the programme would be subject to policy guidelines issued and initiatives to be taken by the appropriate government for implementing the educational provisions of the P.W.D. Act.

5. Components of the Scheme

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5.1 It is proposed to provide for educational facilities under this scheme for all children with disabilities that are included in general schools at the secondary and senior secondary level (classes IX to XII).

5.2 The Scheme will include assistance for two kinds of components, viz.:-

- I Student-oriented components, and
- II Other components (e.g. those relating to infrastructure, teacher training, awareness generation, etc.)

5.2.J For the first group of components, it is proposed to provide assistance to States/ Union Territories / Autonomous bodies @ Rs.3000/- per disabled child per annum for specified items, on the pattern of SSA which provides assistance @ Rs.1200/- per disabled child per annum for the elementary level. (This rate was fixed in 2001-2002). The State Government will provide a top up of Rs.600/- per child per annum towards scholarship for each child. This amount of Rs.3000/- per disabled child per annum may be spent on the following components:-

- (i) Identification and assessment of children with disabilities. The assessment team may include an interdisciplinary expert team of special educators, clinical psychologists, therapists, doctors and any other professional support based on the students' needs. (Sr. No. I. 1 of Appendix-I)
- (ii) Provision of aids and appliances to all students with disabilities needing them, if these are not already being provided for through existing schemes like ADIP, State Schemes, voluntary organizations, Rotary clubs etc. (Sr. No. I.8 of Appendix-I)
- (iii) Access to learning material ensuring that each disabled student will have access to learning material as per his/ her requirement like Braille textbooks, audiotapes, talking books etc, textbooks in large prints and any other material needed. (Sr. No. I. 8 of Appendix-I)
- (iv) Provision of facilities like transport facilities, hostel facilities, scholarships, books, uniforms, assistive devices, support staff (readers, amanuensis). (Sr. No. I.1 to I.5 and I.7 to I.11 of Appendix I). A suggested list of assistive devices as per different disability needs at individual child level and at resource room level is provided in Appendix II. This, however, may not be taken as the exhaustive list.
- (v) Stipend for Girl Students with Disabilities Since Girl students with disabilities face discrimination, they, in addition to availing facilities under all schemes specially targeting girls' education, will be given a stipend @ Rs.200 per month at the secondary level to encourage their participation up to senior secondary level. (Sr. No. I.6 of Appendix-I).
- (vi) The use of ICT: Access to technology is especially relevant for the disabled as it increases their access to a vast amount of information not otherwise available. Computers provided to students in secondary schools will also be made accessible to those with disabilities. The scheme will provide for the purchase of appropriate technology by way of special software such as Screen Reading software like JAWS, SAFA, etc. for the visually impaired and speech recognition software for

the hearing impaired to develop computer vocabulary for the hearing impaired and modified hardware like adapted keyboards. (Sr. No. I.13 of Appendix-I).

- (vii) **Development of teaching learning material** :-The scheme will cover the expenses incurred on organizing the mobilization of such support as certified by the School Principal/Educational Administrators. Financial assistance under this scheme will be available for purchase/production of instructional materials for the disabled and also for purchase of equipment required therefore. Wherever necessary, the available material will be translated and produced in regional languages. The scheme will also support workshops for adaptation in the curricular content and development of supplementary material, self-learning material for teachers and students at the secondary level of school education. (Sr. No. I.14 of Appendix-I)
- (viii) **External support from an interdisciplinary team of experts** such as educational psychologists, speech and occupational therapists, physiotherapists, mobility instructors and medical experts has to be coordinated at the local level. Support can be made available at the cluster level and needs of children with disabilities in a cluster of schools may be addressed. The expenses incurred on mobilizing such support in the form of TA/DA and consultancy fee will be covered under the scheme for children and young persons with disabilities at the secondary school level. Funds may be drawn from the child specific funds of Rs. 3000/- per child. (Sr. No. I.12 of Appendix-I)

5.2.II **Costs of non-beneficiary-oriented components like teacher training, construction and equipping of resource rooms, creating model schools, research and monitoring, etc. will be covered separately. These components would be as follows:-**

- (i) **Removal of architectural barriers** to ensure that students with disabilities have access to each classroom, laboratory, library and toilet in the school. A detailed manual laying out norms and guidelines for accessibility required by different types of disability will be developed at the central level with the help of the Office Chief Commissioner of Persons with Disabilities (CCPD), and the Rehabilitation Council of India (RCI). The scheme will support development of the accessible physical environment in existing secondary school buildings. (Sr. No. II.8 of Appendix-I)
- (ii) **Training of special/ general school teachers** : Special teachers to be trained through regular programmes run by the National Institutes/Apex Institutes of RCI or under any other programme of the States. There should be a component of in-service training for resource teachers to equip them with handling of other disability area. All general teachers at the secondary level will be trained in particular strategies like making educationally useful assessments, planning an individualized and need-specific curriculum, teaching styles which include audiovisual aids, appropriate instructional strategies, etc. (Sr. No. II.4 of Appendix-I).
- (iii) **Orientation of principals, educational administrators**: This training will include developing strategies for management of inclusive education. This will include teachers (both special and general), local educational administrators, Principals / Headmasters of Institutions, parents/ guardians of the disabled children. (Sr. No. II.5 of Appendix-I)
- (iv) **Strengthening of training institutions and assistance to existing organization/NGOs** to develop teacher's training programme in inclusive schooling and for educational interventions for specific disabilities. (Sr. No. II.9 of Appendix-I)

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- (v) Provision of resource rooms and equipment for the resource rooms in one school per block/urban cluster. Norms in terms of size, accessible features will be developed with the support of relevant agencies at the Central and State level. A suggested list of assistive devices/equipment for the resource room is given in the Appendix-II. (Sr. No. II 6 & 7 of Appendix-I)
 - (vi) Appointment of Special Educators: Support from special educators will differ at the secondary level from that at the elementary level. Special Educators will be appointed in the ratio 1:5. Ideally every school where disabled children are enrolled should have the services of at least one special teacher. If the numbers of children are less, this teacher could also work for other schools in the cluster. For note on Appointment of Special Educators/Resource Teachers see Appendix III. (Sr. No. II.1 of Appendix-I).
 - (vii) Development of some existing schools as Model Inclusive Schools so as to accelerate the process of education of children and youth with disabilities with initiatives from parents, teachers, community and respective governments. Norms will be developed at the central level with the help of relevant state and national level agencies, to provide the whole range of support for these schools. Funds for these will be charged towards the research component. (Sr. No. II.10 of Appendix-I)
 - (viii) Administration, Research & Development, and Monitoring & Evaluation. These will form an integral part of the IEDSS Scheme. The State Government/NGOs/Autonomous bodies will have to formulate proposals for designing and developing new assistive devices, ICT technology, teaching aids, special teaching materials or such other items as are necessary to give a child with disability equal opportunities in education. Every year 5% of the funds available at the Central level will be earmarked for administration, innovative and R&D projects and monitoring and evaluation. (Sr. No. II.10 of Appendix-I)
 - (ix) Environment Building Programmes upto Rs.10,000/- per programme at local level.

The scheme will provide funds only in cases where there are no other provisions for the items under other schemes operative at State/Central level.

5.3 Statement at Appendix I gives the proposed financial parameters.

6. Other support-

At the secondary level, all children with disabilities included under the general education system may not require adaptations in the teaching learning process and evaluation procedures. However there may be some who would require some adaptations. The States/UTs/ Autonomous bodies can take the support of special teachers, SCERTs, DIETs, Special Schools, Resource Centres, Non-Governmental Organizations, State Boards and any other community institutions available at the local level for this purpose.

Adaptations in Examination procedures: Some children with disabilities may require some adaptations in the evaluation procedures according to their special needs. The existing evaluation procedures can be reviewed at the State level and modified accordingly.

Provision for alternative modes of examination for children and youth with disabilities should be considered and provided by the Boards of Examination. This is being visualized mainly as a process of issuing appropriate orders and notifications by the Boards concerned. Separate budget as such is not planned under the scheme.

7. Partnerships and Linkages

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Linkages with the different Ministries/Organizations like Ministry of Social Justice & Empowerment, Government of India, Rehabilitation Council of India (RCI); National Trust etc. will help in creating convergence of resources and funds for addressing the needs of children with disabilities. Coordination Committees at various levels i.e. State, District and sub- district levels will help the planning and implementation of inclusive education at the secondary level.

Formation of Parents / Guardians Groups at community/ village level for sharing of information regarding benefits available from the scheme for their wards will be encouraged.

8. Regulations for Relaxation of Rules

State Governments/UT Administrations/ Autonomous bodies/ other implementing agencies will make provisions for relaxation of rules relating to admissions, minimum or maximum age limit for admission, promotion, examination procedure so as to facilitate in improving access of children with disabilities to education. At the Secondary level, young persons with disabilities beyond 18 yrs. will be supported for a period upto 4 years to help them complete secondary schooling.

9. Implementing Agencies

The Scheme will be implemented by the Education Departments of State Governments / UT Administrations directly. The States / UTs may involve Non Governmental Organizations (NGOs) having experience in the field of education of the disabled in the implementation of the scheme. The Scheme could also be implemented by autonomous organizations of stature having experience in the field of education and / or rehabilitation of the disabled. There will be an inbuilt-flexibility in implementation strategies and practices, depending upon the contextual needs and the authority to interpret or reinterpret the provisions of the scheme will lie with the Secretary, School Education & Literacy, Government of India.

10. Monitoring and Evaluation

Appropriate structures will be established at the Central, State, District, and block and city level to ensure obtaining feedback from functionaries at different levels.

The implementing agency should set up an Administrative Cell to implement, monitor and evaluate the programme. The existing Administrative Cell set up under the IEDC Scheme should serve the purpose. In States / UTs where the Administrative Cell has not been set up, the State Education Department will initiate action to set it up. The Cell will consist of Deputy Director (in the scale of pay applicable in the State Government), a Co-ordinator (who will be a psychologist) in the scale equable to University Lecturers), a Stenographer and an LDC in the pay scale applicable to such posts in the State Govt. / UT Administration.

At the national level, a comprehensive monitoring mechanism would be evolved in MHRD with involvement of National Apex level Institutes like the NCERT and / or NIEPA and / or reputed voluntary organizations and /or individual experts and /or autonomous bodies. Data on Enrollment and performance of children with disabilities at the secondary stage in proforma to be developed at the central level will need to be maintained by the states.

The State Governments will oversee the utilization of money and collect the quantitative data, and prepare state specific report and forward it to the MHRD monitoring unit. State appointed local monitoring agency/ authority would follow the guidelines and use the common evaluation format. The monitoring arrangements will include both qualitative and quantitative data. In addition to monitoring, review exercises can be undertaken

periodically. Parents and village education committees will be involved in the monitoring process especially for qualitative aspects in schools.

Collaborations with SCERTs, State and District Resource Centres, block, cluster level resources will be developed for this purpose. University Departments, IASEs and CTEs will be involved, wherever available and feasible. In all these endeavors, performance w.r.t. girls and members of SC/ ST will be specially monitored.

Both State and Central Government may engage outside agencies like Institutes and NGOs, which have experience in the field of education to evaluate the impact of the scheme. Such evaluation can be financed under the scheme.

5% of the total budget will be earmarked towards administrative cost, research, monitoring and evaluation. (Sr. No. II.10 of Appendix I).

Appendix - I

FINANCIAL PARAMETERS - Provisions under the revised IEDSS scheme

Para of the Scheme	S. No	Item	Provisions
	I	Student -oriented Components Rs. 3000 per annum per disabled child in the age group 14+ - 18+, (classes IX -XII) will be given to the school which can be utilized in a flexible manner so that expenditure on each child will vary as per the child's special needs. The items to be covered are as follows:-	
5.2.1 (i)	1	Assessment (amount will be given to team of specialists)	Educational assessments to be done by class teachers with help from NGOs, special educators and SSA assessment team, if necessary.
5.2.1 (iv)	2	Actual expenses on books and Stationery	Disabled children will be eligible for these facilities only if they are not claiming the same facilities under existing schemes in place in States for these items.
- do -	3	Actual expenses on Uniform	
- do -	4	Transport allowance (in case the child does not reside in the school premises)	Schools may be given the amount where they arrange the vehicle. In other cases, parents may be given the amount.
- do -	5	Reader allowance for reading to children with Visual Impairments.& Amanecusis for children with disabilities who need them	

5.2.1 (v)	6	Stipend for girl students with disability	Upper limit of Rs. 200 per month.
5.2.1 (iv)	7	Escort allowance for severely disabled with lower extremity disability and for girls with disabilities and children with mental retardation (in case they have no family or community member to escort them).	
5.2.1 (ii)	8	Actual cost of assistive devices including equipment, educational aids and individual TLM.	
5.2.1 (iv)	9	Attendant in school for children with severe orthopaedic impairment at the ratio of 1:10 children.	
5.2.1 (iv)	10	Boarding and lodging charges for children with disabilities residing in the hostel of the school where they are studying.	
5.2.1 (iv)	11	Assistance of helper/Ayah for children with severely orthopaedic impairments residing in school hostel.	
5.2.1 (viii)	12	Therapeutic services	As per requirement and justification
5.2.1 (vi)	13	Purchase of screen reading software like JAWS, SAFA, etc. for visually impaired and speech recognition software and programmes to develop computer vocabulary for the hearing impaired.	As per cost in secondary schools having access to computers.
5.2.1 (vii)	14	Purchase/ Development of instructional materials.	As per requirement and justification
	II	OTHER COMPONENTS	
5.2.II (vi)	1	Appointment of special education teachers (both for School and preschool level) covering all disabilities except Orthopedic impairments. Ratio -1:5	Salaries as applicable for general teachers. In addition, a sum of Rs.400/- per month may be given to these teachers as honorarium under this Scheme.
5.2.II (vi)	2	Special pay for general teachers trained in special education.	Rs. 400 /- per month only after completing recommended course in special education.
5.2.II (ii)	3	Training of Special teachers	Through regular programmes run by the National Institutes/Apex Institutes of RCI or under any other programme of the States. There should be a component of in-service training for resource teachers to equip them with handling of other disability area.

5.2.II (ii)	4	Training of general teachers	In association with resource institutions like NCERT, SCERTS, NIOS, State Open Schools, RCI and teacher training institutions like IASEs, CTEs, University departments of education etc.
5.2.II (iii)	5	Orientation of Educational Administrators, Principals/ Headmasters of institutions, general teachers/special teachers/ parents of the disabled children up to 5 days.	As per state norms
5.2.II (v)	6	Construction of block level Resource Room @ Rs.2,00,000 per Resource Room for 5000 blocks.	As far as possible to use existing Block Resource Centre (BRC), Cluster Resource Centre (CRC) structures.
5.2.II (v)	7	Equipment for block level Resource Rooms (as per the need and the list enclosed in the Appendix-II) @ Rs. 70,000/- per Resource Room for 6000 blocks	Inclusive schools which are utilizing the resource centres of the special school or NGO should provide token amount for utilizing that resource support
5.2.II (i)	8	Grant for improving access by removing architectural barriers in existing schools.	Grant shall be available for this purpose for the schools where such disabled children are enrolled for existing schools. However, for new schools, the cost of providing for universal design may be included in other programmes for school building construction. (Approx increase in costs estimated 1%)
5.2.II (iv)	9	Strengthen training institutions and assist existing organization/NGOs to develop teacher's training programme in inclusive schooling and for educational interventions for specific disabilities.	Purchase and procurement of equipment and other capital investment for the production of instruction materials will be covered under this.
5.2.II (viii)	10	Research and development projects like development of Model Inclusive Schools, ICT, Monitoring (including Administrative Cell) and evaluation, etc.	5% of central funds to be earmarked for innovative and R&D projects. Support of up to Rs. 500000/- for setting up of model schools.
5.2.H (ix)	11	Environment building programmes.	Up to Rs.10,000 per programme for local level.
Any other need-based requirement unforeseen at this stage.			

Disability-wise Inventory of Equipment and Material Required for Resource Room

Aids and appliances				
Disability	Individuals	Sharing within school	Sharing amongst schools	Instructional material
Orthopaedic	Adjustable furniture, special writing, thick pen, etc.	Adjustable furniture, provision for development of improvised prosthetics		
Visually impaired Blind	Braille slate and stylus Abacus, Taylor frame, mobility canes, etc.	Braille, Abacus, Taylor frame Cassette and audio books/ talking books, maps, recreational materials, etc.	Braille sheets, thermoform machine, Indu Brailon maintenance services for Braille, embossed recreational materials	Braille text books, material on cassette and audio books, computers and programmes to enhance learning and develop concepts and skills.
Partially sighted and low vision children	Special adaptive equipment like hand magnifiers to be used with spectacles, portable reading lamps	Specially designed desks with adjustable magnifiers, white boards in place of black boards	Special arrangements for producing large print materials	Large print materials
Hearing impaired	Individual hearing aids	Voice trainer, Audiometer, voice mirror in size of trainer maintenance 3'X6' for speech facilities for hearing therapy, big aids mirrors 10'X6' in each classroom, group hearing aids, cells for hearing aids		Special learning materials like flash charts, educational games, handouts of classroom activities
Mentally retarded		Sensory apparatus and kits prepared on the lines of Maria Montessori kits or produced by NCERT for Early Childhood Education Programme		Material written on a lower reading level than average.

Appointments of Special Teachers

Any school where the number of the children with disabilities is more than 5 should appoint one special educator. In accordance with this ratio the requisite number of special teachers may be appointed in schools (or for a cluster of schools) for children requiring special teacher support on permanent basis. The same teachers will provide counseling to the parents, help in identifying the needs of children with disabilities and resources therefore, participate in the assessment team, help in training programmes and in other ways whenever necessary.

Qualifications of the Special Teachers

- (iv) Graduates with B. Ed (Special Education) or B. Ed (general) with a 2 years Diploma in Special Education for classes IX & X.
- (v) Post Graduates in relevant subject with B. Ed (Special Education) or B. Ed (general) with a 2 years Diploma in Special Education for classes XI & XII.
- (vi) Teachers with Qualifications in single disability area will be encouraged to specialize in other disability areas to take care of wide range of diversities in a general school.
- (vii) Prescribed qualifications should be adhered to. In case qualified special teachers are not available, teachers with short training courses recognized by the Rehabilitation Council of India (RCI) may be appointed with the condition that they will complete the full course within three years of appointment. Special allowance for these teachers will be admissible only after completion of the full course.

Remuneration:

The salary of special teachers will be as applicable to general school teachers of the corresponding category in that State/UT. Considering the special type of duties, these teachers will also be given a special allowance. The State Governments may recruit such teacher for this purpose following the normal recruitment procedures.

Proposal for Financial Assistance under the Scheme of Integrated Education for the Disabled at Secondary Stage (IEDSS) for Financial Year 2009-10

For State Government Component

Part I: Administrative Cell established under IEDC and to be continued for IEDSS

No	Name of Post	Number of posts	Name of incumbent	Date of appointment	Pay scale	Gross pay

SUB TOTAL (A)

Part II

(a) Coverage under IEDC during the X Plan (year wise) and 2007-08 & 2008-09

Year	Name of district/block	No of schools covered	No. and location of resource rooms created	No of Children covered												Total no of children covered	
				Boys						Girls							
				Gen	SC	ST	OBC	Minority	Total	Gen	SC	ST	OBC	Minority	Total		

(b) Number of students passing out of Class VIII in 2008-09

Others

- (b) Expenditure on assessment of children
- (c) Expenditure on books and stationary
- (d) Actual expenses on uniform
- (e) Number of girls identified for providing stipend as per guidelines and amount to be spent thereon
- (f) Number of helpers for disabled children (all types like ayah, attendant etc) and expenditure thereon
- (g) Number of children living in hostels and expenditure thereon
- (h) Number of children identified for providing transport allowance (with details of all children) and expenditure thereon
- (i) Escort Allowance
- (j) Reader allowance
- (k) Therapeutic services

SUB TOTAL OF EXPENDITURE (B)

Part IV : Teacher oriented Programs

- (b) Number of special teachers in position and proposed to be appointed (subject wise) and estimated expenditure on salaries
- (c) Number of general teachers & special teachers proposed to be trained (subject wise)
- (d) Number of teachers qualified as per scheme guidelines/possess short training courses recognized by the Rehabilitation Council of India (RCI)
- (e) Special pay for special teachers and general teachers trained in special education

SUB TOTAL OF EXPENDITURE (C)

Part V : Other items of Expenditure

- (a) Items of Audio-Visual teaching aids
- (b) Orientation of parents/ principals/ educational administrators and general awareness with full details
- (c) Equipments for and construction of new Resource Rooms (with details of location)
- (d) Purchase /development of instructional materials
- (e) Removal of architectural barriers for improving access
- (f) Research and Development Programs
- (g) Environment Building Programs
- (h) ICT Resources like JAWS, SAFA, etc and its maintenance
- (i) Strengthen training institutions and existing organisations to develop teachers training programmes
- (j) Any other item

SUB TOTAL OF EXPENDITURE (D)

Part VI: Gross financial estimates (A+B+C+D)

Part VII: Details of budget head made in the State Budget for providing finances under IEDSS

Place
Date

(Signature)
Official Stamp with Name & Designation
(Officer should
not be
below the rank of Under Secretary)

Proposal for Financial Assistance under the Scheme of Integrated Education for the Disabled at Secondary Stage (IEDSS) for Financial Year 2009-10

For NGO Component

Part I : General Information

- (a) Name of the organization.
- (b) Its objects and activities (give brief history)
- (c) Date of registration under the Indian Society's Registration Act 1860 (Act XXI of 1860), Public Trust or no profit making Company (Attach a copy of registration certificate indicating date of validity)
- (d) Past experience in education of children with disabilities giving details of type, size and location of the program(s) organized
- (e) Whether the office of the organization is located in its own or in a rented building

Part II : Students oriented Programs

- (a) Details of school, children, equipment and expenditure

No.	Name of district, block	No of schools to be covered	Disability	No of Children identified and assessed												No of assistive devices required & cost	Total Expenditure
				Boys						Girls							
				Gen	SC	ST	Minority	OBC	Total	Gen	SC	ST	Minority	OBC	Total		
			Blindness														
			Low vision														
			Leprosy cured														

			Hearing impairment																	
			Locomotor disability																	
			Mental Retardation																	
			Mental illness																	
			Autism																	
			Cerebral Palsy																	
			Speech impairment and learning disabilities																	
			Others																	

- (b) Expenditure on assessment of children
- (c) Expenditure on books and stationary
- (d) Actual expenses on uniform
- (e) Number of girls identified for providing stipend as per guidelines and amount to be spent thereon
- (f) Number of helpers for disabled children (all types like ayah, attendant etc) and expenditure thereon
- (g) Number of children living in hostels and expenditure thereon
- (h) Number of children identified for providing transport allowance (with details of all children) and expenditure thereon
- (i) Escort Allowance
- (j) Reader allowance

(k) Therapeutic services

SUB TOTAL OF EXPENDITURE (A)

Part IV : Teacher oriented Programs

- (a) Number of special teachers in position and proposed to be appointed (subject wise) and estimated expenditure on salaries
- (b) Number of general teachers & special teachers proposed to be trained (subject wise)
- (c) Number of teachers qualified as per scheme guidelines/possess short training courses recognized by the Rehabilitation Council of India (RCI)
- (d) Special pay for special teachers and general teachers trained in special education

SUB TOTAL OF EXPENDITURE (B)

Part V : Other items of Expenditure

- (a) Items of Audio-Visual teaching aids
- (b) Orientation of parents/ principals/ educational administrators and general awareness with full details
- (c) Equipments for and construction of new Resource Rooms (with details of location)
- (d) Purchase /development of instructional materials
- (e) Removal of architectural barriers for improving access
- (f) Research and Development Programs
- (g) Environment Building Programs
- (h) ICT Resources like JAWS, SAFA, etc and its maintenance

(i) Any other item

SUB TOTAL OF EXPENDITURE (C)

Part VI: Gross financial estimates (A+B+C)

Other Information

Whether the organization is claiming financial assistance for the same purpose from any other Ministry / Department / Organization?

It is certified that above information is true to the best of my knowledge and belief and nothing has been hidden

Date
Place

Signature

(Name & Designation of Head of the Organisation)

**Inclusive Education for the Disabled at Secondary Stage (IEDSS)
(2009-10)**

2 Progress Report for the quarter ending

A Children Oriented

Number of districts/blocks covered		Number of Schools covered		Number of children covered (State component)		Number of children covered (NGO component)		Number of assistive devices provided*		No of children provided scholarship @ Rs 600 pa by State Govt	
New districts during the quarter	Cumulative for 2009-10	New schools during the quarter	Cumulative for 2009-10	New children during the quarter	Cumulative for 2009-10	New children during the quarter	Cumulative for 2009-10	New devices during the quarter	Cumulative for 2009-10	New children during the quarter	Cumulative for 2009-10

* Details provided in annexure

B Teachers Oriented

Number of districts/blocks covered		Number of special teachers appointed		Number of general teachers trained (State component)		Number of general teachers trained (NGO component)	
During the quarter	Cumulative for 2009-10	During the quarter	Cumulative for 2009-10	During the quarter	Cumulative for 2009-10	During the quarter	Cumulative for 2009-10

C Infrastructure details



Number of schools made barrier free (State component) [A]		Number of schools made barrier free (NGO component) [B]		Name and number of districts/blocks covered by [A] + [B]		Number of resource rooms constructed	
During the quarter	Cumulative for 2009-10	During the quarter	Cumulative for 2009-10	During the quarter	Cumulative for 2009-10	During the quarter	Cumulative for 2009-10

D ICT interventions

E Special instructional material developed

F Details of Environment Building Programmes

G Details of expenditure

Student oriented components		Teacher oriented components		Infrastructure related components		Other expenses	
During the quarter	Cumulative for 2009-10	During the quarter	Cumulative for 2009-10	During the quarter	Cumulative for 2009-10	During the quarter	Cumulative for 2009-10

H Expenditure on IEDSS Cell

Salary		Office Expenses		Miscellaneous	
During the quarter	Cumulative for 2009-10	During the quarter	Cumulative for 2009-10	During the quarter	Cumulative for 2009-10

Date:

Signature

Name

Principal, IEDSS Cell, Govt. School