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NOTE

There is one Extraordinary issue to Official Gazette, Series I No. 38 dated 20-12-2018, namely, Extraordinary dated 20-12-2018 from pages 2325 to 2326, Order No. 1/2018-State Tax regarding the Goa GST (Removal of Difficulties) Order, 2018 from Department of Finance (R&C).

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GOVERNMENT OF GOA

Department of Education, Art & Culture

Directorate of Education

Notification

3/96/AE/DE/2012-13

The Government of Goa is pleased to introduce the following scheme:-

1. *Short title and commencement.*— (i) This scheme shall be called “Scheme for Children With Special Needs (2018)”.

(ii) This scheme shall come into effect from the date of its publication in the Official Gazette.

2. *Introduction.*— The State of Goa is striving to achieve universalization of Elementary Education and has ensured nearly 100% coverage in terms of enrollment of children. The scheme for education of children with Special Needs has been addressing the educational needs of children with a range of disabilities under the schemes in 2005 and revised in 2008. With the passage of time, the policy of Inclusive Education, and coming into existence of the Right to Education Act (2009), this scheme requires review to bridge the various gaps that have been identified in its scope and implementation. This new scheme shall replace the existing “Revised Scheme for Education of Children with Special Needs” and will allow more comprehensive and

robust approach to meet the educational needs of children with disabilities in Goa.

3. *Aims and Objectives.*— The main objective of the scheme is to provide opportunities to children with special needs studying in special schools and regular schools.

These students may have one or more of the following disabilities:

- (i) Intellectual disability
- (ii) Slow learners
- (iii) Specific Learning Disability
- (iv) Autism Spectrum Disorders
- (v) Hearing impairment
- (vi) Loco-motor and neuro-motor disability including cerebral palsy, muscular dystrophy, spina bifida, polio and accident cases
- (vii) Visual impairment
- (viii) Multiple Disability, Deaf Blindness
- (ix) Mental illness
- (x) Any other disability as per declaration by Director of Education under this scheme.

Hereinafter, the term 'school/s' will include all regular schools imparting education to CwSN in Elementary, Secondary and Higher Secondary Schools and special schools educating children with special needs. The term 'intellectual disability' has been used in place of the pejorative and outdated term 'mental retardation'.

The Scheme for Education of Students with Special Needs is intended to provide a better educational environment for such children by providing them Individual Assistance and also by awarding financial grants to regular schools practicing inclusive education and special schools, as an incentive and for upgrading and enhancing educational facilities for students with special needs.

The Individual Assistance to students is meant to assist the families of such children

and to remove any financial hardship to provide education that they face on account of the disability in their children.

The Grant Component is meant for vocational training, counseling for parents and children, early detection and identification, intervention, formal and functional assessment by specialized agencies, building of necessary infrastructure in regular schools providing inclusive education and special schools, removal of architectural barriers, development of resource rooms, development of parent support groups, production and purchase of aids and appliances as well as teaching learning materials.

CwSN may be admitted into regular schools or special schools as per the choice of their parents. If CwSN are absorbed and retained within the regular school system, such an act will help boost their morale, and be beneficial to the overall development of their personalities. In addition this will help in an attitudinal change in students and staff in the regular schools. This trend has to be strongly encouraged. Early intervention is crucial as it is well known that the effects of disability can be lessened greatly if treatment, education and training are started as soon as possible. Special Schools and Resource Rooms may avail the centre sector scheme of 'Financial Assistance for Skill Training of Persons with Disabilities' for effective implementation of Vocational Education.

4. *Components of the Scheme.*— Keeping in view the above aims and objectives, the Scheme has two allied components. The two components are as follows:

- (i) Assistance to the child with special needs directly or through the school.
- (ii) Assistance to the institutions running regular schools providing inclusive education and Special Schools for children with disabilities.

1. *Implementing Agency.*— The scheme will be implemented by the Directorate of Education, which shall consult the

Directorate of Social Welfare/Goa Board of Secondary and Higher Secondary Education/Directorate of Art and Culture/Directorate of Sports, Directorate of Women and Child Development and any other concerned Government Department as and when required. Deputy Director of Education (Adult Section) shall be the nodal officer in the Directorate of Education to deal with matters connected with CwSN, included in this scheme.

2. *Scope.*— The scope of the scheme includes training for children with special needs, counseling for children and parents, early identification with the help of health units of the Government and NGOs, approved by competent authorities, formal and functional assessment by a specialized group/committee comprising of a doctor, psychologist, speech therapist, occupational therapist, physiotherapist and a special educator, building of necessary infrastructure in regular schools providing inclusive education as well as Special Schools, removal of architectural barriers, development of manpower in terms of resource persons, special educators, therapists and rehabilitation specialists, development of parent support groups, production and purchase of aids and appliances, augmentative and alternative communication devices as well as teaching-learning material.

The scope of the scheme shall also include any other training or activities as declared by the Director of Education from time to time by notification with the due approval of the Government.

3. *Procedure for Implementation.*— 3.1. The scheme will be implemented through Regular Schools as well as Special Schools.

A Special School should have the strength of at least 20 children with special needs. Regular schools with academic skills resource room need a minimum strength of 10 students and life skills resource room needs a minimum strength of 5 children to begin.

3.2 Students CwSN studying in regular schools may need to be placed in resource rooms according to their academic abilities. There are two kinds of resource rooms – (1) Academic Skills Resource Rooms and (2) Life Skills Resource Rooms - which function differently to help various students achieve their potential.

3.3 *Life Skills Resource Room:* This is a resource room where children with more challenging disabilities are included. Children in this resource room will avail of an academic/functional curriculum. The focus of this resource room is to sensitize mainstream students and to give children with disabilities a chance to interact with their peers. This resource room allows children with more challenging disabilities to be part of the mainstream school setting. The population of the life skills resource room includes:-

1. Children with mild to profound intellectual disability (IQ 70 and below)
2. Children with autism
3. Children with a combination of one disability (visual impairment, cerebral palsy, hearing impairment, autism, etc.) with intellectual disability (IQ 70 and below)

The teacher pupil ratio in the life skills resource room shall be 1:8.

3.4 *Academic Skills Resource Room:* This is a resource room which is set up to help children facing difficulties with general academic curriculum. The purpose of this resource room is to identify specific areas of learning difficulty and provide support to these students. These children should come to the resource room at designated times to receive instruction in the areas where they have difficulty and then attend their regular classroom. Students who attend the academic skills resource room may be from elementary, secondary, and higher secondary classes. Student from the academic skills resource room include:

1. Students with Specific Learning Disability such as dyslexia, dyscalculia, dysgraphia etc.

2. Students with high functioning autism

3. Students with visual impairment

4. Students with hearing impairment

5. Students with loco-motor and neuro-motor disability

6. Students with IQ between 71-85 (slow learners).

The IQ scores would be considered general guidelines and not the only criterion for resource room placement. Final placement will depend on the child's potential and expert recommendation duly endorsed by competent Medical authority. Every effort should be made to mainstream the child in regular classes.

The special educator to pupil ratio shall be 1:20 in the academic skills resource room.

3.5 The development of students in the resource room should be closely monitored by the school authority so that the child is facilitated to take instruction in regular classes along with other students.

3.6 To achieve the aims and objectives laid down in the scheme, the regular schools with resource rooms and special schools shall endeavor that each student will achieve necessary life skills and minimum scholastic and co-scholastic skills at an elementary, secondary, higher secondary level in a well-planned, time bound manner by the time the student reaches 18-21 years. This may be extended to the age of 35 years for students with intellectual disability as detailed at 3.3 from Sr. No. 1 to 3.

3.7 In case of student with severe disabilities (whose placements are not possible), provision of sheltered workshops, (above 35 years of age) may be made. For running sheltered workshop, the

expenditure (both recurring and non-recurring) for student may be worked out and 80% of such expenditure shall be given by Government by way of financial assistance and 20% of the expenditure shall be contributed by the management of the sheltered workshop (no additional G.I.A. for staff shall be made).

The Financial Assistance shall be subject to parent's annual income i.e.

(i) If parents total annual income is below 3 lakhs, full financial assistance shall be released.

(ii) If parents total annual income is below 3 lakhs to 5 lakhs, only 50% of financial assistance shall be released and balance 50% shall be paid by parent as fees.

(iii) If parents total annual income is above 5 lakhs, no financial assistance shall be released by the Government and parent shall be contribute the total fees.

3.8 Provision of fixed amount of Rs. 10,000/- (one time) for school may be made to Special School/Vocational Training Centre/Sheltered Workshop for commercial marketing of item made by student with disabilities (for consultation/guidance from expert in the marketing field). Further, work/performance of special student in various art forms (Visualisation/performing art etc.) shall be encouraged and commercially presented by the schools/Vocational Training Centre/ Sheltered Workshop. Government shall make available premises/theaters of Kala Academy or any other Gallery by waving the rent. 70% of the net profit gain from such activities shall be distributed equably amongst the participating special students and 30% shall be utilized by the schools and development funds to be used only for such activities (including traveling expenditure for students).

3.9 The minimum age limit at the time of admission to special schools shall be as

laid down in Goa School Education Act and Rules, (1986). However, the age limit for admission in Children with Special Needs Scheme may be reduced upto 0 year in some disabilities so that earlier intervention may be enhance reduction/elimination of the disability.

3.10 The teaching staff proposed to the school management shall clearly allot/assign the students as per ratio to each teacher/physiotherapist/speech therapist/occupational therapist/clinical psychologist/other teaching staff and maintain the record of the student's progress month wise in the form of a register. The school shall prepare Individualized Education Plans (IEP) and shall provide individual attention to each student. Subsequently the respective staff/school shall be held responsible for the progress and development of the students allotted to them in for life skills, scholastic and co-scholastic skills.

3.10 The staff to pupil ratio to be appointed in Special Schools shall be as follows:

Sr. No.	Staff	Minimum Qualification	Disability	Ratio
1	2	3	4	5
1.	Special Educator	Std. 12 and Diploma in Special Education, Graduate along with B.Ed Special Education preferred or Diploma in Vocational Rehabilitation (MR) as case may be with valid RCI registration	Intellectual Disability (70 and below) i) I.Q 40 & below ii) I.Q 40 and 70 or below by itself or in combination with any of the disabilities mentioned in the aims and objectives such as 1. Autism Spectrum Disorders 2. Hearing impairment 3. Loco-motor and neuro-motor disability including cerebral palsy, muscular dystrophy, spina bifida, polio and accident cases 4. Visual impairment 5. Multiple Disability, Deaf Blindness 6. Mental illness 7. Any other disability as per declaration by Director of Education under this scheme	1:4 1:8
2.	Special Educator	Std. 12 and Diploma in Special Education (Graduate with B.Ed. Special Education preferred) or Diploma in Vocational Rehabilitation (MR) as case may be with valid RCI registration	All other disabilities mentioned in the aims and objectives with consent of the parent 1. Specific Learning Disability 2. Autism Spectrum Disorders 3. Hearing impairment 4. Loco-motor and neuro-motor disability	1:10

1	2	3	4	5
			including cerebral palsy, muscular dystrophy, spina bifida, polio and accident cases 5. Visual impairment 6. Multiple Disability, Deaf Blindness 7. Mental illness 8. Slow learners (IQ 71-85) 9. Any other disability as per declaration by Director of Education under this scheme	
3. Speech therapist	Degree in Speech Therapy from recognized University + short term course in special education of at least 06 months + valid RCI Registration or any other board as specified by the Government	Disabilities as mentioned in aims and objectives at Article 1		1 per school with 50 students and above. For schools below 50 students, the therapist will be shared.
4. Physiotherapist/ Occupational therapist	Degree in Physiotherapy/ Occupational Therapy from recognized University + short term course in special education of at least 06 months + valid RCI Registration or any other board as specified by the Government	Disabilities as mentioned in aims and objectives at Article 1		1 per school with 50 students and above, for schools below 50 students, the therapist will be shared.
5. Clinical Psychologist	M.A. in clinical psychology/counseling with valid RCI registration	Disabilities as mentioned in aims and objectives at Article 1		1 per school with 50 students and above for schools below 50 students, the psychologist will be shared.
6. Physical Education Teacher	Graduate with B.P.Ed with special training in Yoga + short term course in special education of at least 6 months with valid RCI registration.	Disabilities as mentioned in aims and objectives at Article 1		1 per school with 50 students and above, for schools below 50 students, the teacher will be shared.
7. Art and Craft Teacher or Vocational Assistant (any one post)	For Art & Craft teacher: B.F.A + short term course in special education of at least 6 months with valid RCI Registration. For Vocational	Disabilities as mentioned in aims and objectives at Article 1		1 per school with 50 students and above, for schools below 50 students, the teacher will be shared.

1	2	3	4	5
		Assistant: XIIth + Diploma in Vocational Rehabilitation with valid RCI Registration (Candidate with Degree preferred)		
8.	Computer Teacher may be given only to those Special Schools from which the Students with disabilities appear for Goa Board Exam (Xth/XIIth)	Degree in Computer Science/Degree or Diploma in Computer Engineering with minimum six months course in DTP from recognized university or institution. Short term course in special education preferred	Disabilities as mentioned in aims and objectives at Article 1	1 per school with 50 students and above. For schools below 50, the teacher will be shared.
9.	Ayah/Helper	As required for group C employees vide instructions issued by Government from time to time	Disabilities as mentioned in aims and objectives at Article 1	1:30 for moderate Disability (IQ 40 and above) and 1:10 for severe disability (IQ below 40).

Note : 1. With respect to performing arts, necessary assistance may be sought from the Directorate of Art and Culture from the existing scheme.

2. All other posts, ministerial and administrative may be extended to special schools as per the existing educational rules governing the regular schools.

3. While calculating the total number of teachers/Special Educator course for the school, posts at Sr. No. 6, 7 & 8 will be included.

3.11 The inclusive education in regular schools shall be implemented strictly as per the provision of NCERT/MHRD. The required staff shall be provided as the provisions and guidelines of NCERT/MHRD with respect to inclusive education.

The staff to pupil ratio to be appointed in Resource Rooms shall be as follows:

Sr. No.	Staff	Minimum Qualification	Disability	Ratio
1	2	3	4	5
1.	Special Educator	Graduate from recognized University with B.Ed. in Special Education, (Additional-Diploma in Vocational Rehabilitation preferred) with valid RCI registration	Children in the Life Skills Resource room 1. Children with mild to profound intellectual disability (IQ 70 and below) i) I.Q 40 & below ii) I.Q 40 and 70 or below 2. Children with autism 3. Children with a combination of one	1:4 1:8

1	2	3	4	5
			disability (visual impairment, cerebral palsy, hearing impairment, autism, etc.) with intellectual disability (IQ 70 and below)	
2. Special Educator	Graduate from recognized University with B.Ed. in Special Education, (Additional-Diploma in Vocational Rehabilitation preferred) with valid RCI registration		Students in the academic skills resource room 1. Students with Specific Learning Disability such as dyslexia, dyscalculia, dysgraphia etc. 2. Students with high functioning autism 3. Students with visual impairment 4. Students with hearing impairment 5. Students with loco-motor and neuro-motor disability 6. Students with IQ between 71-85 (slow learners) Any other disability as per declaration by Director of Education under this scheme.	1:20

Note: The services of Physiotherapist/Occupational Therapist/Speech Therapist, if required for Life Skill Resource Rooms, may be made available from the nearest Special Schools as and when required.

3.12 The district level sports meet for special students may be organized under the aegis of Sports and Youth Affairs and maximum participation of students is to be ensured.

3.13 Periodic training is required by physical education teachers in special schools/regular schools including Yoga may be undertaken by Sports and Youth Affairs.

5. *Procedure for Certification of Children with Special Needs.*— 5.1 The Directorate of Education will be the Nodal Agency to certify all children with special needs as eligible for benefits provided under the scheme. The disability certificate/IQ certificate/medical certificate issued by competent authority from IPHB/GMC/District Hospitals only shall be considered as final and valid document.

6. *Eligibility for Implementation.*— 6.1 All schools recognized by Directorate of Education-Government of Goa, imparting education to students with special needs are eligible for benefits under the scheme. Any child with special needs admitted in such educational institution shall be eligible for individual benefits. The endeavor of special schools shall always be to place children with special needs in regular schools. The institutions running special schools would be eligible for grants subject to meeting the criteria of strength of children and recognition by the Director of Education. Relaxation in the age for admission and terms and conditions in curriculum transaction, assessment, evaluation and examination of students with special needs shall be as specified by Directorate of Education, SCERT and Goa Board for Secondary & Higher Secondary Education from time to time.

7. *Grant in Aid.*— The financial assistance shall be available under the first component of the scheme and given to children studying in Resource Room, Regular schools and Special Schools as per pattern of assistance.

7.1 The assistance shall be available under the first component of the scheme and given to children studying in the regular as well as special schools through Direct Benefit Transfer (DBT) to their Bank Account. They are as under:

- a) Grant towards Books/Note Books and stationery.
- b) Travelling Allowance (not availing School Bus).
- c) Expenses on equipment and therapeutic needs/medical expenses (certified by Competent Authority).
- d) Scholarship/Assistance from State Government or Central Government.
- e) One time grant to Rs. 25,00,000/- will be sanctioned to purchase a disable friendly bus (24 seaters) for Children with Special Needs in the ratio of 1:24 students. Slow learners and students with learning disabilities will not be included in calculating ratio for this facility.

Further, Directorate of Education shall release recurring grants of Rs. 3.00 lakhs per annum to meet the recurring and day to-day expenses to operate the school bus.

The schools which have received buses under existing Bal Rath Scheme will get the grant as per existing Pattern of Assistance.

7.2 All other schemes, which are applicable to regular schools, will be applicable to special schools. The Schools shall be entitled for one time assistance.

8. *Procedure for Implementation.*— The Institutions desirous of implementing this scheme shall send their applications in accordance with Goa School Education Act and Rules, 1986 as per the prescribed scheme.

9. *Evaluation and Monitoring.*— 9.1 To attain the aims and objectives of the scheme, the schools shall maintain record such as the previous school attended, age, birth certificate, Aadhar Card No., the extent of physical and mental disability, life skills/scholastic and co-scholastic achievements and other relevant information of students with disability at the time of admission, special teacher/special educator to whom the student was allotted, in the form a register and also in the form of a booklet termed as 'Student With Special Needs Record Booklet'. In the event of transfer of the student from one school to the other, the 'Student With Special Needs Record Booklet' duly completed till the date of leaving the school shall be handed over to the school to which the student joins, by the previous school. The records about migration of students from one school to the other along with the reason for migration shall be maintained by the respective schools. These student records shall be continuously maintained on one to one basis by the special teacher/special educator, etc. and shall be of great help in monitoring the progress of these students from the phase of life skills developments/elementary/secondary education, vocational education, placements, gainful employment/self employment.

9.2 For the purpose of monitoring and evaluation of the scheme, the Government may appoint an agency/experts working in the field of disability which shall submit the reports in the precise format to the Director of Education. For effective implementation of the Scheme, a monitoring agency may be appointed. The monitoring agency may be entrusted with evaluation of performance of each staff appointed under the scheme, so that the progress of all the students with various disabilities in the State may be closely monitored. Further, the

annual increments/upgradation of pay scale/renewal of contractual appointments of all the staff (whether temporary/permanent/contract/daily wages) may be linked to their performance and progress achieved by the students with various disabilities allotted to them.

10. *Qualifications, Emoluments and Scale, Strength for Staff.*— 10.1 The qualifications for teachers in the Special School/Regular School imparting inclusive education shall be as per the minimum requirement of RCI approved qualification for appointment of special education teachers, vide letter No. 21-6/2012-EE-XI from the Ministry of Human Resource Development, Dept. of School Education and Literacy, EE-II section dated 24th May, 2012 and instructions issued by the Directorate of Education, Government of Goa from time to time.

10.2 In respect of Speech Therapist, Physiotherapist, Occupational Therapist, Clinical Psychologist, Vocational Assistant, etc. the staff holding degree in their respective trades from recognized University and having valid RCI registration shall only be awarded graduate scale.

10.3 As per the provisions of this scheme the students with disability shall be retained only upto age of 21 years (35 years in few cases), the student strength of Schools is expected to decrease in near future.

11. *Training of Special Teachers.*— Special Teachers have to update their knowledge and for which they have to attend the training as and when conducted by recognized institutions notified by Directorate of Education.

12. *Instructional Material.*— Availability of requisite teaching/learning material for children with special needs is vital for the successful implementation of the scheme. Financial assistance under the scheme provided to schools will be used for the purchase/production/translation (Konkani/Marathi) of teaching/learning materials for children with special needs and also for the purchase of aids/equipment required by them. Special schools will seek guidance from RCE/NCERT/NIHC/NIMH/RCI/IEF etc. for the teaching material/media, teaching aids to be sponsored under the scheme.

The following equipment/material shall inter alia be permitted under the scheme Disability-wise inventory of Equipment and Material required to teach CWSN.

Disability	Equipment	Adaptive/Assistive Devices	TLM	Augmentative Devices
1	2	3	4	5
Orthopedic	Adjustable furniture, provision for development of improvised prosthetics	Thick pen for writing, enlarged key board, joy sticks		
Intellectual disability	Sensory apparatus kits prepared on the lines of Maria Montessori NCERT approved Early Childhood Education Program Lamination Machine, CD Player		Flash Cards with sight words Phonics reading books Story books Educational toys, games, puzzles, Charts	Modified textual material in a simplified format
Autism	Computer software with specific emphasis on language and communication		Flash cards, Social Stories, Work systems visual schedules	Communication books and technology based systems AAC

1	2	3	4	5
	Trampoline, therapy ball, Ball pool, Swing, Activity centers Lamination Machine			Systems
Learning Disability/Slow Learners	Lamination machine to prepare flash cards/key words from text Computer software with specific emphasis on text material and language problems		Graded Reading Series and other appropriate books to develop reading skills Phonics program worksheets and other material to enhance basic skills	
	Other stationery requirements Magnetic board, shapes, number and alphabet kit Various cutout forms e.g. alphabet cutouts to be used with flannel board		Maths kit (Navnirmitti Kit and/or any other suitable program) Software on textual material Simplified text Question bank based on minimum levels of learning and keeping upward progression in mind	
	Stickers and stamps with ... Excellent, Well Done. Great job to be used as motivators		All specified text books sets for teachers. Educational toys and puzzles.	

13. *Pattern of Assistance.*— (i) The grants shall be utilized exclusively for:

I. Appointment of additional staff proposed under new revised scheme.

Sr. No.	Additional Staff as proposed under new revised Scheme	Pay Scale	Additional financial liability per year for 27 special schools
1.	Clinical Psychologist	'Level 7' of the pay matrix of VII Pay Commission (Corresponding to PB 2 B.P Rs. 9300-34800 + Grade Pay Rs. 4600/- of VI Pay x 80% (contractual))	19 Posts Rs. 26580 X 19 posts X 11 months (contract) = Rs. 55.55 lakhs
2.	Computer Teacher	Level '6' of the pay matrix of VII Pay Commission (Corresponding to PB 2 B.P Rs. 9300-34800 + Grade Pay Rs. 4200/- of VI Pay x 80% (contractual))	05 Posts Rs. 25820 X 05 posts X 11 months (contract) = Rs. 14.20 lakhs
3.	Special Educators (Special Schools)	Level '6' of the pay matrix of VII Pay Commission (Corresponding to PB 2 B.P Rs. 9300-34800 + Grade Pay Rs. 4200/- of VI Pay x 80% (contractual))	56 Posts Rs. 25820 X 56 posts X 11 months (contract) = Rs. 159.05 lakhs
4.	Special Educators (Resource Room)	Level '6' of the pay matrix of VII Pay Commission (Corresponding to PB 2 B.P Rs. 9300-34800 + Grade Pay Rs. 4200/- of VI Pay x 80% (contractual))	10 Posts Rs. 25820 X 10 posts X 11 months (contract) = Rs. 28.40 lakhs
Total 1 to 4			Rs. 257.20 lakhs

II. Additional Financial Liability in respect to financial assistance to Children with Special Needs	
1. Financial Assistance towards Books/Note Books to 1127 Special students @ Rs. 1,000/- per annum = 1127 x Rs. 1,000/- = Rs. 11.27 lakhs	Rs. 11.27 lakhs
2. Financial Assistance towards Travelling Allowance to 859 Special students @ Rs. 3,500/- per annum = Rs. 3,500 x 859 = Rs. 30.06 lakhs	Rs. 30.06 lakhs
3. Financial Assistance towards Equipments to 180 Special students @ Rs. 5,000/- per annum = Rs. 5,000 x 180 = Rs. 9.00 lakhs	Rs. 9.00 lakhs
Total 1 to 3	Rs. 50.33 lakhs
III. Additional financial liability in respect to financial assistance to Institution per annum	
Financial assistance to the Institution per student @ Rs. 100/- per students for 3326 students = Rs. 100 x 3326 = Rs. 3.33 lakhs	Rs. 3.33 lakh
IV. Additional financial liability in respect of monitoring and evaluation of the Scheme in respect of 378 teachers @ Rs. 100/- per teacher per month for 11 months = Rs. 100 x 378 X 11 months = Rs. 4.16 lakh	Rs. 4.16 lakh
V. Additional financial liability towards teachers training for 378 teachers @ Rs. 300/- per day per teacher for 10 days = Rs. 300 x 378 x 10 days = Rs. 11.34 lakh	Rs. 11.34 lakh
VI. Additional financial liability in respect of one time assistance to Institution to 27 special schools + 40 Resource rooms @ Rs. 100,000/- per institution for 67 Institutions = Rs. 1,00,000 x 67 = Rs. 67.00 lakh	Rs. 67.00 lakh
The total additional financial liability from I to VI is as follows:-	
I Financial liability in respect of additional staff	Rs. 257.20 lakh
II Additional financial liability in respect of financial assistance to children	Rs. 50.33 lakh
III Additional financial liability in respect of financial assistance to children	Rs. 3.33 lakh
IV Additional financial liability in respect of monitoring & Evaluation of the Scheme	Rs. 4.16 lakh
V Additional financial liability towards teachers training	Rs. 11.34 lakh
VI Additional financial liability in respect of one time assistance to Institution	Rs. 67.00 lakh
Grand Total (Rupees Three hundred ninety three lakh and thirty six thousand only)	Rs. 393.36 lakhs

(ii) The grants shall be disbursed/sanctioned towards salary portion of the employees of the schools and other grants, in installments.

(iii) The entire amount of the grants should be utilized within a period of one financial year from the date of its original sanction and only for the purpose for which it is sanctioned. Any portion of the grant, which is not ultimately required, will be refunded to the Government. After 'utilizing/refunding' the above sanctioned amount, a Utilization Certificate should be furnished to the sanctioning authority as required under Form G.F.R.-19A.

(iv) The equipments purchased with the aid of the grant will vest with the Government. The grantee shall maintain a register of the permanent and semi-permanent assets created out of the grants. The register shall be maintained separately in respect of the grants sanctioned and an extract from the register shall be furnished to the Government annually with the audited accounts after the close of the financial year. Register shall be maintained in terms of Form GFR-40 and Form GFR-41. Such assets shall not be disposed off, encumbered or utilized for purpose other than those for which the grant was given, without prior approval of the Government. Should the Grantee cease to exist at any time, such assets/properties shall revert to the Government.

(v) The account of the Grantee in respect of this grant should be audited by the Government approved Auditor/Chartered Accountant concerned immediately after the end of the financial year on completion of six months for which the grant is sanctioned. The accounts of the grants shall be maintained separately and properly from its normal activities and submitted as and when required. They shall be open to a test check by the Comptroller and Auditor General of India at his discretion.

(vi) The Audited statement of accounts showing the expenditure incurred by the Grantee from the grants should be furnished to the Government as soon as possible after the close of the financial year/on completion of six months for which the grant is sanctioned together with a certificate from the Auditor to the effect that the grant was utilized for the purpose for which was sanctioned.

(vii) A performance-cum-achievement report specifying in detail the achievements made by the Grantee with the Government grants/amount sanctioned should be furnished to concerned Department as soon as possible.

(viii) No grant shall be allowed to be paid to any other institutions/voluntary organization out of this grant sanctioned by the Government.

(ix) The Grantee Institution must exercise reasonable economy, observe all financial rules as issued by the Government from time to time while incurring the expenditure.

(x) In case of misutilisation of grants, the amount so misutilised shall be recovered from the Grantee Institution.

(xi) The amount remaining unspent out of this grant shall be refunded back to the Government Treasury by Challan within 03(three) months from the close of the financial year.

(xii) The amount shall be drawn from the Directorate of Accounts on presentation of the bill in Form GAR-32 duly countersigned by the Drawing & Disbursing Officer of Directorate of Education, Porvorim.

The Pattern of Assistance to release the grant-in-aid has been approved by the Finance (Expenditure) Department under U.O. No. 4307 dated 02-11-2018.

By order and in the name of the Governor of Goa.

G. P. Bhat, Director & ex officio Jt. Secretary (Education).

Porvorim, 18th December, 2018.