

CHAPTER IV

EDUCATION

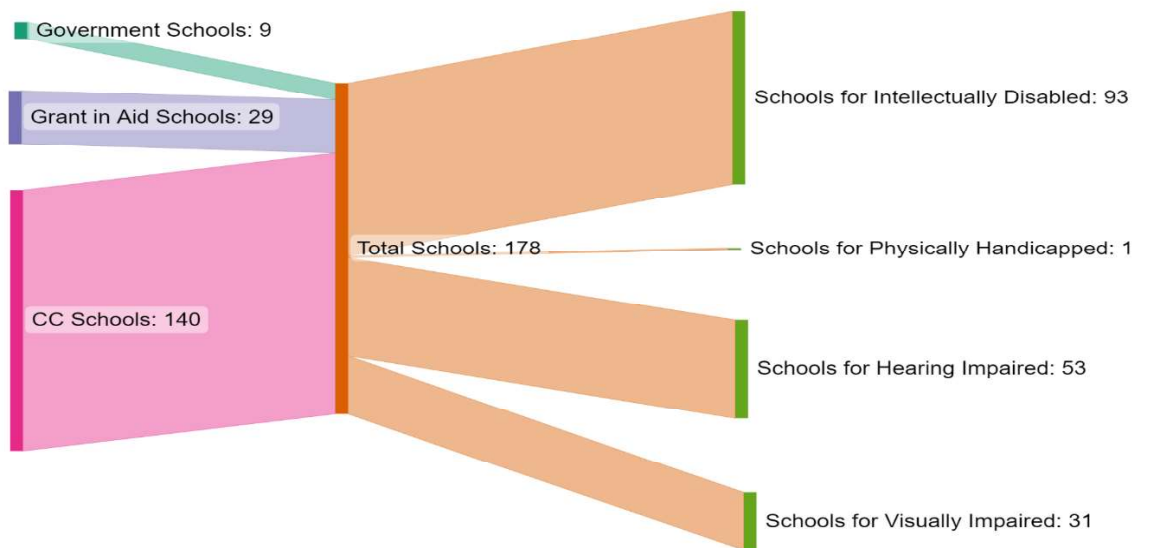
Chapter-IV: Education

Only 59 per cent of the teachers working in the test checked special schools were registered with the Regional Council of India (RCI) while only 40 per cent teachers working had the required qualifications. Special Teachers' Training Centres for Mentally Retarded are yet to be established in the State while the Centenary building constructed in Mysuru is left unused and absence of comprehensive data contributed to the non-achievement of desired objective of providing quality education to the disabled children in the State.

Section 17 (b) to (k) of the RPWD Act mandates the appropriate Government and Local Authorities to take specific measures to promote and facilitate inclusive education. This required establishing adequate number of teachers training institutions, establishing adequate number of resource centres to support educational institutions at all levels of school education, promote use of appropriate augmentative and alternative modes, to make suitable modifications in the curriculum and examination system to meet the needs of students with disabilities, to promote research to improve learning *etc.*

"Special education" students are those with a wide range of disabilities, including mental retardation, hearing, visual, and speech impairment, serious emotional disturbances, orthopaedic impairments and learning disabilities. There is no "one size fits all" approach to special education. It is tailored to meet each student's needs. There are 178 special schools functioning under the control of the Department. These schools are classified administratively as Government, Grants-In-Aid and Child Centric Schools, and functionally for various types of disabilities as detailed in **Chart 4.1**.

Chart 4.1: Details of Special Schools functioning under the Department



Source: Information furnished by the Department

Audit observed that as against an amount of ₹492.88 crore released during the period 2017-18 to 2022-23, ₹457.94 crore was spent towards education including grants to Government schools, NGOs running Child Centric (CC) schools, Grant In Aid (GIA) schools and scholarships to students. Important observations regarding deficiencies noticed (90 test checked schools) in the functioning of different types of special schools such as Schools for Intellectual Disabilities, Visually Impaired and Hearing Impaired are discussed in subsequent paragraphs.

4.1 Schools for Intellectually Disabled

Intellectual Disability (earlier known as Mental Retardation), a condition of significant limitation both in intellectual functioning (reasoning, learning, problem solving) and in adaptive behaviour which covers a range of every day, social and practical skills, is characterised by below-average intelligence or mental ability and a lack of skills necessary for day-to-day living.

In Karnataka, there are 93 schools that are specifically designed to cater to the needs of intellectually disabled students. These schools provide education, therapy, and vocational training for children and young adults with a variety of disabilities besides offering a range of specialised services, including occupational therapy, speech therapy, and physiotherapy to help students overcome their physical and intellectual challenges.

In test checked 46 schools, audit observed issues such as non-following uniform syllabus for intellectually disabled students in schools, shortage of therapists in GIA schools.

4.1.1 Non-adoption of Functional Assessment Checklist for Programming of students with profound mental retardation

Intellectual disability varies from mild to profound (based on Intelligent Quotient levels). The National Institute for the Empowerment of Persons with Intellectual Disabilities (NIEPID), Secunderabad formerly known as National Institute for Mentally Handicapped (NIMH) had developed the Functional Assessment Checklist for Programming (FACP) of students with profound mental retardation for different groups. These groups were categorised as Pre-primary, primary, secondary, pre-vocational and vocational based on ability and chronological age. Adopting this syllabus required the teachers to (i) enter information at the entry level and periodically every quarter; (ii) prepare a teaching plan activity for each child for every term and (iii) send progress reports to parent periodically. The State Government in the year 2010 issued orders to adopt and follow RCI/FACP syllabus in all CC Schools.

A test-check of 46 (10 GIA and 36 CC Schools) out of the 90 Intellectual disability schools revealed the following findings:

- Though State Government stipulated the CC schools to follow the RCI/FACP syllabus, it had not issued similar instructions to the GIA schools. Hence there was no uniformity in the syllabus being followed by the GIA and CC Schools. However, five GIA schools adopted the

FACP syllabus and 24 out of 36 CC schools test-checked were following the FACP syllabus.

- In schools where the FACP syllabus was being followed, student's assessment was not being done and recorded. The level of disability in respect of intellectual disabled students was not being recorded at the time of admission. This hinders the teaching staff from assessing the improvements of the children. Audit noticed that though records were maintained, entries were made in pencil instead of in ink which provides scope for alterations. Further, it was seen that signature of the parents was not obtained in the progress reports.

The State Government stated that the CC school guidelines vary from GIA school guideline. The CC schools for ID children should follow the RCI or NIMH approved syllabus and whereas no restriction in particular syllabus for ID schools under GIA code. It was further stated that the schools which were following the FACP syllabus were directed to conduct the assessment of the special students.

However, Department had ignored the fact that whether it is CC schools or GIA schools, syllabus is uniform and since GIA schools were formed in 1982 when FACP syllabus was not framed, GIA schools followed different syllabus. However, it is the responsibility of the Department to review periodically and follow uniform syllabus for ID students studying in all schools. GoI suggested adoption of FACP syllabus for ID students in 2003.

4.1.2 Vacant Occupational therapists and Physiotherapists posts

The GIA code norms stipulate appointment of one Occupational Therapist and one Physiotherapist in each of the Intellectual Disability School to assess, manage and help children to develop functional skills for everyday life in areas of self-care, schoolwork and play *etc.* Audit observed that except in one school out of the ten test checked GIA schools, these posts were vacant in all the remaining schools. This resulted in the students being deprived of specialist teachers' services.

In CC schools where physiotherapist was available, physiotherapy equipment such as trampoline, balance ball, CP chair, cycle/walker, physiotherapy tables and finger ladders *etc.*, were not being used. The Department had failed to ensure the facilities are provided in these schools before releasing grants periodically.

The State Government stated that the DDWOs of the districts concerned were directed (April 2023) to submit the report about the non-availability of Occupational Therapist and Physiotherapist in Intellectual Disability Schools.

4.1.3 Absence of lady teachers

Scrutiny of the records of Mahaprajapati Day Special School for Intellectual Disabled Children, Bidar showed that one third of the students were girls and aged about 18 years. However, there were no lady teachers to deal with these girl students. In response, the Institute stated that *ayahs* were appointed, and efforts would be made to appoint lady teachers. Thus, absence of lady teachers

in Intellectually Disabled schools where girl students are in sufficient number would be a grave inconvenience for the girl students.

The State Government stated that the Board of Management of the said school would be instructed to hire women special teachers and report accordingly.

Recommendation 5: The State Government must ensure that all Intellectual Disability schools follow uniform syllabus (FACP), fill up the posts of occupational/physiotherapist on priority basis and provide accessible infrastructure in all schools.

4.2 Schools for Visually Impaired

RPWD Act defines visual impairment as a condition where a person has either total absence of sight or a low vision. The education for visually impaired is aimed to develop physical, mental and social potentials of these children and in turn develop life adjustment and self-care skills to help them become well-adjusted and independent individuals in society. While visually impaired children at the primary level require the direct assistance of a specialist teacher, the children at higher levels depend more on regular classroom teachers provided they are given the necessary materials for learning in the regular classroom.

Apart from academic subjects, blind child is required to be well trained in compensatory skills such as braille reading methods, use of slate and audio equipment, development of visual perceptual activities, orientation and mobility *etc.*

For visually impaired students, there are 31 schools which provide them with food, accommodation and medical facilities. The students are given computer training, English communication, leadership qualities, motivation and confidence building courses besides imparting training in mobility techniques such as crossing roads, boarding buses and walking in busy streets.

In test-checked 20 schools, Audit observed various shortcomings as discussed below.

4.2.1 Orientation and Mobility Training Centre, Bengaluru

Orientation and Mobility Program (OMP) refers to training involving special instructions that enables blind and visually impaired individuals to learn safe techniques for crossing streets and accessing public transportation using canes. The State Government accorded permission (January 1984) to appoint ten Orientation and Mobility Officers for imparting training at the Orientation and Mobility Training Centre at the National Association for the Blind (NAB), Karnataka Branch, Bengaluru to GIA. Each Officer can train four blind persons in one batch for six weeks and 28 blind persons can be trained in a year in seven batches by one officer.

As per the data furnished to audit, the Centre had conducted 37 courses during the period from 2016-17 to 2021-22 and trained 556 persons. Audit noticed that as many as 50, 28 and 22 persons were trained in each batch during 2019-20 which works out to 17, 9 and 7 persons per teacher.

From 2019-20 the Centre had only two permanent staff (one retired in July 2022 and another due in February 2025) and one temporary teaching staff for conducting its courses.

The reduction in duration of the course and increase in number of persons per teacher reflects on the effectiveness of the training imparted to blind persons. The activities of the Institute are likely to stop unless steps are initiated to fill the vacant posts.

The State Government stated that DDWO concerned was instructed (February 2023) to take necessary action to appoint Orientation and Mobility Instructor as per 1982 GIA code.

4.2.2 Vacant posts of Mobility Instructor

Students in preschool and elementary school need to be instructed on how to travel around their school building, playground, and neighbourhood by themselves, and about more complex environmental concepts, including topography (slope, hilly) and textures (concrete, bumpy), and about positional concepts (in front of, in back of).

Though all the four Government and six out of the seven GIA schools test-checked had a sanctioned post of Mobility Instructor to teach the blind children, these posts were vacant.

The State Government stated since the qualified candidates were not available in the State, these posts are yet to be filled. However, the Department had requested (February 2020) the RCI, New Delhi to organise the refresher and training programmes for in service teachers of special schools in Karnataka. Audit, however, observed that further follow up action was not taken up with RCI New Delhi regarding refresher and training programmes.

4.2.3 Music exam for visually impaired students

Karnataka Secondary Education Examination Board is responsible for conducting examinations like Music, Karnataka Open School, Diploma in Education, etc. The State Government sanctioned a post for music teacher in all schools including the GIA and CC schools. As per the information furnished, music teachers were appointed and working in 16 test-checked schools. In the remaining three⁴ schools (two GIA and one CC), the post was vacant.

Though the schools adopted the music syllabus as prescribed by the Board, it was observed that no student in 13 of the test-checked schools had taken the music examination conducted by the Board during the period from 2017-18 to

⁴ M. Krishna School for Blind, Hassan, Karnataka Welfare Association for the Blind Bengaluru, Asha Kirana School for Blind, Chikkamagaluru.

2021-22. In the other six schools, only one to 18 *per cent* of the total students had taken up the music exam during the above period which was not in continuous pattern. (**Appendix 4.1**).

The Department thus failed to take corrective action to encourage blind students to appear for the music examination. This deprived the students from obtaining certificates that can help them in securing jobs.

The State Government stated that instructions were issued (February 2023) to all DDWOs to coordinate with the NGOs who are running special schools for Visually Impaired children to encourage the students to appear for music examination conducted by the Karnataka Secondary Education Examination Board.

4.2.4 Unfruitful expenditure on construction of Centenary Bhavan

The State Government, to commemorate completion of 100 years of the Government Blind School, Mysuru established in 1901, accorded (March 2003) sanction for construction of a Centenary Bhavan within the premises of the Deaf and Dumb School. The work was entrusted (August 2005) to Karnataka Land Army Corporation (now known as Karnataka Rural Infrastructure Development Limited) and the work was completed at a total cost of ₹50 lakh and handed over (January 2012) to the Department.

The building was not inaugurated and kept idle for the last nine years. Audit observed that the windows and windowpanes were broken and many wheelchairs, motorised vehicles, artificial limbs and crutches *etc.*, were dumped in the building. Though the Institute submitted (February 2020) proposals to the Director seeking grants for undertaking repairs estimating to cost ₹19.50 lakh, the Director did not consider (March 2020) the proposal as the District Disabled Welfare Officer, Mysuru stated that no grants were required for repair. There were, however, no recorded reasons justifying the action of the DDWO. Consequently, the building continues to be in a bad shape and non-utilisation of the building resulted in infructuous expenditure of ₹50 lakhs.

The State Government stated (May 2023) that at present DDWO, Mysuru was using the building.

Exhibit 4.1: Centenary Building within the premises of deaf and dumb school, Mysuru



Source: Photographs taken during Joint Physical Verification

4.2.5 Institution specific findings

(i) Teekshna Blind School, Chitradurga

Test check of records of Teekshna Blind School, Chitradurga (granted GIA status in April 2011) revealed that the students' strength which was 70 during 2011-12 reduced to 23 during 2014-15 and to four during 2021-22. Though Departmental authorities including Chief Executive Officer (CEO), Zilla Panchayat (ZP), Chitradurga (April 2018-April 2019) noticed that number of teachers were more than the number of students and recommended relocation/transfer of the teachers to other GIA institutions on top priority, no action was initiated. Records indicated that the management of the school had sought (January 2020) for cancellation of release of grants to this school and requested for transfer of teachers to some other school on the ground that there were no sufficient students in the school. The proposal of the Department (May 2021) to transfer the teachers to Asha Kirana Residential Blind School, Chikkamagaluru is yet to be approved by the Government. It was seen that the Department had released ₹1.05 crore as grants to the institution during the period 2017-18 to 2021-22. Thus, following decreasing trend in students' admission, action should have been taken for the transfer of the students as requested for.

The State Government stated that request for seeking approval for transfer of the teachers to other GIA institutions is under process.

(ii) M. Krishna Residential School for the Blind, Hassan

Review of records of M. Krishna Residential School for the Blind, Hassan revealed that there was a gradual reduction in the strength of students from 45 in 2011-12 to eight in 2022-23. The institution had requested (July 2018) for transfer of students to other institutions as teachers were not working

satisfactorily. The Department did not initiate action even after the request of the institution was forwarded by the State Commissioner (November 2021) to take suitable action in the interest of the students. It was noticed that ₹1.52 crore was released towards salaries of the staff during the last five years.

The State Government stated (May 2023) that District Disabled Welfare Officer, Hassan was instructed (February 2023) to submit a detailed report and after receiving the report, action would be taken against the organisation as per rules.

4.3 Schools for Hearing Impaired

Hearing impairment is a partial or total inability to hear. It consists of two categories - deaf and hard of hearing. “Deaf” means persons having 70 dB hearing loss in speech frequencies in both ears and “Hard of hearing” means person having 60 dB to 70 dB hearing loss in speech frequencies in both ears.

In test checked 23 schools audit observed shortcomings in functioning of these schools for visually impaired students are detailed in subsequent paragraphs.

4.3.1 Non-availability of Group Hearing Aids

A student with a hearing impairment may experience difficulty in the subjects of grammar, spelling and vocabulary, taking notes while listening to lectures, participating in classroom discussions, watching educational videos and presenting oral reports. Group Hearing aids enable hearing impaired students to study together with normal students. It consists of one Teacher’s Mic Amplifier Unit and 8 to 12 students’ Headphone Mic Amplifier units.

Audit observed that except seven⁵ schools, none of the other test-checked schools including Government schools were using the group hearing aids for teaching purposes. This will result in communication barriers, limited access to information and social exclusion. The State Government did not offer any comments.

⁵ Sheila Kotwala School for hearing Impaired Bengaluru, Sunaada Deaf and Dumb School, Bengaluru, Shatashruna Residential School for Hearing Impaired Children Bengaluru, PV Datti Rotary School for Deaf and Dumb, Hubballi, Sri Renuka Yellamma Residential School Ranebennur Haveri district, Sairanga Deaf and Dumb School, Mysuru, Putteeramma Deaf and Dumb School, Mysuru.

Exhibit 4.2 : Group Hearing Aids in Hearing Impaired Schools

Source: Photographs taken during Joint Physical Verification

4.3.2 *Non-implementation of Project - Learning Enhancement for Differently Abled Students of Primary Schools*

The State Government under the State Collaboration Initiative Programme of GoI proposed for implementation of the Project ‘Learning Enhancement for Differently Abled Students of Primary Schools’ at an estimated cost of ₹2.36 crore. The project aimed to provide hearing impaired students with digital education, ensure learning Math, Science and English concepts at appropriate grade level that would enhance their regular classroom teaching besides enabling access to new technologies and multimedia in special schools using multimedia room, tablets, satellite and internet connectivity. More than 1000 primary class students with hearing impairment across 46 special schools in the State were to obtain benefits out of this project. GoI released (March 2016) an amount of ₹80 lakh out of its share of one crore rupees.

Records indicated that citing the reason that a similar project implemented on pilot basis in Education Department did not achieve the fruitful result, the Department decided (May 2020) to drop the project and refunded (December 2020) ₹89.77 lakh along with interest to GoI. It was noticed that the Department had not conducted an independent pilot study to arrive at its decision thereby losing out an opportunity to avail the funding from the GoI to the benefit for the PwDs education. The State Government did not offer its comments.

4.3.3 *Institution specific findings*

(i) *Government School for deaf and dumb, Bengaluru (Hamsadhvani)*

Test check of records of School of Hearing and Speech Impaired run by M/s NASEOH Institution Bengaluru (Hamsadhvani) (granted GIA status in 1988) revealed that the students’ strength had reduced from 72 in 2015-16 to 12 in 2021-22. Following Department’s recommendation to protect the interest of 72 students studying in the school and to protect the land (2 acres and 13 guntas) located in the prime area of the city, the State Government accorded (July 2016) permission to convert the school into a residential school and sanctioned ₹64.35 lakh to construct the hostel. Though the hostel building was constructed and handed over (February 2019) to the Department, the hostel

was not put to use and the school was yet to be converted into residential school.

Exhibit 4.3: Hostel building of Government School for Deaf and Dumb, Bengaluru (Hamsadhvani)



Source: Photographs taken during Joint Physical Verification

Further, it was also noticed that the high school classes were being conducted without teachers for Maths and Science subjects since 2015-16. Audit also observed that the teachers let out a portion of the school ground to a nearby private school (Presten Public School) for a monthly rent of ₹5,000 without any agreement and without the concurrence of the Department. The State Government did not offer its comments.

(ii) Government Residential School for Deaf, Mysuru

During the period 2011-12 to 2018-19, it was reported that 41 students/inmates studying in Government Residential School of Deaf ran away from the school and only six students were traced later. Audit observed that neither the institution nor the Department had taken any measures to trace the whereabouts of the other 35 students (March 2023) which not only exposed security concerns but also indicated lack of sensitivity towards CWSNs. The State Government did not offer its comments.

(iii) Guild of Service, Speech and Hearing Centre, Mangaluru.

The Guild of Service, Speech and Hearing Centre established (1974) in Mangaluru provides training and services to children and adults (age group ranging from 20 months to 80 years) with defects in speech and hearing. The State Government accorded (1982) GIA status and sanctioned two posts of Speech Therapists and one Senior Division Assistant (SDA). Consequent on retirement of both the Speech Therapists (2003 and 2011), no further recruitments were made. At present, the institute is functioning with one Speech Therapist and one Ear Mould Technician on honorarium basis in addition to the regular SDA posted.

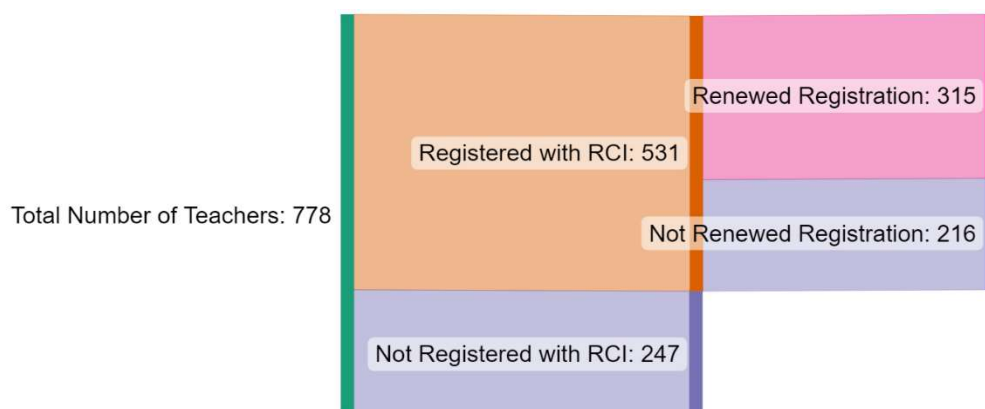
Audit noticed that institution is working with the services availed through the Speech Therapist who retired in 2011. Even though requests were made to reimburse the honorarium, the Department is yet to release grants even when the number of speech therapy sessions increased from 1,380 in 2015-16 to 2,036 in 2021-22. Thus, non-filling up of permanent technical staff might lead to closure of the institution. The State Government did not offer its comments.

4.4 Registration of teachers with Rehabilitation Council of India

The Rehabilitation Council of India (RCI) set up as a registered society in 1986, became (June 1993) a statutory body through the enactment of the RCI Act (September 1992). The mandate given to RCI is to regulate and monitor services given to persons with disability, to standardise syllabi and to maintain a Central Rehabilitation Register of all qualified professionals and personnel working in the field of Rehabilitation and Special Education. It has the additional responsibility to ensure that professionals in these fields update and upgrade their knowledge and skills on a continuing basis. The persons registered with RCI shall be entitled to practice as a rehabilitation professional /personnel in any part of India. The registration is to be renewed once in every five years.

There are a total of 778 teachers working in the 90 test checked schools of which 531 teachers (68 *per cent*) had registered with RCI. Further, out of the 531 registered teachers, 315 teachers (59 *per cent*) had renewed their registrations. Thus, only 315 (40 *per cent*) out of 778 teachers in the test checked schools were qualified enough to deliver services to PwDs as shown in **Chart 4.2**.

Chart 4.2: Registration and Renewal of teachers with RCI



Though Department was aware that teachers not registered with RCI were working in all categories of schools, adequate steps were not taken to ensure that all teachers update and upgrade their knowledge and skills in a time bound manner. Audit observed that the Department did not insist on this aspect while releasing the grants to Grant-in-Aid (GIA) and Child Centric (CC) schools. In respect of six schools⁶, it was noticed that all the teachers were not registered with RCI but had received grant of ₹1.99 crore during

⁶ Ajay Deaf and Dumb School Belagavi, Asha Kirana School for Blind Bidar, Avakasha MR School Hassan, Jyanayogi Pandit Panchakshari Gavai Galavara School for HI, Siggavi Haveri district, Sri Jnana Kirana Residential school for MR children, Chikkakuravathi, Ranebennur, Haveri District and Vidyachetana School for MR Children Byadagi Haveri District.

2021-22 only. It was also seen that 18 teachers in GIA schools, seven teachers in Government schools and 34 teachers in CC schools had not acquired the special D.Ed /B.Ed qualifications.

Thus, 60 *per cent* of the teachers were delivering services to the students with disabilities in violation of the statutory provisions of the RCI Act, and the Department failed to monitor this aspect. This led to students being deprived of quality teaching.

The State Government stated that the Grant-in-Aid (GIA) were being sanctioned to schools in the interest of the special children. It was also stated that GIA were not released to teachers of CC schools who had not acquired special D.Ed/B.Ed qualifications. However, the reply was not specific about RCI registration and its renewal.

Illustration

Dr. Steiner's Curative Educational Institute for Mentally Retarded, Dharwad:

This School for Intellectually disabled had 51 students during 2022-23 and did not have any qualified teacher. After retirement of regular teaching staff/death of the staff (October 2003 to May 2011), the management had not taken any steps to appoint qualified teaching staff. Instead, the physical education teacher and music teacher were handling the classes though they did not possess any requisite qualifications for teaching including RCI registration.

Government school for Deaf students (Mysuru): Three teachers were teaching since 2000 without any requisite qualifications for teaching including RCI registration.

4.5 Accessible Infrastructure in Schools

The RPWD Act mandates that appropriate Government and Local Authorities shall ensure that every child with benchmark disability has access to free education in an appropriate environment and there is a direct relationship between school infrastructure and educational performance.

4.5.1 Accessible infrastructure in regular schools

Analysis of the information provided by the Project Directors of Sarva Sikshana Abhiyan regarding the status of accessibility in 71,830 schools of the State showed the absence of disabled friendly toilets in 52,321 schools (73 *per cent*). While ramps were provided in 51,464 schools (72 *per cent*), railings were fixed in 42,987 schools (60 *per cent*). District-wise analysis showed that in Dakshina Kannada, majority of schools were provided with ramps and railings and disabled friendly toilets and most of the schools in Kodagu, Mandya and Uttara Kannada had ramps and railings. The performance of Bengaluru Urban (ramps/railings), Kolar (ramps/railings) and Belagavi, Hassan and Kalaburagi (toilets) was poor as majority of the schools were not

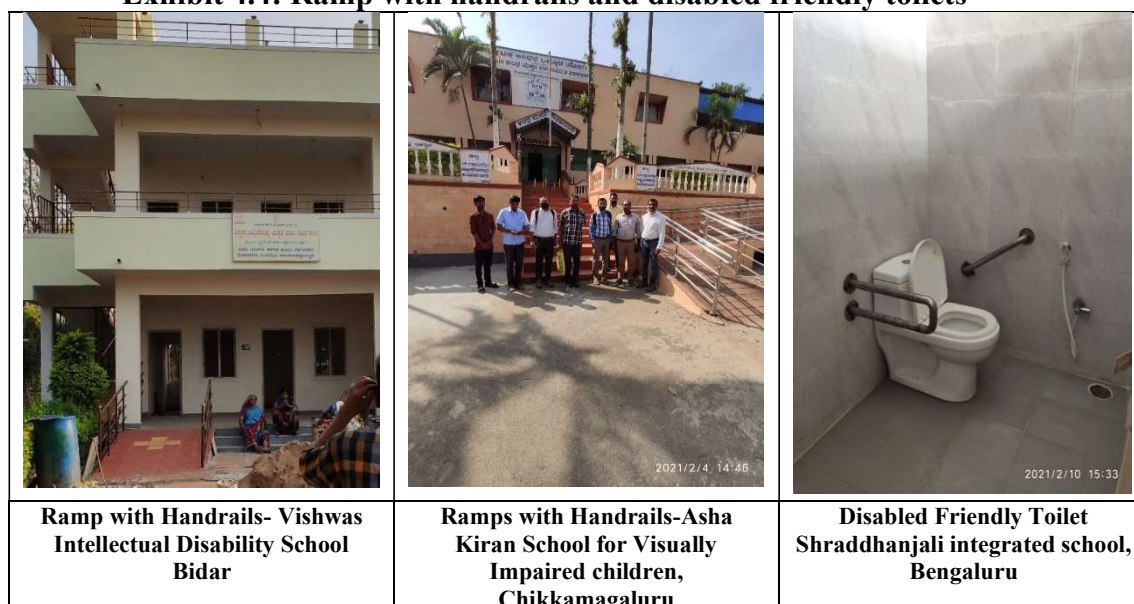
disabled friendly. The district wise availability of accessible infrastructure is indicated in **Appendix 4.2**.

4.5.2 Accessible infrastructure in special schools

Audit noticed that no action plan was drawn up at the Apex level to conduct Access Audit of the special schools to identify the deficiencies and take corrective measures thereon to ensure that these schools are accessible.

Analysis of the information obtained from special schools regarding the status of accessibility in 90 out of 178 special schools in the State showed absence of disabled friendly toilets in 69 schools (77 per cent). While ramps were provided in 46 schools (51 per cent), railings were fixed in 42 schools (47 per cent) (**Exhibit 4.4**).

Exhibit 4.4: Ramp with handrails and disabled friendly toilets



Source: Photograph taken during Joint Physical Verification

Joint Physical Verification of special schools in the selected districts showed deficiencies in amenities provided and many of the schools were in deplorable conditions as detailed in **Appendix 4.3**. A few examples with photographs are given below.

Illustration

SJM Residential School for Physically Handicapped, Haveri

The school did not have ramp facilities and railings in the entire campus. There were steep steps at the entrance of the classrooms. There were no separate toilets for boys and girls and only two toilets were available which were also far from the classrooms. The classroom building was in dilapidated condition and did not have fans and proper furniture. There were no separate rooms for both boys and girls for residential purposes (hostels). The rooms meant for office use of the Ashrama located in the premises were being utilised as hostel rooms. Facilities such as cots, pillows, mattresses and mosquito nets were not provided.

Exhibit 4.5: Deficiencies of amenities in the schools



Source: Photographs taken during Joint Physical Verification

Illustration

Maharajapati MR Special Residential School, Bidar

Number of inmates 56 boys and 30 girls

School was functioning in a residential house with attached accommodation for classes (shed made of metal sheets). Classrooms were made by partitioning the shed with metal sheet walls. As there were wide gaps between the roof and walls, there was no protection during heavy rain. Teaching activities cannot be conducted during heavy rain seasons and in summer seasons. Condition of toilets was very poor and even doors of the toilets were not properly covered.



Residential School Building



Classroom



Toilets

Source: Photographs taken during Joint Physical Verification

In exit conference it was stated that necessary steps would be taken to address issues raised by audit. One instance of action taken subsequent to audit is shown below:

Illustration

During joint physical verification of CC School (Jyothi Residential School for Mentally Retarded, Haveri) in December 2020, audit party noticed improper infrastructural facilities. (The school was located in an industrial area. It consists of one big hall converted into classrooms and one hostel room each for boys and girls. This hostel also acts a storeroom/godown for the factories in the industrial area for keeping their materials) Management of the school had taken action to improve infrastructural facilities and present school building is completely renovated (June 2023).

Jyothi Residential School for Mentally Retarded, Haveri (December 2020)

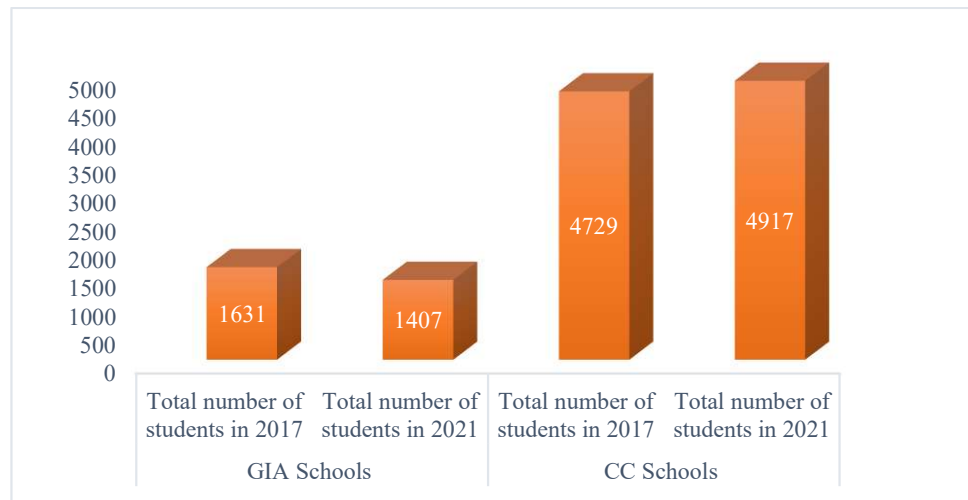
Source: Photographs taken during Joint Physical Verification

4.6 Poor functioning of GIA schools vis-a-vis CC schools

Apart from Government schools, Government releases grants also to GIA Schools and CC Schools. Main difference between GIA Schools and CC Schools is that under GIA schools, staff get Government pay scales irrespective of strength of students whereas Department releases grants to CC schools as per the strength ₹6,200/6,800 per student in case of residential and ₹5,200/6,000 per student in case of non-residential and teachers only get honorarium ranging from ₹13,500-₹21,000 per month. (Honorarium revised from September 2022).

Audit noticed decreasing trend in admission of students in GIA schools compared to students' admission in CC schools as detailed in **Chart 4.3** and shortage of teaching faculty and absence of infra facilities in GIA schools could be the main reason for decreasing trend in admission of students in GIA when compared to CC schools, where grants are being given on the basis of admission of students.

Chart 4.3: GIA schools and CC schools



The State Government stated that GIA norms were different from CC school norms, but the reply did not offer any comments about decrease in the strength of students.

4.7 Absence of Higher Secondary Education Schools for Visually and Hearing Impaired

The existing special schools in the State offer education up to tenth standard for the visually and hearing impaired. This requires the students to subsequently study in normal schools (where there are no special teachers to cater to the needs of these students) or have to discontinue and look for vocational courses of one/two-year duration. Audit observed that the Department had not initiated action to commence Higher Secondary Schools till 12th standard. Hence the students studying in the State are deprived of Higher Education after completion of schooling. The State Government did not offer its comments.

4.8 Reservation in Higher Educational Institutions

As per Section 32 of RPWD Act, all Government institutions of higher education and other higher education institutions receiving aid from the Government are to reserve not less than five *per cent* seats for persons with benchmark disabilities and the persons with benchmark disabilities are to be given an upper age relaxation of five years for admission in institutions of higher education.

Audit observed that the Department did not maintain data on the total number of seats available in Government and Aided colleges and those earmarked, if any, were in accordance with the provisions of the Act. As a result, there was no mechanism to monitor the compliance of the Act by these colleges. The State Government did not offer its comments.

4.9 Absence of Education Indicators

The Education Department introduced Student Achievement Tracking System (SATS) to track every child through the State, from birth registration till he or she attains vocational or professional qualification. The policy goal of “Every Child in School and Learning Well” requires tracking enrolment of all children of school going age in Government, aided and unaided schools.

Audit observed that the Department had neither adopted the SATS nor had brought any such similar mechanism to have a comprehensive database of the students studying in special schools. Consequently, there was no data on the various education indicators⁷ in respect of special schools which come under the purview of the Department resulting in non-tracking of social cost benefit on the budget expenditure (asset management) of the Government on Human Development Index. Absence of these indicators resulted in a loss of opportunity to analyse specific reasons for school dropouts, if any, to design appropriate intervention strategy and reduce dropout rate. The State Government did not offer its comments.

Recommendation 6: The State Government needs to ensure availability of hearing aids, audio books and equipment in all institutions for overall improvement of PwDs.

⁷ Gross Enrolment Ratio, Net Enrolment Ratio, Retention, Transition Rate, Average Annual Drop Out, Promotion Rate, Gender Parity Index, Pupil Teacher Ratio for sanctioned posts and Pupil Teacher Ratio for working posts.

