



**GOA BOARD OF SECONDARY AND HIGHER SECONDARY EDUCATION (A
Corporate Statutory Body Constituted by an Act of State Legislature)
ALTO BETIM – GOA 403 521**

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GBSHSE/ACAD/Revised Scheme/CWSN/2014/

Date:- 28/10/2014.

CIRCULAR NO. 34

To,
The Heads of all Secondary &
Higher Secondary School,
Under jurisdiction of this Board.

Sub:- Scheme for students with various disabilities.

Sir/Madam,

The Board has revised the scheme for students with various disabilities. The same is available on Board's website www.gbshse.gov.in on home page with link shown below.

Sr.No.	Class	Content	Home page link
1	IX - XII	Scheme for Students with various disabilities, CIRCULAR NO. 34	Circulars

The head of the institutions are informed to download the same from Official website of this Board for implementation.

Further, it is informed to constitute committee consisting of following members to decide about extent of disability and subsequent concession to be offered in light of clause 2.3. of this scheme.

- 1) Head of School.
- 2) Psychologist.
- 3) Special educators.
- 4) Competent medical Officers.
- 5) Parent / Guardian of Student.

The action taken in this regard shall be sent to this office at the earliest.

(Bhagirath G. Shetye)
Secretary

Copy to:-

The Director,
Directorate of Education,
Porvorim – Goa..... for information and needful action.



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ALTO BETIM – GOA 403 521

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GBSHSE/ACAD/NIF/2012/

Date: 01st August, 2012

CIRCULAR NO.34

To,
The Heads of all recognised Secondary &
Higher Secondary Schools,
within the jurisdiction of this Board.

Sub: IGNITE 12: A nationwide campaign to harness the creative and innovative spirit of school children by National Innovation Foundation.

Sir / Madam,

National Innovation Foundation (NIF), an autonomous body of the Department of Science and Technology, Government of India, aims to recognize, respect and reward grassroots technological innovators and traditional knowledge experts. NIF is striving to make India innovative, self-reliant and a world leader in sustainable technologies. NIF provides an institutional platform for the knowledge-rich, economically poor people.

In order to promote originality and creativity among school children NIF organizes the IGNITE-nationwide competition of students' original technological ideas and innovations. IGNITE 12 is accepting entries till August 31, 2012. As informed the awards for the same will be announced on October 15, 2012, birthday of Hon'ble former President of India, Dr. A.P.J. Abdul Kalam; celebrated as Children's' Creativity and Innovation Day by NIF. The awards will be given by Dr. Kalam at his convenience thereafter. **All school going children up to class XII** of any school (and even out of school) can participate in the competition either by sending their entries through post or online at ignite11@nifindia.org (For more detail, please log on to <http://www.nif.org.in/ignite/>)

Children can submit entries in any or all of these categories: a. Ideas of technologies not yet developed (avoid teleporting or dream reading etc.) b. Innovative products developed by the students (does not matter if these are crude or just proof of concept) and c. Distinctive traditional knowledge of the elders / communities with some experiments to support the same. Projects guided by teachers / parents will not be accepted.

It is to be noted that ten technologies of IGNITE winners have been showcased in the last three innovation exhibitions organized at the Rashtrapati Bhavan by NIF. Most awardees have been interviewed by leading National and International print and electronic media including DD, Lok Sabha, BBC, Tol, Hindu, Indian Express, rediff and many more. Some of the innovative solutions are also being designed further to take to market through our partnership with Future Group.

All Heads of Institutions are hereby informed to motivate students to participate actively in this competition and possibly win award at National level.

You are further instructed to encourage students to look for other innovators and outstanding traditional knowledge holders also and send report about them to NIF India. Such children will be considered for IGNITE scouting awards. All the entries under annual IGNITE contests are also eligible for biennial Presidential award function.

The content of this circular may be disseminated to all concerned and a copy of this may be displayed on the notice board of your school.

Sd/-
(Bhagirath G. Shetye)
Secretary

Copy for information to:

1. Prof. Anil K. Gupta – Executive Vice Chairperson
National Innovation Foundation – India
Department of Science & Technology, Govt. of India.
2. PA to
Director of Education
Porvorim – Goa.

GOA BOARD OF SECONDARY AND HIGHER SECONDARY EDUCATION

Scheme for students with various disabilities

1.00 Introduction

1.1. The Govt. of India has passed three major legislations related to disability. They are:

- a) Rehabilitation Council of India Act (1992)
- b) Persons with Disability Act (1995)
- c) National Trust Act (1999)

1.2. The Govt. of India is also a signatory to UN Convention on the rights of persons with disabilities (UNCRPD) which was signed and ratified and has come into force from May 2008.

1.3. The purpose of these acts is to bring all persons with disability in the main stream. Although there are special as well as integrated schools for disabled children to meet the education needs, it is necessary to further facilitate the integration of the disabled in the main stream courses in order to provide education of the same standard and quality as received by other children and as well as to uphold their human dignity and to provide equal opportunities to people with disabilities.

2.00 Policy of Goa Board

2.1. It is the responsibility of the various state governments to implement the provisions of these legislations formulated at the national level as well as commitments at the International level. The Goa University, the Goa Board of Secondary and Higher Secondary Education and the Department of Education have, over the years, been extending a number of facilities and concessions to students with various disabilities. Efforts have been made to formalise these into documents. While these and other concessions given by different States and Boards have been studied and included in this document, there is need for a more fundamental change in our approach towards the education of persons with disabilities, keeping in mind the basic psychological tenets of Individual Difference and Multiple Intelligence as well as adopting emerging trends in the educational set-up, curriculum transaction and assessment.

2.2. It needs to be emphasised here that it is the joint responsibility of parents, teachers and the school to have proper diagnosis of any disability at an early stage. For this purpose, all teachers need to be informed about the various types and characteristics of disabilities; they need to develop keen observation of these characteristics. In view of this need, the Teacher Training Programmes should necessarily include a module on special education. Similarly, for the existing teachers, orientation programmes should be organised

2.3. It is mandatory for a school to form a Committee consisting of the Head of the Institution, a Psychologist/Special Educator, a competent Medical Officer and a parent/guardian to decide the extent of disability and the subsequent concessions. In case a school is unable to identify or get the services of a Psychologist/Special Educator and/or a Medical Officer, it shall select name(s) from the panels maintained by the Board for this purpose. This committee should consider the Certificate of Disability from the Goa Medical College or any other authorised Institution. The Committee will recommend whether the student:

- a) will pursue the regular course of studies as per schemes of the Board with the concessions available, be assessed and be certified together with the other students in the format of the Board **OR**
- b) can select a course of study consisting of any one language and the required number of subjects from those offered by the Board at the Secondary and Higher Secondary stages irrespective of schemes/lists/categories. The internal assessment subjects could be from those offered by the Board or any other alternative approved by the Board. They can also avail of the various concessions offered by the Board **OR**
- c) needs an Individualized Educational Plan (IEP). The IEP is the valid document of progress for the concerned students containing the following areas of information:
 - Description of the individualised curriculum for academics and skills
 - Specific Objectives
 - Teaching Learning Strategies
 - Assessment procedures

These candidates would be assessed primarily through continuous evaluation, the format for which would be drawn up carefully by the concerned BOS. These candidates would be certified differently by the Board stating the level of disability, the subjects selected, the mode of assessment and the level of performance (preferably grading).

- d) can appear as an external candidate after being provided home learning, will sign an MOU with a school for the purpose of submitting written assignments or for oral presentations as well as for availing of the concessions for the curriculum and examinations as stated above under (a) to (c). In case the child cannot travel, the Board will appoint a Special Educator to assess the child at home.

2.4. All the students with special needs who wish to avail of the concessions will need prior approval of the Board for which the recommendation of the Committee should be submitted six months in advance of the appearance at the public examination as also at classes IX and XI. The Board will consider the recommendations of the Committee on a case to case basis and the decision of the Board shall be final.

2.5. Children with disabilities of bona fide foreign nationals residing in Goa or non resident Indians who seeks admission to IX, X, XI and XII shall also be covered under the Board's policy on children with special needs. A candidate shall produce a letter of approval by the Board for availing such facilities before the authorities during conduct of examination, as and when required by competent authorities.

2.6. Apart from the above, the Board shall consider other requests on a case to case basis after referring the matter to the concerned BOS and within the general parameters outlined above. A new course of study (with the preliminary syllabus) can also be proposed well in advance, which will be approved by the relevant bodies of the Board.

2.7. Since the use of computers is permitted in examinations, all schools having children with special needs should be provided with computers.

2.8. The Board's Certificate/Mark sheet should avoid the caption "children with special needs". There are other certificates available for this purpose.

2.9. Sports marks should be credited to children with special needs.

3.00 List of Disabilities

3.1. A comprehensive list of disabilities includes the following (in alphabetical order)

- 3.1.1. Autism
- 3.1.2. Blindness/Visually impaired and Low vision
- 3.1.3. Hearing impairment
- 3.1.4. Learning disability
- 3.1.5. Loco motor disability, including cerebral palsy
- 3.1.6. Mental/Neurological illness
- 3.1.7. Mental retardation/Mentally challenged
- 3.1.8. Multiple disabilities
- 3.1.9. Slow learners

3.2. The definitions for these conditions are as follows

3.2.1. Autism is a neurological condition typically appearing in the first three years of life that affects a person's ability to communicate, understand relationships and relate to others, often associated with unusual or stereotypical rituals or behaviours, and may or may not be accompanied by intellectual impairment. Children with Autism (CWA) face many challenges in the education system. This is due to the characteristics of autism which are briefly outlined below.

- a) **Difficulties in Communication:** CWA have extreme difficulty in understanding and processing spoken language. Because language is abstract, CWA have difficulty in following teaching in class since most of the teaching is through the spoken word.

- b) Difficulties in Motor Skills: CWA often have accompanying motor difficulties which result in difficulty in writing.
- c) Problems in Organization and Sequencing: When CWA are confronted with huge bodies of information they are overwhelmed. They are unable to break down the information and study it in the most effective way possible.

3.2.2. Blindness / visual impairment (blindness and difficulty in seeing – which can be mild, moderate, severe and profound as well as various other visual impairments) refer to conditions where a person suffers from any of the following:

- a) Total absence of sight
- b) Visual acuity not exceeding 3/60 or 10/200 (Snellen) in the better eye with best correcting lenses
- c) Limitation of field of vision subtending an angle of 10 degree or worse
- d) Hemianopsia (Blindness of one half of the Visual field)
- e) Xerophthalmia (Dry eyes or nutritious blindness)
- f) Trachoma (Begins like “red eye with red watery sore eye”)

3.2.3. Low vision means impairment of vision of less than 6/18 to 4/60 with best correction in the better eye or impairment of field of vision in any one of the following categories

- a) Reduction of field less than 50 degrees
- b) Hemianopia with macular involvement
- c) Altitudinal defect involving lower fields means a person with impairment of visual functioning even after treatment or standard refractive correction but who uses or is potentially capable of using vision for the planning or execution of a task with appropriate assistive device

3.2.4. Hearing impairment means sensori-neural hearing loss of forty five decibels (dBHL) or more in the better ear in conversational range of frequencies and the binaural loss of forty percent, or Word Recognition Score of forty percent or less. Different children have varied hearing loss which can be mild, moderate, severe or profound and various other hearing impairments

- a) Mutism, (child refuses to speak)
- b) Tinnitus, (ringing noises in the ears)
- c) Echolalia, (automatic involuntary repetition of heard phrases)
- d) Dysarthria (group of motor speech impairments which stem from neuromotor damage)

3.2.5. Learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations. These children have normal intelligence however they have difficulty in learning. Due to the neurological dysfunction of the Brain there is break in the process of learning in one or more of the five senses. Learning disability includes children with conditions such as

- a) dyslexia (reading disability),
- b) dysgraphia (writing disability)
- c) dyscalculia (math disability).
- d) dysphraxia (motor disability)
- e) language disorders

3.2.6. Loco motor disability means disability of the bones and/or joints muscles leading to substantial restriction of the movement of the limbs or any form of cerebral palsy. Disabilities could also result from leprosy and polio.

- a) Cerebral palsy means a group of non-progressive conditions of a person characterized by abnormal motor control posture resulting from brain insult or injuries occurring in the pre-natal, peri-natal or infant periods of development
- b) Erb's Palsy (arm paralysis from birth injury)
- c) Athetosis (one of the forms of Cerebral Palsy characterised by withering, shaking, involuntary movement of the head limbs or the body)
- d) Spastic (Characterized by highly tensed contractions of muscle groups which may be flaccid, hypo kinetic, mixed)
- e) Arthrogyposi (multiple contractures from birth)
- f) Ataxia (loss of ability to perform gross motor co ordinations)
- g) Atrophy (withering, shrinking in size)
- h) Muscular Dystrophy (a disease of unknown origin characterized by progressive deterioration in muscle functioning and also withering of the muscles).
- i) Multiple Sclerosis (a deteriorating muscular disability produced by over growth of connective tissues surrounding the nerve track)
- j) Myasthenia (muscular weakness)
- k) Lathyrism (is a disease that paralyses the lower limbs of a person for life, particularly men between the ages of 5 and above)
- l) Children who stay small or have weak bones (Rickets, Brittle bone diseases, dwarfism)
- m) Juvenile Arthritis (Joint Painful Contractures of the joint pain),

- n) Spinal Curve and other back bone deformities
- o) Potts Disease (tuberculosis of the back bone),
- p) Spina Bifida (Babies born with defect over their back bone).

3.2.7. Mental illness means any mental disorder other than mental retardation especially early onset of psychotic disorders and other neurological disorders like epilepsy etc.

3.2.8. Mental retardation/mentally challenged means a condition of arrested or incomplete development of mind of a person which is characterized by sub-normality of intelligence, with an intelligence quotient of below 70, as measured on any standardised tests of intelligence.

3.2.9. Multiple disabilities means a combination of two or more disabilities as listed above

- a) Deaf-blindness is combination of hearing and visual impairments, that creates such severe communication, and other developmental and educational needs that can not be accommodated in special education programmes meant solely for children with deafness or children with blindness.

3.2.10. Slow Learner means a condition of borderline intelligence, with an intelligence quotient of 70-84 as measured on any standardised tests of intelligence.

4.00. General Concessions

4.1. Students with disabilities would be facilitated by the following general concessions, wherever required

- a) Decreasing writing load by setting objective type question, use of Cloze method, etc.
- b) Allowing verbal responses for children with writing difficulties.
- c) Overlooking directional mistakes in maps in geography
- d) Awarding marks for the method employed in mathematics pardoning the errors in calculation arising out of writing numbers in the wrong order
- e) Evaluating the content of answer rather than the syntax or structure, spelling errors
- f) Permitting all forms of readable writing
- g) Restricting long descriptive answers and allowing point-form writing
- h) Permitting students to show knowledge with demonstration.

- i) Giving extra credit for participation in Red Cross and Value Education Class.
- j) Candidates are permitted the use of augmentative and assistive communication devices such as calculator, computers, typewriters etc. when recommended by the school committee and approved by the Board.
- k) Supervision charges will be borne by the Board

4.2. Candidates who are unable to undertake any of the school assessment subjects shall seek condonation from the Board on the recommendation of the School Committee. On the merits of each case, the Board shall condone the requirements for appearing for the school assessment subject.

4.3. The Chairman of the Board can condone a further 15% in attendance for valid medical grounds on a case to case basis. The recommendation of the head of the institute should invariably accompany such applications from candidates.

4.4. At the request of the candidate, and on the recommendation of the school committee, deserving candidates shall be allowed to make use of the writers / readers or both.

- a) The reader/writer can be identified by the candidate/school or can be obtained from the Board with prior notice. The writer shall give an undertaking that he/she will write nothing but what is dictated by the candidate. The remuneration will be as decided by the Board.
- b) A writer shall not be allowed in subjects that require / consist of practical work.
- c) A separate sitting arrangement shall be made by the conductor for the candidate who is allowed a writer / reader to avoid disturbance to other candidates. In such cases, the conductor shall report to the Board's office, the details as under
 - Full name of the candidate, the seat number
 - Name of the school.
 - Grounds on which writer was allowed.
 - Name of the writer and educational qualification
 - Subject/paper, in which the writer was provided.

5.00. Category-wise Concessions

5.1. 30 minutes extra time shall be given to candidates who are blind/visually impaired, hearing impaired, physically disabled, Specific Learning Disabilities/ Slow Learners. 60 minutes extra time shall be given to Cerebral Palsy/Spastic and Autism Spectrum Disorder Candidates

5.2. Blind/Visually Impaired Candidates

- a) These candidates on their request shall be allowed to use Typewriters/Braille Machine/ Computers provided that such candidates shall make their own arrangement of the necessary machines. These candidates using the Typewriters/Braille machines shall be accommodated in a separate block.
- b) These candidates shall be allowed to use templates for drawing diagrams and shall make their own arrangements of necessary templates.
- c) These candidates shall be exempted from performing practical in Science and marks secured in theory shall be increased proportionally or shall be given an oral examination.
- d) These candidates will be given nearest examination centre of their choice.
- e) These candidates will be exempted from drawing figures, maps etc. and the marks for these will be proportionately increased or providing alternate type questions
- f) Separate question papers in enlarged print or Braille shall be provided when requested well in advance

5.3. Hearing Impaired Candidates

- a) These candidates shall not be exempted from performing practicals. However, practicals involving sound or reflection of sound will not be included for them.
- b) These candidates will be given nearest examination centre of their choice.
- c) Deaf and dumb candidates may be granted 20% of marks received by them additionally provided a certificate is forward by the Goa Medical College and the application of the candidate is recommended by the Head of the Institute.

5.4. Cerebral Palsy/Spastic Candidates

- a) These candidates will be allowed to give oral examination instead of practical examination in Science. These candidates shall be exempted from drawing figures; maps etc. and marks secured in theory shall be proportionately increased.
- b) The seating arrangements for these candidates shall be made at nearest center. The parents/Guardians shall however, arrange to provide typewriters, tables, chairs suitable for these students without any extra charge to the Board.
- c) These candidates shall be permitted to type or write the answers script or they shall be permitted to provide a writer for full paper or part of the paper incase the candidate feels tired or exhausted while typing or writing the paper.

5.5. Physically Disabled (Upper Limbs Only)

- a) If the candidates are exempted from drawing figures maps etc, the marks for it will be proportionately increased.
- b) These candidates will be given nearest examination centre of their choice and convenient seating arrangement.
- c) These candidates may be exempted from drawing figures, maps etc. and the marks for these will be increased proportionately.

5.6. Physically Disabled (Lower Limbs only with no brain damage)

- a) Candidates with lower limbs disabilities may be given seating arrangements at a convenient place
- b) These candidates will be given nearest examination center of their choice.

5.7. Temporary Disabilities

In case of disabilities during the exams, the conductor shall decide case on merit in consultation with Chairman/Secretary with utmost urgency.