

**A Five Days Orientation & Induction Program  
For  
Newly Promoted Vice Principals of DOE  
From  
May 21 - June 16 2018**



**LEADERSHIP  
MATTERS**

With You, For You

**Organised by**



**State Council of Educational Research and Training  
Varun Marg, Defence Colony, New Delhi - 110024**

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## CONDUCT RULES

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### 1. Definition

- 1.1 One may define discipline as the practice of training people to obey rules or a code of behavior, using punishment to correct disobedience.

### 2. Requirements

- 2.1 This necessitates a definite set of rules or written code of behavior. This also necessitates codified rules for punishing violation of the code of behavior.

### 3. Awareness

- 3.1 Once there is in place a definite set of rules, the next necessity is that the employees who are governed by the said rules are also aware of these. Although ignorance of law is no excuse, yet, a majority of misdeeds could be avoided by making people aware of the rules and consequences of their violation.

### 4. Names of conduct and disciplinary procedure rules

- 4.1 In the context of the audience, the procedure of punishment is laid down in CCS (CCA) Rules, 1965, as amended from time to time. As far as the code of conduct is concerned, we are concerned with the CCS (Conduct) Rules, 1964, as amended from time to time (in short, conduct rules).

### 5. Important conduct rules

- 5.1 Presently we will be discussing the conduct rules. These are a set of 29 rules, from 1 to 22 along with 3A, 3B, 3C, 13A, 15A, 18A and 22A. These deal with a lot of different subjects, which, presently it would not be possible to discuss fully. The important of these may be categorized as follows.
- 5.2 The first and the foremost is that one must be absolutely honest and thus rule 3 in sub-rule (1) (i) and (ii) enjoins a Government servant to maintain absolute integrity and devotion to duty not only of oneself but also of those who are under one's authority.
- 5.3 Rule 3(1) (iii) enjoins that a Government servant will do nothing which is unbecoming of a Government. This, hitherto being largely undefined, has been elaborated in 3(1)(iv) to (xxi) after the present Government took over in 2014. Once something is elaborated, violation also becomes specific leading to precise punishment.
- 5.4 Then of course, under rules 3A, 3B and 3C, one has to observe promptness and courtesy, Government's policies relating to age of marriage, preservation of environment, protection of wildlife and cultural heritage and preservation of crime against women especially sexual harassment of any woman at any workplace.



- 5.5 Under rule 4, one is restrained from using official influence in securing employment of one's near relatives in companies or firms having official dealing with the Government. Under rule 5 one has to be politically neutral and should restrain his family members from indulging in activities subversive of Government.
- 5.6 Under rule 9, one cannot criticize the Government, though it theoretically amounts to infringement of one's fundamental right to freedom of speech. Practically, however, it is not deemed to be an infringement and if at all one is so keen, one may sever the connection of employee-employer and then feel free to say anything against the Government.
- 5.7 Under rule 13, there are restrictions in accepting gifts by one or one's family members on one's behalf. There are however permissible limits especially from near relatives and personal friends with whom one has no having official dealings on occasions when it is customary to give and accept gifts.
- 5.8 Because one's whole time is at the disposal of the Government for whom one works, one cannot engage oneself in any private trade or employment except with the approval of the Government under rule 15.
- 5.9 Rules 16 to 18 specifically deal with financial hygiene. Rule 16 imposes restrictions on one's indulgence in investments or borrowings or speculations in stocks and shares with the purpose to ensure continuance of his devotion to duty. Rule 17 enjoins that one will manage one's affairs in a manner to avoid habitual indebtedness. The purpose of rule 18 is to ensure that one informs the Government of one's assets and liabilities at the time of his entry into Government and there after each time when one acquires or disposes of any property so that at no time one has assets beyond the known sources of one's income. While in any other misconduct the presumption is against the guilt, in cases of disproportionate assets it is against the Government servant.
- 5.10 Under rule 20, one is prohibited to bring or attempt to bring any political or other outside influence to bear upon any superior authority to further one's interests in respect of matters pertaining to one's service under the Government.
- 5.11 The last important rule is rule 22 relating to consumption of intoxicating drinks and drugs. One will not be under their influence during the course of duty. Performance of one's duties should not be affected at any time by these. One should refrain from taking these to excess, in public place and should not appear under their influence in public.

## **6. Need of refreshing**

- 6.1 Simply knowing these once will not be enough. One has to refresh these with their nuances from time to time. Knowing of conduct rules is different from knowing other rules like pay fixation which are more relevant for those dealing with these on day to day basis. Conduct rules on the other hand are relevant for observance by individuals and thus have to be internalized by everyone.

## **7. Training**

- 7.1 Last but not the least, one's mind has to be trained to think, deeply in heart, that these are meant to be observed and their violation will surely invite punishment. During training, one is told that it is almost impossible for a Government servant to tell lie, or use undue influence, or enter into unwarranted transactions without being noticed. Also, as to how various records of Government are interlinked whereby if the transactions are factious, they would somewhere contradict each other.
- 7.2 One is also informed during these trainings that with the present day systems of accounting, one cannot survive by ignoring one's duties and that not doing something which one ought to do is equally a misconduct as is doing a prohibited thing.



## AWARENESS AND PREVENTION OF CHILD ABUSE SAFETY ISSUES/SECURITY CHECK LIST

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*(Please refer to Bal Suraksha App by Enfold, UNICEF and Meity (Govt. of India) on prevention and management of child sexual abuse. Available in 11 languages - free download on Android phones from Play Store)*

**Understanding child abuse:** 2007 Study by Min WCD, Govt of India among 12,447 children in 13 States found

- 2 in 3 children had faced physical abuse- 88% by parents, 65% by teachers
- 66% reported being emotionally abused
- 53% reported being sexually abused – 47% girls and 52% boys.
- 21% of all respondents reported severe sexual abuse More boys than girls reported severe form of sexual abuse.
- On average, sexual abuse started at 5 years of age, peaked around 12 years of age and at times, continued into adulthood.
- Most abusers were known to the child. Most did not tell anyone about the abuse.

### Principles of Child Safety:

- 1) Best Interest of Child.
- 2) Equality and Non- discrimination.
- 3) Child Participation.

**Offences:** Physical /emotional abuse, Sexual abuse, Neglect, Discrimination, Exploitation.

**Consequences:** Suspension, Termination, Civil action, Criminal action including under Protection of Children from Sexual Offences Act 2012 (Juvenile Justice Board if perpetrator is under 18 yrs of age)

Help children recognize, (resist if possible) and report sexual abuse - teach Personal Safety. Engage the child in frequent, value based conversations that are age appropriate. Use unambiguous, suitable and easy words in a normal and comfortable tone. If we answer her/his questions as and when asked, the child will learn about personal safety and her/his curiosity about pregnancy and delivery will also be satisfied in a safe manner. She/he will begin to trust us and will not hesitate to come and ask us her/his doubts, or report abuse

### **Begin when the child is 2-3 years old.**

- 1) Name all body parts "We wash our face, nose, ears, chest, susu and potty place, legs and feet". If comfortable, we can use: 'genitals /vulva (for girls) / anus / buttocks.
- 2) Answer a child's questions as and when asked, truthfully, using simple words like baby cell, mama's and daddy's baby cells, baby house, baby birth passage.
- 3) If you see socio-sexual play among small children, ignore it, if the children are within 2-3 years of each other. Later on, tell the children, "Sometimes we are curious and want to know how girls and boys bodies are different. Yes, boys' urine passage is long and different from girls. When you are playing with your friends, don't force any child to take part if he/she does not want to."

**Personal Safety Rules:** Parents/teachers can teach these from 2-3 years of age. Sexual abuse, on average, started at 5 years of age.

#### **Rule 1 – Clothing rules**

We keep our private parts (susu, potty area) covered in front of others. Even when we go swimming we keep these parts covered

#### **Rule 2 – Touching rules**

We don't touch our private parts in front of others.

#### **Rule 3 – Talking rules**

We talk about the private parts with people who help us take care of ourselves-like parents, doctors. We don't talk or draw attention to these parts in front of others

- We follow rules for ourselves and for others.
- We don't touch others in the private parts.
- We don't remove other's clothes from their private parts`
- We don't casually talk about private parts with others.
- Though we don't cover our mouth, it is private too.

### **Recognizing Unsafe People**

We can explain. "Most people are safe people. They care for children and want them to be safe. Like thieves and robbers, there are people who break personal safety rules and trouble children by touching them and showing them private parts. These people are doing something shameful and punishable. They need to be stopped. Come and tell me if anyone behaves in an unsafe manner with you."



**DO NOT NAME SAFE PEOPLE** – the child can figure out who is safe and who is not, by watching the person's behaviour.

Reporting perpetrators - teach Personal Safety Guide **NO—GO—TELL**

If someone breaks personal safety rules, say

'NO' to that person, if you can.

GO away from that person as and when you can

TELL a safe adult about this person because he/she is doing something unsafe and has to be stopped. Keep telling until someone listens and takes step to stop the abuser.

### **Talk about shame and blame:**

"If you are not able to say NO, GO AWAY or TELL anyone, it is still NOT YOUR FAULT! It is the doer's fault. The abuser is at fault for breaking society's rules deliberately.

It is her/his shame. He / she is to be blamed. Our laws prescribe punishment for such people."

**Explain:** "Shame and respect come from our speech, our behaviour and our actions. Shame and respect are not in any part of our body. Those who deliberately break rules to harm others for their own benefit, will be blamed, shamed and restrained. These people need to feel ashamed of their behaviour."

## **WHAT TO DO IF CHILD SEXUAL ABUSE HAPPENS AT AN INSTITUTION:**

### **TAKE CARE OF THE CHILD:**

#### **1. Speak to the child sensitively**

"I am glad you have spoken about this. I am sorry you had to face this. It was not your fault. I will help you, and ensure the perpetrator faces appropriate disciplinary action. People like this person trouble many children, but because you have brought it to our notice many other children will not be troubled."

#### **2. Assess the child's physical condition**

Provide emergency medical care, if required, while informing the parents.

#### **3. Ensure evidence is not tampered with**

Do not remove the clothes the child was wearing at the time of incident.



Do not wash / clean the child when attending to him/her.

The school is not permitted to undress / examine the child to establish if he / she has been assaulted.

### **Speak with the parents**

1. Inform the parents immediately and sensitively
2. Reassure the parents that the child is being taken care of and receiving medical attention. Ask them to come to the school or to the medical facility
3. Inform the parents that as per the law, the school is required to inform the nearest police station regarding the incident. Convey the stipulations of the POCSO Act
4. Inform the Child Welfare Officer or SHO at the local Police Station or the Special Juvenile Police Unit (SJPU) and file an FIR within 24 hours
5. Assure the parents of confidentiality and the efforts the schools will undertake. Inform them of the steps school will take to ensure normalcy in the school environment upon the child's return. Encourage parents to refer to Bal Suraksha App by Enfold UNICEF and Meity (Govt of India) on management of child sexual abuse, available in 11 languages. Free download on Android phones from Play Store.

### **Interact with Police/ Media**

1. Support the police in the investigation of the incident.
2. Cordon off and secure the scene of crime
3. Hand over all the evidence to the police like. For more information refer to Enfold's flyer on "Recommended Action when Child sexual abuse is reported in the Police Station / SJPU".
4. Deal with the alleged perpetrator of the crime. Ensure the alleged perpetrator does not leave the premises till the police arrive.
5. Ensure confidentiality of the child and the family is not compromised. Inform all involved school staff that any information leading to the identification of child or the incident is against the POCSO Act and will be dealt with strictly.
6. Handle the media tactfully. Indicate that the crime is being investigated and that the investigating team has the full support of the school.

### **Reassure other students/ staff/parents**

1. Indicate that investigations are ongoing and appropriate action has been taken to ensure safety of all school children and staff.

2. Reiterate the security measures that are already in place, and indicate if the school is taking any additional measures
3. Report the incident to the following authorities  
Block Education Officer and Child Welfare Committee
4. Recommend and refer counselling services for the psycho-social rehabilitation of the child and parents.

**Speak to the abuser – Say:**

1. I trust and believe the child. What you have done is totally unacceptable.
2. You do not respect children or the values that this institution stands for.
3. You are not to leave the premises until the police arrives.
4. You are not to go near the child. You are not to contact the child.
5. Do what ever you need to do to change your behaviour.
6. I am reporting you to the police as per the law.

**Abuser's common response:**

Rarely admit their crime. Blame the targeted child. May not apologize.

**Lodge a Report - Section 19 (1) of POCSO Act 2012**

1. Who needs to report child sexual abuse?  
Any adult who has apprehension / suspicion / knowledge of any sexual offences committed against children. Applies to everyone - parents, doctors, school personnel irrespective of any internal, institutional enquiry or relationship.
2. Who to report to? SJPU or Local Police. Every report received by the police shall be (a) entered in a book to be kept by the Police Unit, ascribed an entry number and recorded in writing (b) read over to the informant

**A report of sexual abuse should contain the following, if it is known:**

- The names and home address of the child and the child's parents or care giver.
- The child's present whereabouts. The child's age.
- Explain what happened or is happening to the child. The nature and extent of the child's injuries/ abuse.



- Any other information that you believe may be helpful in establishing the cause of the abuse to the child.
- The identity of the person or persons responsible for the abuse, if known
- Your name and address.
- However, the reporter is not expected to know the name of the perpetrator, know the legal definitions of child abuse and neglect.

### **Failure to report:**

**Individual: 6 months imprisonment and or fine**

**Institution head: 12 months imprisonment and fine**

**Does not apply to a child**

### **Pre-empt Child Sexual Abuse**

1. Perform an antecedent check, speak to previous employers
  - ask unofficially “Is there any concern if this person works with children?”
2. Adopt a School and State Child Protection Policy
 

The Karnataka State CPP (2016) mandates every school to:

  - a. Adopt a CPP, have a Child Protection Committee and a Child Protection Officer
  - b. Share a copy of the School’s Child Protection Policy with every parent and staff.
  - c. Have a School Child Protection Committee
 

Members - Principal: President, one Senior Teacher, one Senior Non-teaching staff, 2 senior student reps, 2 parents, one External member of good standing.
  - d. Have sensitization sessions on for teaching and non-teaching staff and parents.
  - e. Have sessions on Personal Safety and Life Skills for students of all grades.

### **Prevention of Violation:**

Copy of Child Protection Policy to be made publicly available within school premises. 1) Parents to understand, acknowledge and sign. 2) Promote student awareness periodically regarding reporting and policy. 3) Training and awareness programmes for each class per semester. 4) Annual appraisal of staff and personnel.

3. Learn how to teach children in your family. Refer to the SURAKSHITH App in 11 languages – available for free download at Google Play Store



### Salient Features of Protection of Children from Sexual Offences Act 2012

- Gender neutral.
- Child-friendly provisions for reporting, recording of evidence, investigation and trial. Child need not go to the police station. Police has to go to the place where the child feels comfortable, to record the child's statement.
- Offender is presumed guilty.
- Special Courts for speedy trial
- Punishment graded as per gravity of the offence.
- Non bailable offence
- Child offenders will be tried under the Juvenile Justice (Care and Protection of Children) Act, 2000.

### Karnataka State Child Protection Policy for Educational Institutions – Checklist

This safety checklist takes into consideration different dimensions of child safety and provides indicators for assessment under five important areas of safety and protection: Physical Safety that includes infrastructure, health and transportation, Personal Safety, Social and Emotional Safety, Cyber Safety and Emergency Preparedness and Disaster Management.

The complete policy and checklist can be obtained from [http://dwcdkar.gov.in/index.php?option=com\\_docman&task=doc\\_details&gid=471&Itemid=124&lang=en](http://dwcdkar.gov.in/index.php?option=com_docman&task=doc_details&gid=471&Itemid=124&lang=en)

## **EFFECTIVE MONITORING OF INSPECTIONS IN SCHOOLS**

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Inspection Branch H.Q. is scheduling and monitoring the inspections of Government Schools, for observing the infrastructure and functioning of schools to ensure proper academic and administrative activities as per directions issued by the Directorate of Education from time to time. The main purpose of inspection is to intimate the observed deficiencies to the Principal/HOS and to provide them an opportunity to make up the deficiencies in order to improve their functioning. For effective inspection, when an inspecting officer or a team visits a school, they need some information to start with, this minimum basic information is expected and should readily be available or displayed in the schools. The required information can be categorised under three heads:-

### **(A) Display and Updation of School Information**

Required information can be provided by displaying information on display board under the head "School at a Glance". This provides:-

- A view at first sight.
- Total Enrolment.
- Classes and Streams.
- Size (No. of students) of class.
- Staff Strength.
- CBSE Result (Last five years).
- School Timing.

### **(B) School Timings and Time Table**

The time table is said to be the second school clock which indicates all the activities undertaken in a school. It is like a mirror that reflects the entire educational programme followed in the school throughout the year. The time table shows the hours of school work, allotment of time to various kinds of work. A well-planned and properly displayed time table:-

- Eliminates the wastage of time and energy.
- Ensures attention to each subject or activity as per norms.
- Brings order to school life.
- Ensures regular and even progress.

- Ensures equitable distribution of time to different subjects and activities.
- Enables advance planning by students and teachers.
- Develops discipline among students and staff.

It is being observed that in certain schools, time table is neither properly prepared nor displayed at appropriate places such as in classrooms, staff rooms, labs etc. which not only creates confusion among students, teachers and the inspecting officers but also leads to wastage of school time and effort. This also causing under utilization of available resources. Hence, it is required that, in each school, time table should be properly planned by the Principal or In-charge and should be prepared in advance, may be in March every year and distributed to all the staff members and students on the first working day of each academic session.

All type of essential time tables should be available or displayed at an appropriate place in the Principal's office so that they are readily available to the Head of School.

### **(C) HOS Diary and Teacher's Diary**

It is rightly said, as is the Head of School, so is the school. No scheme of educational reconstruction will produce desired results unless it is administered with vision and efficiency. In a well coordinated school system, it is important that School Principal attend to such matters promptly so that the school becomes an efficient unit.

Supervision is an integral part of HOS's duties and maintaining it in the form of diary is an art. This diary keeps the HOS ready to provide our seniors the any fact/data without any prior notice, reply to RTI's or this diary may work as ready-made reckoner for HOS.

On the whole the effectiveness, planning and far sightedness of HOS will be reflected through the diary. The Directorate of Education is planning and providing the HOS Diary which has been prepared with utmost care in forming different formats and columns. This should be taken in the true spirit without making any change in the format. HOS diary reflects:-

- Vision and mission of the HOS.
- Performance of school for the last five years.
- Performance of the students in current year.
- Guidelines for effective administration.
- Summary of supervision of classes.
- Committees and stock incharges.
- Result analysis of Class X and XII.
- Frequency of checking of Teacher's Diary.



- Identification of weak students and remedial measures.

Supervision of Teacher's Diary by HOS is an important, as it is a tool to know the teacher's working.

As the saying "failing to plan is planning to fail" holds true for the vital teacher's tool- the teacher's diary. It gives an insight to a teacher's plan of action to achieve desired learning outcomes (Learning outcomes are check points to assess learning at different points of time) and targets. All this requires a focused and goal oriented approach in teaching, including weekly planning, outcomes, the necessary feedback and remedial measures and other strategies to be adopted by a teacher.

On the whole the effectiveness, planning and far sightedness of the teacher will be reflected through the diary. HOS should check:-

- Outline syllabus with weightage of marks.
- Effective and systematic planning.
- Learning outcomes achieved.
- Content covered.
- Target achieved with steps taken for improvement.
- Low achievers, their monitoring and improvement thereon.
- Teacher's handling of unforeseen situations, speaking of teacher's capability and efficiency.
- Efforts made by a teacher throughout the session to raise the performance level of the students.
- Interaction of teacher with parents (PTM Record).

## Children and Adolescents - The life skills enrichment paradigm

*"I have never let my Schooling interfere with my Education"*

*- Mark Twain*

The word 'education' means different things to different people. It could mean upgrading one's skills in the context of performance, strengthening oneself with various qualities, enabling oneself for better decision making and handling conflicts and investing authority through empowering oneself.

So "Education is a creation of choices, making people aware about those choices and enabling them to make use of those choices".

As education systems expand to empower youth, every nation, society and community has to work towards promoting a well being atmosphere. When adolescents acquire knowledge, attitudes, values and life skills, they benefit in a variety of ways. Life skills help adolescents to make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathize with others and cope with and manage their lives in a healthy and productive manner. Such knowledge and skills can lead to behaviours that prevent disease and injury, foster healthy relationships and enable young people to play leadership roles.

Moreover, the knowledge and life skills education imparted to young ones are likely to be passed on to their own children, thus influencing future generations. We therefore need to effectively address a wide spectrum of issues related to adolescence and youth in a rapidly changing world.

### Why is there a need for Life Skills Enrichment?

The host of factors that promote high risk behaviours such as alcoholism, drug abuse, aggression, irresponsible sexual behaviours are boredom, rebellion, disorientation, peer pressure and curiosity. The psychological push factors such as the inability to tackle emotional pain, conflicts, frustrations and anxieties about the future are often the driving force for high risk behaviour. Life skills training is an efficacious tool for empowering the youth to act responsibly, take initiative and take control.

It is based on the assumption that when young people are able to rise above emotional impasses arising from daily conflicts, entangled relationships and peer pressure, they are less likely to resort to anti social or high risk behaviours and grow up to be Aware, Responsible and Empowered individuals.

Alvin Toffler in "The Third Wave" stated, "The illiterates of 21st century will not be those who can not read and write but those who cannot learn, unlearn and relearn".

### Definitions of Life Skills – the beginning of wisdom

What are life skills? Several definitions are compiled here from UNICEF and WHO to provide a wide-ranging perspective of the concept. Life skills have been defined by the World Health



Organization (WHO) as “the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life”.

UNICEF defines life skills-based education as basically being a behaviour change or behaviour development approach designed to address a balance of three areas: knowledge, attitude and skills. The UNICEF definition is based on research evidence that shifts in risk behaviour are unlikely if knowledge, attitudinal and skills based competency is not addressed.

Life skills are essentially those abilities that help promote mental well being and competence in young people as they face the realities of life.

Life Skills can be utilized in many content areas, issues, topics or subjects such as in prevention of drug abuse, sexual violence, teenage pregnancy, HIV/AIDS/STD prevention, suicide prevention, etc. UNICEF extends its use further into consumer education, environmental education, peace education or education for development, livelihood and income generation, among others. In short, it empowers young people to take positive actions to protect themselves and to promote health and positive social relationships.

### **Components of life skills**

WHO categorizes a core set of life skills into the following three components:

- a) **Thinking Skills** - include self-awareness, social awareness, goal setting, problem solving and decision-making. To be able to think critically, information should be provided in order to make informed decisions and choices. The skills to think critically can also be developed if the teenagers are given the opportunity to look at different perspectives of an issue, the pros and the cons of making one decision over the other and making them realize the negative consequences of making hasty, unplanned decisions.
- b) **Social Skills** - include appreciating/validating others, working with others and understanding their roles, building positive relationships with friends and family, listening and communicating effectively, taking responsibility and coping with stress. Social skills enable the adolescents to be accepted in society and to accept social norms, which provide foundation for adult social behaviour.
- c) **Negotiation Skills** – It means not only negotiating with others but with oneself as well. For effectively negotiating with others, one needs to know what one wants in life, is firm on one's values and beliefs and can therefore say “no” to harmful behaviour and risky temptations.

A cascade strategy for disseminating the training is used in many countries. This is to say that people who take part in training sessions then go on to train others using the same, or a similar, training schedule. This model is advocated in so far as trained trainers can go on to train other teacher trainers, and so increase the availability of training resources. Teachers/ life skills educators should go through training sessions with a trained trainer. Care has to be taken however, to maintain the quality of the training at all levels.



Described in this way, skills that can be said to be life skills are innumerable, and the nature and definition of life skills are likely to differ across cultures and settings. However, analysis of the life skills field suggests that there is a core set of skills that are at the heart of skills-based initiatives for the promotion of the health and well-being of children and adolescents.

**These are listed below:**

**Decision-Making** helps us to deal constructively with decisions about our lives. This can have consequences for health. It can teach people how to actively make decisions about their actions in relation to healthy assessment of different options, and what effects these different decisions are likely to have.

**Problem Solving** enables us to deal constructively with problems in our lives. Significant problems that are left unresolved can cause mental stress and give rise to accompanying physical strain.

**Creative Thinking** contributes to both decision making and problem solving by enabling us to explore the available alternatives and various consequences of our actions or non-action. It helps us to look beyond our direct experience, and even if no problem is identified, or no decision is to be made, creative thinking can help us to respond adaptively and with flexibility to the situations of our daily lives.

**Critical Thinking** is an ability to analyze information and experiences in an objective manner. Critical thinking can contribute to health by helping us to recognize and assess the factors that influence attitudes and behaviour, such as values, peer pressure, and the media.

**Effective Communication** means that we are able to express ourselves, both verbally and non-verbally, in a way that is appropriate to our cultures and situations. This means being able to express opinions and desires, but also needs and fears. And it may mean being able to ask for advice and help in a time of need.

**Interpersonal Relationship** skills help us to relate in positive ways with the people we interact with. This may mean being able to make and keep friendly relationships, which can be of great importance to our mental and social well being. It may mean keeping good relations with family members, which are an important source of social support. It may also mean being able to end relationships constructively.

**Self-Awareness** includes our recognition of ourselves, of our character, of our strengths and weaknesses, desires and dislikes. Developing self-awareness can help us to recognize when we are stressed or feel under pressure. It is also often a prerequisite to effective communication and interpersonal relations, as well as for developing empathy for others.

Empathy is the ability to understand what life is like for another person, even in a situation that we may not be familiar with. Empathy can help us to accept others, who may be very different from ourselves this can improve social interactions, especially, in situations of ethnic or cultural diversity. Empathy can also help to encourage nurturing behaviour towards people in need of care

and assistance, or tolerance, as is the case with AIDS sufferers, or people with mental disorders, who may be stigmatized and ostracized by the very people they depend upon for support.

Coping with Stress is about recognizing the sources of stress in our lives, recognizing how this affects us, and acting in ways that help to control our levels of stress. This may mean that we take action to reduce the sources of stress, for example, by making changes to our physical environment or lifestyle. Or it may mean learning how to relax, so that tensions created by unavoidable stress do not give rise to health problems.

A cascade strategy for disseminating Life Skills Education is used in the adolescent population.

**STEP 1:** Training workshops with school counselors/interested teachers is conducted to orient them to the rationale for Life Skills Education and its methodology, relevance in school setup, anticipated difficulties in cooperation of school administration, resource availability, continuity of the program

**STEP 2:** These counselors / teachers identify “Peer Trainers” who have the qualities of leadership, motivation, psychological orientation, peer acceptance and consistent school record.

**STEP 3:** “Training of the Peer Trainer”. Four students representatives per school attend one session per month with the core team of ‘Expressions India’ on:

- Group building and empathy
- Family communication patterns
- Heterosexual relationships
- Handling emotions – anger, loss
- Stress and coping
- Substance abuse and high risk behaviours
- Growing with adolescent sexuality (HIV / AIDS and making healthy choices)

**STEP 4:** The Peer Trainer along with their counselor / teacher then go on to train other students in their school using the same, or a similar, training schedule.

**STEP 5:** Feedback Session with Professional Resource Team includes:

- Summary presentation of each workshop conducted at respective school
- Quality control visit by the core team
- Discussion of common difficulties encountered
- Quantitative assessment through evaluation questionnaires



## SETTLEMENT OF AUDIT

### Audit Report : Settlement of Audit Paras

- Prepared by:
- SUDHIR SINGH VERMA
- DCA, Social Welfare Department,
- .9810083109

### AUDIT REPORT

- PART-A : OLD REPORT :  
OUTSTANDING PARAS
- PART -B : CURRENT REPORT
- PART - C : TEST AUDIT NOTE (TAN)

### SOME STATISTICS ABOUT *INTERNAL AUDIT*

#### DETAILS OF OUTSTANDING PARA

DEPARTMENT	NO. OF UNITS	NO. OF OUTSTANDING PARAS	OUTSTANDING RECOVERY (RS.)
EDUCATION	1161	18765	12.02 cr.

### Category of Audit Paras:

#### >Audit paras involving Recovery

- Personal Recovery (Recovery against individual)
- Recovery against parties

#### >Audit paras not involving Recovery

- Specific observation
- General/routine observation
- Deficiencies in Maintenance of Records
- Non Production of Records.

### SETTLEMENT OF AUDIT PARAS :

#### >AVAILABILITY OF AUDIT REPORT

- ✓ Available      complete      incomplete
- ✓ Not available
- > **AGCR-** Collect copy from AGCR building-contact concerned sector incharge
- > **INTERNAL AUDIT-** Collect copy from Dte. of Audit, or down load from Audit Department site

### AFTER AVAILABILITY OF AUDIT REPORT :

#### >PARAS RELATED TO YOUR BRANCH :

- Prepare point wise reply,
- Show to Accounts functionary
- Send reply through HOD

#### >PARAS NOT RELATED TO YOUR BRANCH :

- Send relevant extract to concerned branch
- Seek reply with complete documentary evidence in definite time frame
- Reply to be examined by Accounts functionary before forwarding to audit.
- Else call a meeting.



### 1. Personal Recoveries (against individual)

- **Embezzlement** of Government Money
- Recovery of **Income Tax**
- Recovery of overpayment of **pay and allowances**
  - Pay fixation/grant of increment/TA/FPA/CEA/Washing allowance/adhoc-bonus/stepping up of pay etc.
- Short/non recovery of LF/WC/DGEHS/UTGEIS
- Other Recoveries-**LTC**/Medical/TA-DA claims

### 2. RECOVERY AGAINST PARTIES

- Non-implementation of Penalty clause
- Overpayment – payment not as per terms of agreement with the contractor
- Short deduction of TDS
- Non deduction of TDS

### 3. AUDIT PARAS NOT INVOLVING RECOVERY

#### A. Specific/important observations

- Irregular payment of grants
- Non-payment of minimum wages
- Non deposit of statutory dues by contractor to Govt. such as BSI/EPF etc.
- Non-compliance of terms and conditions by the contractor
- Non-conducting of **physical verification** of stores {213}

- Outstanding advances {Rule 118 R&P, 323(x) of GFR}
- Faulty implementation of programmes/schemes
- **Advance payment** to suppliers {Rule 172(1) of GFR-2017}
- Purchase of goods and services beyond delegated powers {FD order dated 12/03/15 & 20/11/2008}
- Purchase of **banned items** without concurrence of the Finance Department.
- **Splitting up** of purchase {Rule 157 of GFR-2017}
- Expenditure **without re-validation of sanction** by competent authority sanction of which was given in the previous financial year.

### 4. GENERAL/ROUTINE OBSERVATIONS

- Shortcomings in the documents of Income Tax
- Non furnishing of requisite certificate on purchase of goods as per GFR (under Rule 154 & 155 of GFR-2017)
- **Non-disposal of un-serviceable/obsolete items** {217-223}
- Rush of expenditure in the closing months {Rule 62(3) of GFR-2017}
- Huge savings under budget heads {Rule 64(e) of GFR}
- Non-verification of qualifying services after 18 years
- Reimbursement of medical claim without obtaining non availability certificate
- others

### 5. Record Deficiencies

#### ➤ Improper maintenance of various registers

- Cash book
- Stock register
- Log book
- Postage Stamps Register
- Service books
- Pay Bill Register
- Bill Register
- Liveries Register
- Cheque Issue Register
- Library Record
- Other registers/records

### Settlement of Audit Paras

#### • Old outstanding paras:

- a) Para involving recovery
- b) Procedural para

### Settlement of old outstanding paras

- Para involving recovery:
- It is must to effect recovery whatsoever smaller amount it may be.
- For recovery of income tax, individual submit ITR challan 280 **correctly** filling the **Assessment Year** and **Financial Year** to which the recovery relates to bank and submit copy of challan.
- For other recoveries, get the amount deposited through challan and submit verified and attested copy.
- For irrecoverable recovery, **obtain sanction to write off losses** citing concrete reasons from Competent Authority.

### Settlement of old outstanding paras

- **Procedural paras:**
- Furnish reply and show compliance to Current Audit to verify that instructions have been complied with/ deficiencies have been rectified/proper record has now been maintained. (Spot Verification)
- Show ex-post-facto approval of the competent authority for regularization of irregular expenditure/expenditure incurred beyond power.

### Recovery pointed out in Current Audit

1. Not to effect recovery on the basis of Audit Memo issued by the Audit Party in case of recovery of Pay Fixation or if any representation submitted by an employee or if any employee not satisfied with observation.
2. Representation should be submitted to DCA, DoE for scrutiny and for onward submission to Dte. of Audit for consideration.

### Recovery pointed out in Current Audit

3. Effect recovery only after receipt of Audit Report.
4. Effect recovery, if there is no doubt about accuracy and correctness like short recovery of DGEHS or Licence fee or LTC fully supported by Rules for Spot settlement of Memo.

### SETTLEMENT OF AUDIT PARAS:

#### > DURING THE COURSE OF AUDIT:

- Best time to settle audit paras on the spot.
- Attend audit party with grace.
- By mutual discussion possible to settle minor objections.
- Give prompt reply to audit memos.
- Give reply to the outstanding paras.
- Give year, para no, brief of para, and reply in a suitable format.
- Attach all supporting documentary evidence mentioned in the reply.
- In case of recovery, attach copy of challan.
- Take suggestions from the audit party.



### **WRITE-OFF IRRECOVERABLE LOSSES OF STORES OR PUBLIC MONEY**

- a) Irrecoverable losses of stores/money not due to theft, fraud or negligence. (Power with Admn Secy/HOD- Rs. 50,000/- in each case subject to observance of procedure laid down in GFR 2017).
- b) Losses due to theft, fraud or negligence (Power with Admn Secy/HOD -Rs. 5,000/- in each case).
- c) Deficiencies and depreciation in the value of stores included in the stocks and other accounts (. (Power with Admn Secy/HOD- Rs. 50,000/- in each case subject to observance of procedure laid down in GFR 2017)

### **SETTLEMENT OF AUDIT PARAS:**

#### **Paras not involving recovery:**

- Point-wise reply be furnished.
- Reply should be specific and relevant.
- Correct deficiencies and report.

### **SETTLEMENT OF AUDIT PARAS: IMPORTANT POINTS TO REMEMBER**

- Unusual delays be brought to the notice of next higher authorities.
- Replies to the paras of the Audit Report should be furnished through concerned HOD.
- In case of expenditure beyond the delegated powers, seek ex-post-facto sanction from the competent authority/Finance Department.
- For un-traceable record/documents, make all efforts to trace, issue necessary circular and place on record details of efforts made.

### **SETTLEMENT OF AUDIT PARAS:**

- Delay in disposal of audit observations tends to defeat the very purpose of audit.
- With lapse of time it may become more difficult to settle audit observations due to difficulty in locating relevant records.
- Primary responsibility upon the DDO/HOO and controlling officers.
- Reply on each point with factual information be given.
- An interim reply may be given, if final reply could not be furnished within time limit.

### **SETTLEMENT OF AUDIT PARAS:**

- Initiate action to rectify irregularities, defects and omissions etc., without waiting for the receipt of Audit Report/Inspection Report.
- Accounts functionary of the Department be consulted while sending replies.

## Rule 14 of CCS (CCA) Rules, 1965

### Procedure for imposing major penalties

Human resource is perhaps the most valuable asset of any organisation. It is the human resource which exploits other resources in the organisation so as to achieve the organisational objectives.

It is essential that every organisation should have a well established reward and punishment system to ensure that the people are made to work towards the fulfilment of the organisational goals. While the reward system will encourage the employees to work better towards the achievement of organisational goals, punishment system is used to prevent people from working against the organisational goals.

Misconduct, or non-conforming behaviour, can be tackled in many ways such as counselling, warning, etc. The employer also has an option to deal with the erring employee within the terms of employment. In such an eventuality, the employee may be awarded any penalty which may vary from Censure to the severance of the employer-employee relationship i.e. dismissal from service. Disciplinary authorities play a vital role in this context.

An employer can inflict punishment on an employee only after following some statutory provisions. For Government Servants CCS (CCA) Rules 1965 apply, essentially these are the codification of the Principles of Natural Justice, which are required to be followed in any quasi-judicial proceedings.

#### Rule 14 of CCS (CCA) Rules, 1965

1) No order imposing any of the penalties specified in clauses (a) to (d) of Rule 13 shall be made except after an inquiry held, as far as may be, in the manner provided in this rule and rule 15, or in the manner provided by the Public Servants (Inquiries) Act, 1850 (37 of 1850), where such inquiry is held under that Act.

2) Whenever the disciplinary authority is of the opinion that there are grounds for inquiring into the truth of any imputation of misconduct or misbehaviour against a Government servant, it may itself inquire into, or appoint under this rule or under the provisions of the Public Servants (Inquiries) Act, 1850, as the case may be, an authority to inquire into the truth thereof.

Provided that where there is a complaint of sexual harassment within the meaning of rule 9 C of the Central Civil Services (Conduct) Rules, 1954, the complaints Committee established in each ministry or Department or Office for inquiring into such complaints, shall be deemed to be the inquiring authority appointed by the disciplinary authority for the purpose of these rules and the Complaints Committee shall hold, if separate procedure has not been prescribed for the complaints committee for holding the inquiry into the complaints of sexual harassment, the inquiry as far as practicable in accordance with the procedure laid down in these rules.

#### ARTICLE OF CHARGE

Article of Charge is essentially an imputation or a commission. It articulates that the charged official has committed something which should not have been done or has failed to do something which he ought to have done.

Para 14.2 of Chapter X of the Vigilance Manual provides as under:

A charge may be described as the prima-facie proven essence of an allegation setting out the nature of the accusation in general terms, such as, negligence in the performance of official duties, inefficiency, acceptance of sub-standard work, false measurement of work executed, execution of work below specification, breach of a conduct rule, etc.

A charge should briefly, clearly and precisely identify the misconduct/misbehavior. It should also give time, place and persons or things involved so that the public servant concerned has clear notice of his involvement.

#### ISSUE OF CHARGE SHEET

Issue of charge sheet is the discharge of the Constitutional obligation cast by Article 311(2) which states "No such person as aforesaid shall be dismissed or removed or reduced in rank except after an inquiry in which he has been informed of the charges against him and given a reasonable opportunity."

It is also the compliance of the principle of natural justice which states – "No one can be condemned unheard" which has been codified in the constitutional provisions under Article 311(2).

#### ANNEXURES TO THE CHARGE SHEET Under Rule 14 or Rule 16 (1) b.

Annexure – I : Article(s) of Charge

Annexure – II : Statement of Imputations of misconduct or misbehavior

Annexure – III : List of Documentary evidence in support of the charges

Annexure – IV : List of Oral witnesses in support of the charges

#### HOW MANY CHARGES MAY BE INCLUDED IN A SINGLE CHARGE SHEET?

There is no limit about the number of charges in a charge sheet. It must however be ensured that an Article of Charge should relate to a single transaction. For example, if an employee has committed fraud in three Money orders, these may be shown as three distinct Articles of Charge. The reasons are not far to seek. Each instance of misconduct is independent of the rest and each instance will depend on distinct evidence. Showing them as distinct charges will facilitate the proof of each charge irrespective of the outcome in respect of other charges.

#### How the Article(s) of Charge should be framed?

For deciding the article(s) of charge, one must go through the preliminary investigation report and list all the charges that come to his/her mind in the relevant case – such as theft, negligence, non-compliance of departmental instructions, failure to safeguard government property, facilitating theft, etc. Then all those charges must be arranged in the ascending or descending order of seriousness. This must be based on common sense. For example, common sense would tell us that theft, embezzlement are more serious charges than negligence and non-compliance of instructions. After arranging the likely charges in the order of seriousness, one should ask against the most serious charge, "Do we have evidence to establish this charge?" If the answer is negative, move down to the next most serious charge.

Similarly, if one starts with the least serious charge, ask the question, "Is it simply this only or something more serious?" If the answer is in the affirmative, move upward to the more serious charge. Through this process of elimination, one may arrive at the appropriate charge.

## INQUIRING AUTHORITY

#### What is the basic responsibility of the Inquiring Authority (IA)?

As stated in Rule 14(2) the basic purpose of appointment of IA is to inquire into the truth of the imputations of misconduct or misbehavior against the charged officer.

#### 2. What are the various activities performed by the IA for the discharge of the above function?

Various activities to be performed by the IA may broadly be classified as under:

- a) Pre hearing stage
- b) Preliminary hearing stage
- c) Regular hearing stage
- d) Post hearing stage
- e) At any stage during the inquiry
- f) Tackling some unusual circumstances which may arise



The activities to be performed by the IA during the pre-hearing stage:

- Verifying the appointment order and the enclosed documents
  - Acknowledging the appointment
  - Preparation of the Daily Order Sheet - This will be done throughout the inquiry
  - Analyzing and understanding the Charges
  - Filing the date for Preliminary Hearing
  - Sending communication to the parties about hearing
  - Informing the controlling officers of Charged Officer and Presenting Officer
  - Ascertaining as to whether the Charged Officer has liaised a Defence Assistant and if so informing the Controlling Officer of this Defence Assistant
- What is Daily Order Sheet (DOS)?**  
Daily Order Sheet is the record of the progress of the case handled by the IA during a day. It is prepared and maintained by the IA. Though no prescribed format, it is desirable to indicate the following in the Daily Order Sheet.
- Serial No of the order
  - Date
  - Parties present
  - What happened
  - Signature of the parties concerned

The activities of the IA during the Preliminary Hearing stage?

During Preliminary Hearing, IA is required to perform the following actions:

- Making arrangements for conducting the hearing.
- Setting the stage for smooth conduct of hearing.
- Asking the statutory questions.
- Finalisation of the question of Defence Assistant.
- Filing dates for inspection of the originals of the documents.
- Filing dates for the submission of the list of additional documents and witnesses required by the CO for the purpose of his defence.
- Finalisation of the documents and witnesses admissible for defence
- Taking action for procuring the additional documents required for the defence.
- Settling the issue of disputed documents
- Taking the documents on record
- Issue of certificates of attendance to the parties. This will be done during regular hearing stage also.
- Deciding on the requests for adjournment

The activities to be performed by the IA during the regular hearing stage:

During regular hearing stage, IA will continue to prepare and issue Daily Order Sheets and certificate of attendance as was being done earlier. In addition, IA will be performing the following activities:

- Summoning witnesses
- Monitoring the conduct of the examination of witnesses
- Recording the statements of the witnesses
- Recording the demeanour of the witnesses
- Deciding objections about the questions raised during examination of witnesses.
- Deciding requests for introducing additional witnesses.
- Deciding requests for recalling witnesses
- Asking the CO to state his defence on conclusion of the case of the Disciplinary Authority.
- Putting the mandatory questions on conclusion of the case of the defence
- Checking up from the CO as to whether he got sufficient opportunity for his defence.
- Giving directions for the submission of the written briefs by the Presenting Officer and the CO.

The post hearing activities to be performed by the IA.

During the last hearing, the IA will fix time limit for the PO and the CO to submit their respective written briefs. Thereafter, the IA prepares his report and submits the same to the Disciplinary Authority together with the records of the case.

Daily Order Sheet No. 1

Dated 99, Aaa,9999

Parties present: None

Received Order No. .... dated .... from .... appointing me as the Inquiry Authority to look into charges framed against .... vide Memorandum No. .... dated ....

The following papers were also received along with the Charge Sheet:

- Copy of the charge sheet
- Copy of the written statement of defence
- Copy of order No. ... dated ... appointing Shri ... as Presenting Officer in the case.

An acknowledgement was sent to the Disciplinary Authority.

Sd/-  
Name  
Designation

## Presenting Officer

Presenting Officer is appointed for the purpose of presenting the case of the Disciplinary Authority so that the charges can be proved in the inquiry. In many ways, the role of the presenting Officer is a challenging one. His role is comparable to that of the anchor runner in a relay race. Many people have carried the baton and finally it has been handed over to him. Whatever be the merits and demerits of the earlier functionaries, being the last person in the line, it is for the Presenting Officer to carry the baton to the winning post. An intelligent Presenting Officer can make up for the mistakes committed by the earlier functionaries and accomplish the target. Similarly, a bad Presenting officer may lose the advantage acquired by the investigating officer, Vigilance Officer, etc. and may lose the case through bad presentation. The explicit functions of the Presenting Officer are:

- Presenting the documentary evidence
- Leading the oral evidence on behalf of the disciplinary authority
- Cross examining the defence witness
- Preparation and presentation of the written brief

These procedures mentioned in the rules can be condensed into a dictum of two words: "Be fair". In this regard, one is reminded of the most important advice given by a father to his son in the passage popularly known as Polonius advice to Laertes in the immortal play of Hamlet by William Shakespeare:

*This above all: to thine own self be true,*

*And it must follow, as the night the day,*

*Thou canst not then be false to any man.*

That is the essence of the Principles of Natural Justice

THANK YOU ALL

## Government eMarketing

### An Overview of GeM Government eMarketplace



### What is GeM?

- GeM - Government e-Market Place.
- One stop Online Market Place for common use goods and services for government users.
- Genesis - Recommendations of two Group of Secretaries and Hon'ble FM Budget Speech 2016 directives.

### GeM - Objective

- ✓ Provide government users the speed and flexibility of e-commerce site in sourcing its requirement
- ✓ Relieve government users from mundane tendering activities
- ✓ To have technology enabled dynamic, self sustaining, user friendly, fair and transparent procurement system
- ✓ To promote standardization of products, demand aggregation, Make in India

### Mandated by GFR – Rule 149 of GFR 2017

- The Procurement of Goods and Services by Ministries or Departments will be mandatory for Goods or Services available on GeM.
- Financial Limits
  - (i) Up to Rs.50,000/- through any of the available suppliers on the GeM, meeting the requisite quality, specification and delivery period.
  - (ii) Above Rs.50,000/- and up to Rs.30,00,000/- through the GeM Seller having lowest price amongst the available sellers, of at least three different manufacturers, on GeM, meeting the requisite quality, specification and delivery period.

### Financial Limit Continued...

- The tools for online bidding and online reverse auction available on GeM can be used by the Buyer if decided by the competent authority.
- (iii) Above Rs.30,00,000/- through the supplier having lowest price meeting the requisite quality, specification and delivery period after mandatorily obtaining bids, using online bidding or reverse auction tool provided on GeM.

### Financial Limit continued....

- Procuring authority to satisfy that the price of the selected offer is reasonable and meet the requisite quality, specifications and delivery period.



## Important Aspects of GeM

- Parties in GeM
  - ✓ Buyer
    - Who can buy
    - How to register to buy
    - How to buy
  - ✓ Seller
    - Who can sell
    - How to register to sell
  - ✓ DGS&D
    - Role and responsibilities
- Each has its predefined role and responsibilities

## Terms and Condition Sale/Purchase

- Dynamic System - Online submits its products specification parameters, prices, delivery schedule
- Terms of Delivery - Free Delivery at Consignee Site
- Rates - inclusive of all duties and taxes
- Currency - INR only
- Gives an undertaking that the offered prices in the GeM shall in no case exceed Maximum Retail Price (MRP) and/or those concurrently offered by the Seller elsewhere including any e-commerce sites.
- E-signed offer at the terms and conditions of GeM

## Terms and Condition – Sale/Purchase

- Online Purchase Order – Sellers rates and delivery schedule
- Liquidated damages for delay in supplies
- Refund Policy – 10 days
- Provisional Receipt Certificate
- Consignee Receipt and Acceptance Certificate
- Payment Terms
- Dispute resolution mechanism

## GeM – Present Status

- About 50000 nos. of Sellers with more than 361605 nos. different products and more than 19432 nos. of users registered

## Procurement Objectives

- Purchaser's Perspective
  - ✓ Quality products
  - ✓ Speed, Flexibility, User friendly
  - ✓ Transparency
- Seller's Perspective
  - ✓ Equal opportunity to supply
  - ✓ Timely receipt of payment
- Terms and conditions – provision to penalise misconduct of suppliers
- Government aims to ensure payment - Detailed Guidelines for release of Payment vide DOE OM Number 26/44/2016/PPD dated 20.09.2016

## CONDUCT OF INQUIRY

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### 1. What are the stages in conduct of inquiry?

Conduct of inquiry comprises the following main stages:

(a) Pre – hearing stage: From the appointment of IO PO till the commencement of hearing. During this stage, the IO and PO examine the documents received by them and ensure their correctness. Besides, the Presenting Officer prepares for the presentation of the case.

(b) Preliminary Hearing Stage: From the time the parties start appearing before the IO, till the commencement of presentation of evidence. During this stage CO is asked once again as to whether the charges are admitted, inspection of documents take place, CO presents the list of documents and oral witnesses required for the purpose of defence (c) Regular hearing stage: during this stage, evidence is produced by the parties.

(d) Post hearing stage: during this stage, the PO and the CO submit their written briefs to the IO and the IO submits his/her report to the Disciplinary Authority.

### 2. Is there any time limit for commencement of hearing?

As per rule 14(7) of the CCA Rules, first hearing of the case must be scheduled within 10 days of the IO receiving the Charge sheet. As the copy of the Charge Sheet is sent to the IO together with the appointment order, it is implied that the inquiry is to commence within 10 days of the IO receiving the appointment order. The above rule also provides the time limit prescribed is extendable by maximum of another 10 days.

### 3. What happens during the first hearing of the case?

As per Rule 14(9) of the CCA Rules, when the CO appears before the IO, the latter should ask whether the CO admits the charges or has any defence to make. If the CO pleads guilty in respect of any of the charges, the IO should get it recorded and get it signed by the CO. Rule 14(10) provides that the IO shall send a finding of guilt to the Disciplinary Authority in respect of the charges in respect of which the CO has pleaded guilty. In addition to the above, the IO shall fix a schedule for the following:

(a) inspection of the documents listed in Annexure III of the Charge sheet, within five days extendable by a maximum of another five days [Rule 14(11)(i)]

(b) Submission of the list of witnesses to be examined on behalf of the Charged Officer  
[Rule 14(11)(ii)]

(c) Submission of the list of additional documents required by the CO within ten days extendable by a maximum of another ten days. Rule 14(11)(iii)]



**4. Is it advisable for the IO to ask the CO during the first hearing as to whether the CO has faith in the IO?**

It is not a bad idea to ask the CO during the first hearing as to whether the CO has faith in the IO and record the answer to the question. This may be quoted against the CO, in case the CO raises any frivolous complaint of bias later. On the other hand, if the CO expresses lack of faith on the IO in the first instance, the same may be recorded and the CO may be advised of the option open to him/her for seeking change of IO.

**5. Is it necessary for the IO and PO to be present during the inspection of listed documents by the CO?**

Not necessarily. Para 3.7 of Chapter XI of the Vigilance Manual 1991 Ed provides that inspection of listed documents is to take place at "such place as the Inquiry Officer may direct in the presence of the Presenting Officer or any other gazetted officer deputed for the purpose by the disciplinary authority or the other authority having the custody of the records."

**6. How to conduct inspection of listed documents which are held up in the court?**

The following alternatives are open in respect of the documents held up in the court and required for inspection by the CO:

- (a) An application may be made to the court for making the documents available at least temporarily
- (b) If the above request is not allowed by the court, inspection of the documents by the CO may be arranged in the Court

**7. Can a document sought by the CO for the purpose of defence be denied?**

Any document sought by the CO for the purpose of defence, can be denied only on either of the two grounds. Firstly if the IO is of the opinion that the document is not relevant to the case. In this case, the IO has to pass a reasoned order as prescribed in the proviso to Rule 14(12) of the CCA Rules. In addition to the above, authority in possession of the documents may deny the production of documents for reasons to be recorded in writing that the production of the said document is against public interest.

In this connection, para 3.5 of Chapter XI of the Vigilance Manual (1991 Ed) provides as under:

3.5 Denial of access to documents which have a relevance to the case will amount to violation of the reasonable opportunity mentioned in Article 311 (2) of the Constitution. Access may not, therefore, be denied except on grounds of relevancy or in the public interest or in the interest of the security of the state. The question of relevancy has to be looked at from the point of view of the Government servant and if there is any possible line of defense to which the document may be in some way relevant, though the relevance is not clear at the time when the Government servant makes the request, the request should not be rejected. The power to deny access on the grounds of public interest or security of State should be exercised only when there are reasonable and sufficient grounds to believe that public interest or security of the State will clearly suffer.

Such occasions should be rare.

**8. Generally what are the documents which are not made available by the Head of the Department?**

Para 3.6 of the Vigilance Manual (1991 Ed) indicates the following as examples of documents, access to which may reasonably be denied:

i) Reports of a departmental officer appointed to hold a preliminary enquiry or the report of the preliminary investigation of SPE. These reports are intended only for the disciplinary authority to satisfy himself whether departmental action should be taken against the Government servant or not and are treated as confidential documents.

These reports are not presented before the Inquiry Officer and no reference to them is made in the statement of allegations. If the accused officer makes a request for the production/inspection of the report of the Investigating Officer, S.P.E., the Inquiring Authority should, instead of dealing with it himself, pass on the same to the Disciplinary Authority concerned, who may claim privilege of the same in public interest, as envisaged in proviso to sub-rule (13) of Rule 14 of CCS (CCA) Rules, 1965.

ii) File dealing with the disciplinary case against the Government servant – The preliminary enquiry report and the further stages in the disciplinary action against the Government are processed on this file. Such files are treated as confidential and access to them should be denied.

iii) Advice of the Central Vigilance Commission. - The advice tendered by the Central Vigilance Commission is of a confidential nature meant to assist the disciplinary authority and should not be shown to the Government servant.

iv) Character roll of the officer. - The CR of the official should not be shown to him. The above provision has to be perceived in the context of the Right to Information Act and subsequent judicial pronouncements. As is well known, it is mandatory to provide the advice of the CVC. Besides, the employees have acquired right to peruse their Annual Performance Appraisal Reports

**9. Can the IO deny allowing a witness named by the CO for the purpose of his/her defence?**

IO can deny a witness only on the ground of relevance

**10. What is the sequence of events during Regular Hearing?**

Following is the sequence of events during Regular Hearing:

- (a) Documentary evidence on behalf of the Disciplinary Authority are taken on record
- (b) Oral evidence of Disciplinary Authority is taken on record
- (c) CO asked to state his/her defence
- (d) Documentary evidence on behalf of the Disciplinary Authority are taken on record
- (e) Oral evidence of Disciplinary Authority is taken on record



(f) Mandatory question by the IO

(g) Fixing time for submission of briefs by the PO and CO

**11. Can the statements recorded during preliminary investigation be relied upon?**

In this connection para 6.2 of the Vigilance Manual (1991 (ed) provides as under:

Instead of recording the evidence of the prosecution witness, de novo, wherever it is possible, the statement of a witness already recorded at the preliminary inquiry/investigation may be read out to him at the oral inquiry and if it is admitted by him, the cross-examination of the witness may commence thereafter straightaway. A copy of the said statement should, however, be made available to the delinquent officer sufficiently in advance (at least 3 days) of the date on which it is to come up for inquiry.

As regards the statement recorded by the Investigating officers of the CBI, which are not signed, the statement of the witness recorded by the Investigating Officer will be read out to him and a certificate will be recorded thereunder that it had been read out to the person concerned and has been accepted by him.

**12. What is the procedure for procuring the documents demanded by the charged officer?**

Inquiring Authority should directly obtain the additional documents demanded by the charged officer. It is incorrect to assign this task to the Presenting officer.

**13. What is the order in which the witnesses are to be presented?**

The Presenting officer is to lead the State witnesses in the first instance. The order in which the State witnesses are to be led can be left to the discretion of the Presenting Officer. It is desirable to frame the sequence of the witnesses in such a way as to gradually build the case of the Disciplinary authority. After the State witnesses are examined, the charged officer can be asked to lead defence witnesses, if any, in the order decided by him/her.

**14. What are the stages in the examination of witnesses?**

Witnesses are examined through the under mentioned three stages:

- (a) Examination in chief
- (b) Cross examination
- (c) Re-examination

**15. Who conducts the above three stages of examination:**

Examination in Chief is conducted by the party who is producing the witnesses i.e. examination in chief of the State witness will be done by the Presenting officer and examination in chief of the defence witnesses will be done by the Charged officer assisted by the Defence Assistant Cross examination is done by the opposite party. i.e. Cross examination of State witnesses will be done

by the Charged officer, assisted by the Defence Assistant and cross examination of the defence witnesses will be done by the Presenting officer Re examination will be done by the party who performed examination in chief.

#### **16. What is the scope of Examination in Chief?**

Examination in chief is confined to the relevant issue i.e. issues relating to the transaction on which the charges have been framed in the case of State witnesses and the points mentioned in the statement of defence in respect of defence witnesses.

#### **17. What is a leading question?**

Leading question is one which indirectly reveals the expected answer to the question.

#### **18. What is the provision regarding leading questions?**

Leading questions are prohibited during examination in chief and re-examination There is no bar on asking a leading question during cross examination. This means that one cannot ask a leading question from one's own witness; but can ask a leading question from the witness presented by the opposite side. This general rule has an exception viz. that there is no bar on asking a leading question which is introductory in nature. E.g. You are in the working in the store since 2010?

#### **19. What is the scope of cross examination?**

Scope of cross is examination is a bit wide. Questions for assailing the credibility of the witness can also be raised. The following questions are however, prohibited during cross examination:

- (a) Questions without any basis
- (b) Questions which are obscene or indecent
- (c) Questions which are intended to vex or annoy the witnesses

#### **20. What is the scope of re-examination?**

Re-examination will be confined to the issues on which cross-examination was conducted.

#### **21. Is there any scope for a second cross – examination?**

In case any new issue was raised during re-examination with the permission of the Inquiring Authority, one more opportunity for cross-examination must be afforded.

#### **22. Considering the scope of examination in chief and cross examination, what should be the difference in approaches for these two activities?**

It is said that the art of successful examination in chief is to ask questions in such a way that the witnesses understands the answer expected - without the question being a leading question. On the contrary, the art of cross examination is to ask questions in such a way that the witness does not understands what is the purpose of the question.



**23. What is the procedure for recording of evidence by the witnesses?**

The statements of the witnesses may be recorded either in narrative form or in question answer form as deemed suitable. Generally, examination in chief may be in narrative form. At times it may even state as under:

The witnesses confirmed the statement given by him during preliminary investigation and said he had nothing more to add and modify. Cross-examination and re-examination will be in the form of question and answer. It is desirable that the questions and answers are numbered for the sake of easy reference in the written briefs of the PO and charged officer and in the Inquiry report. Witness will be asked to sign each page of the statement. Copies given to the CO and PO.

**24. What is the stage at which the charged officer is asked to lead evidence?**

After the case of the disciplinary authority is over, the charged officer will be asked to state his defence. This is only an offer to the delinquent and if the delinquent does not state his/her defence, the inquiry will proceed.

**25. What is the order in which the charged officer will present defence?**

Charged officer will first present documentary evidence and then lead oral evidence.

**26. Can the CO be questioned by PO?**

PO can question the charged officer only if he/she presents himself/herself as a witness.

**27. What happens if a witness who had given a statement during preliminary investigation changes stand to favour the delinquent?**

Change of stand without any justifiable reason will amount to a misconduct and the Government servant who is guilty of such a misconduct renders himself/herself liable for disciplinary action. In this connection, Central Vigilance Commission Office Order No. Office Order No. 73/12/2005, dated: 15th December, 2005 provides as under:

3. Rule 16, Chapter XIII of Vigilance Manual Vol. I, provides that if a Government servant, who had made a statement in course of a preliminary enquiry, changes his stand during evidence in the enquiry, and if such action on his part is without justification or with the objective of favouring one or the other party, his conduct would constitute violation of Rule 3 of the Conduct Rules, rendering him liable for disciplinary action. Such misconduct in the context of criminal cases becomes all the more grave.

4. The Commission is of the view that this unhealthy tendency on part of public servants needs to be curbed effectively. The Commission, therefore, desires that such misconduct, whenever reported by the CBI, should be viewed with utmost seriousness and necessary disciplinary action initiated promptly.

**28. Can a witness be called for the second time?**

Under Rule 14(15) of the CCA Rules, the Inquiring Authority may at its discretion allow the Presenting officer to re-call witness. In the event of a witness being recalled and re-examined, care must be taken to provide to the opposite side an opportunity to cross-examine the witness as well. This is not at the discretion of the Inquiring Authority – but a mandate of the principle of natural justice which requires providing reasonable opportunity of defence.

### **29. Can a hearing be held in the absence of the CO?**

In this connection, Vigilance Manual 1999 Ed provides as under:

17.5 If in any particular hearing, the accused officer is unable to come for any reason, his Assisting Officer can proceed with the case if he has authorization to this effect from the accused officer. Similarly, the Assisting Officer can submit the defence of the delinquent officer contemplated in Rule 14 (16) of the CCS (CCA) Rules, 1965, if he holds authorisation to this effect from the delinquent officer.

### **30. Can the inquiry proceed without the charged officer?**

Following provision of the Vigilance manual is relevant in this connection:

17.5 If in any particular hearing, the accused officer is unable to come for any reason, his Assisting Officer can proceed with the case if he has authorization to this effect from the accused officer. Similarly, the Assisting Officer can submit the defence of the delinquent officer contemplated in Rule 14 (16) of the CCS (CCA) Rules, 1965, if he holds authorisation to this effect from the delinquent officer.

### **31. Can the Inquiring Authority question the witnesses?**

Rule 14(14) explicitly provides that the Inquiring Authority may also put such questions to the witness as it thinks fit. Two cautions must be borne in mind while exercising this statutory right. Firstly, the parties to the proceedings acquire a right to cross-examine the witness on the issues over which the Inquiring Authority has examined the witnesses.

Secondly, the questions must not be with the object of establishing the charge. Such questions may put the Inquiring Authority in the mantle of the Presenting Officer which may lead to quashing of the proceedings on the allegation of bias.

### **32. Can the Inquiring Authority question the charged officer?**

The Inquiring Authority is required under Rule 14(18) to question the Charged Officer generally about the circumstances appearing against him. However, probing questions which may lead to incrimination of the Charged Officer will cast aspersions about the role of the Inquiring Authority. Inquiry proceedings were set aside in *Moni Shankar Vs. Union of India* (UOI) and Anr. [JT2008(3) SC484, (2008)3SCC484, 2008 (3)SLJ325(SC)] for the reason that the Inquiring Authority had exceeded his limit in asking the mandatory question, as may be seen from the following:

18. The Enquiry Officer had put the following questions to the appellant: Having heard all the



PWs, please state if you plead guilty? Please state if you require any additional documents/witness in your defence at this stage? Do you wish to submit your oral

defence or written defence brief? Are you satisfied with the enquiry proceedings and can conclude the Enquiry?

19. Such a question does not comply with Rule 9(21) of the Rules. What were the circumstances appearing against the appellant had not been disclosed.

### **33. What is mandatory question?**

Rule 14(18) has a provision that empowers the Inquiry Authority to question the Charged Officer. This question shall be asked in the cases wherein the CO had not presented himself as a witness. Probably the use of the word "shall" in the sub rule has resulted in this being called a 'mandatory' question. However it must be understood that it may not be a question at all. The purpose of this question is to enable the CO to explain the circumstances against him. The IO is expected to question the CO "on the circumstances appearing against him" so that the CO can defend himself appropriately.

### **34. What happens if the deposition of a witness is in a language other than English or Hindi (whichever is the language of the proceedings)?**

In this connection, Para 13.6 of the Vigilance provides as under:

13.6 If a witness deposes in a language other than English but the depositions are recorded in English, a translation in the language in which the witness deposed should be read to the witness by the Inquiry Officer. The Inquiry Officer will also record a certificate that the depositions were translated and explained to the witness in the language in which the witness deposed.

### **35. What happens if a witness fails to turn up for examination?**

A government servant summoned by the Inquiring Authority for tendering evidence in a disciplinary proceeding is bound to attend the same. Failure to do so will amount an act of misconduct. Therefore, if a witness fails to turn up for inquiry without proper justification the Inquiring Authority may report the matter to the controlling officer of the witness so that disciplinary action could be initiated.

### **36. Who bears the expenditure incurred by the witnesses and parties for attending the inquiry?**

In respect of serving Government Servants, the expenses are to be borne by the respective organization where the witness is employed based on the certificate issued by the Inquiring Authority. Otherwise the expenses will have to be met by the Disciplinary Authority.

### **37. What facility is provided to the Inquiring Authority for expeditious completion of the proceedings?**

DoP&T OM No. 142/5/2003-AVD.I dated 6.4.2004 provides that Inquiring Authority may be

relieved of normal duties for 20 days in two spells for timely completion of inquiry.

## **EVALUATION OF EVIDENCE**

The above stated nature of human beings makes the task of the functionaries in Disciplinary Proceedings all the more challenging. Culling out truth from the conflicting statements of the contesting parties is perhaps the most challenging part of the assignment of the Disciplinary Authority and the Inquiring Authority. This complex process is known as evaluation of evidence. Evaluation of evidence is perhaps the most complex and challenging area in the gamut of activities during departmental proceedings. Skill in evaluation of evidence is required to be possessed by almost all the functionaries. Presenting Officer is required to evaluate evidence and present his version in the brief of the PO. Inquiring Authority is required to evaluate evidence to arrive at the conclusion as to whether the charges are proved. Disciplinary Authority is required to make first hand appraisal of evidence and take a view as to whether the Inquiring Authority's

"The astonishing amount of perjury in courts of law is a sad commentary on human veracity. In spite of the oath, more untruths are probably uttered in court than anywhere else. This deviation from veracity ranges from mere exaggeration all the way to vicious perjury. Much of this untrue testimony grows directly out of human nature under unusual stress and is not an accurate measure of truth-speaking general. In order to shield a friend or help one to win in what is thought to be a just cause, or because of sympathy for one in trouble, many members of the frail human family are inclined to violate the truth in a court of law as they will not do elsewhere."

In the words of Osborn (The problem of proof - Albert S. Osborn, PP 22, 23, New York, Matthew Bender and Co. 1926 - quoted in (2) *ibid*, P.226). conclusion are acceptable. Appellate Authority is also required to perform the above function. Although skill can be developed through exercises, case studies, etc. in this chapter an attempt is being made to provide the underpinning knowledge necessary for evaluation of evidence.

### **1. What are the various types of evidence led in departmental proceedings?**

Generally two types of evidence are led in departmental evidence viz.

- (a) documentary evidence and
- (b) oral evidence.

In contrast, in criminal trials certain objects (such as weapons or clothes worn by the victim, etc.) may also be produced as evidence and these are known as Exhibits.

### **2. What is the role of evidence in deciding the case?**

Following are some of the cardinal principle in drawing conclusions in judicial/ quasijudicial proceedings:

- (a) Conclusions must be based on evidence
- (b) There is no room for conjectures or surmises in drawing conclusions



- (c) Reliance must be placed on the evidence made available to the Charged Officer during the inquiry
- (d) No evidence behind the back of the Charged Officer.
- (e) Decision making authorities should not import personal knowledge into the case

### **3. What is meant by the standard of proof?**

Standard of proof or level of proof, refers to the quality of evidence produced to establish a fact. In a sense it indicates as to how strongly the evidence establishes the fact it purports to prove. Generally the following three levels of proof are referred to in judicial/legal proceedings:

- (a) Preponderance of probability
- (b) Clear and convincing evidence
- (c) Proof beyond reasonable doubt

### **4. What is the difference between the criminal trial and departmental proceedings in so far as evaluation of evidence is concerned?**

Generally the following three points of distinction exist between criminal trial and departmental proceedings in so far as evaluation of evidence is concerned:

- (a) In criminal proceedings, standard of proof required is proof beyond reasonable doubt.

On the other hand, preponderance of probability is adequate to establish the charge in departmental proceedings.

- (b) Hearsay evidence is strictly prohibited in criminal trials. However, there is no bar against the reception of hearsay evidence by domestic tribunals. What value is to be attached to such evidence depends upon the facts and circumstances of each case.

- (c) In domestic inquiries, a relaxed procedure is adopted for allowing circumstantial evidence.

### **5. What is pre-ponderance of probability?**

Literal meaning of the word preponderance: is superiority in power, influence number or weight. As a level or standard of proof, pre-ponderance of probability means "more likely to have happened than otherwise.

### **6. What is hearsay evidence?**

When a witness states a fact based on what he/she had heard from some other source without being a direct witness to the event, evidence tendered by such a person is known as hearsay evidence

### **7. What are the rules regarding the admissibility of hearsay evidence?**

Hearsay evidence is prohibited in criminal trials. On the other hand, during departmental proceedings hearsay evidence can be taken into account in establishing the charge if there is corroborative material'.

**8. What is circumstantial evidence?**

Circumstantial evidence is the opposite of direct evidence. When no eyewitness is available, issues can be decided based on circumstantial evidence.

**9. What are the rules regarding circumstantial evidence?**

Tests laid down by the Hon'ble Supreme Court in the Case of Hanumant Vs. State of Madhya Pradesh [AIR 1952 SC 343, 1953 CriLJ 129, 1952 1 SCR] is applied in the matter of evaluation of circumstantial evidence in criminal trials. This has been reiterated in the case of Sharad Birdhi Chand Sarda vs State Of Maharashtra [1984 AIR 1622, 1985 SCR (1) 88] in the following terms:

“(1) the circumstances from which the conclusion of guilt is to be drawn should be fully established.  
XXXX

(2) The facts so established should be consistent only with the hypothesis of the guilt of the accused, that is to say, they should not be explainable on any other hypothesis except that the accused is guilty,

(3) The circumstances should be of a conclusive nature and tendency.

(4) They should exclude every possible hypothesis except the one to be proved, and

(5) There must be a chain of evidence so complete as not to leave any reasonable ground for the conclusion consistent with the innocence of the accused and must show that in all human probability the act must have been done by the accused. These five golden principles, if we may say so, constitute the panchsheel of the proof of a case based on circumstantial evidence.”

In quasi-judicial proceedings, relaxed norms are applied based on the principle of preponderance of probability rather than conclusive nature of evidence and excluding every other hypothesis.

**10. Can a charged officer be acquitted of the charges even without putting up any defence at all?**

The charge leveled by the Disciplinary authority needs to be proved by leading evidence on behalf of the Disciplinary Authority. Charged officer has no duty to prove his innocence. Hence the charged officer can be acquitted based on the failure of the Presenting officer to establish that the charges have been proved.

**11. What is the concept of burden of proof?**

General rule is that one who wants the court (or the Inquiring Authority) to believe something, must lead evidence to establish the fact. This is known as the burden of proof. If the disciplinary authority has leveled the charge that an employee had left the office before closing hours and without taking permission, evidence must be led on behalf of the Disciplinary Authority to establish the same. If the defence of the Charged Officer contends that that he/she had taken permission to leave early, he/she must lead evidence to establish this fact. If the stand of the Disciplinary Authority is that the officer from whom the Charged Officer claims to have taken permission is not competent to grant



permission, it is for the Disciplinary Authority to lead evidence in support of this fact.

**12. Can the statement of a witness be taken into account, even if he/she was not subjected to cross-examination?**

Witnesses are to be offered for cross examination. If the opposite side chooses not to exercise the right of cross-examination, there is no bar in taking into account the statement of such witnesses. If cross examination of a witness is not allowed or the witness did not present himself/herself for cross-examination, the statement of such witness should not be taken into consideration at all, Union of India Vs. P Thiagarajan [1998(8) JT 179]

**13. What are the factors based on which the statement of a witness is given credence?**

Following are the credibility factors in respect of oral evidence:

**Factor** How does it apply  
**Integrity of the witness** Statement made by a person lacking integrity carries low credibility  
**Interest in the outcome of the case** A person who is interested in the outcome of the proceedings carries low credibility  
**Competence** Statement on technical issues are to be made by persons who are conversant with it. For example, whether two signatures are alike must be affirmed by a handwriting expert  
**Conduct** A witness who does not exaggerate, admits what he/she did not see or hear carries more credence  
**Consistency** Whether the statement is free from any self contradiction  
**Corroboration** through other evidence Whether the statements are in tune with the evidence derived from other sources.

**Conformity with A witness** who states things which are incredible for a experience normal human mind is hard to believe.

**Conformity with normal human conduct** A brother casting aspersions on the character of his sister is difficult to believe.

**Demeanour** How does the witness look during deposition

**14. How far the credibility of a witness depends upon his/her status?**

Status has no role in determining the credibility of witness

**15. What is meant by demeanour?**

Demeanour denotes the posture and behavior of the witness while deposing. This constitutes an important input in determining the credibility of evidence tendered by the witnesses. Generally the following constitute demeanour:

- \_ hesitation
- \_ doubts
- \_ pace of deposition
- \_ variations in tone

- \_ confidence
- \_ calmness
- \_ posture
- \_ eye contact or the lack of it
- \_ facial expression i.e. bright or pale, etc.

Criminal Procedure Code provides that Magistrate should make note of the demeanour of the witnesses. Similarly, the Inquiring Authority should also make note of the demeanour of the witnesses.

#### **16. What are the general principles for evaluation of evidence?**

- \_ Evidence is to be weighed; not counted
- \_ Affirmative statements carry more weight than negative statements
- \_ Actions carry more weight than words
- \_ Even un- impeached evidence may be rejected
- \_ Rejection of evidence by one does not necessarily mean the acceptance of the opposite

#### **17. Is there any exception to the rule that facts must be established through evidence and the decision making authority must not import personal knowledge into the case?**

Irrefutable matters of common sense and laws of science do not require any evidence.

For example, it is a matter of common sense that capacity of a super deluxe bus cannot be seventy five. An Inquiry authority may reject evidence to the effect that a person travelled in a super deluxe bus carrying eighty passengers from Delhi to Kanyakumari.

There is no need for controverting the above statement through the crew of the bus or another witness who had seen the above bus. Similarly an Inquiring Authority can conclude that any object thrown above has to come down. There is no need for a physics professor to come and testify about the law of gravitation.

### **EX-PARTE INQUIRY**

#### **1. What is ex parte Inquiry?**

An inquiry in which the charged officer is not represented is known as Ex- parte inquiry

#### **2. What is the statutory provision regarding ex parte proceedings?**

Rule 14(20) of the CCA Rules provides as under:

“ If the Government servant to whom a copy of the articles of charge has been delivered, does not submit the written statement of defence on or before the date specified for the purpose or does not



appear in person before the inquiring authority or otherwise fails or refuses to comply with the provisions of this rule, the inquiring authority may hold the inquiry ex parte.”

### **3. What are the conditions under which ex-parte inquiry may be resorted to?**

As may be seen from the above extracted provision of the Rule, ex-parte inquiry can be resorted to only when the following conditions are satisfied:

- (a) Articles of charge should have been delivered
- (b) The charged officer had failed to submit the written statement of defence on or before the specified date or
- (c) Does not appear in person before the Inquiring Authority or
- (d) Fails or refuses to comply with the provisions of the CCA Rules

### **4. If delivery of articles of charge is pre-requisite for conducting ex-parte inquiry, what will be the possibility of going ex-parte when the charged officer evades or refuses acceptance of Charge Sheet?**

Firstly it must be appreciated that delivery of charge Sheet does not mean physical delivery and obtaining an acknowledgement therefor. Constructive delivery of Charge Sheet is adequate to hold that the articles of charge have been delivered. In this connection, para 20.2 of Chapter X of the Vigilance Manual Volume I (1991 Edition) is extracted hereunder:

“20.2 If the Government servant evades acceptance of the articles of charge and/or refuses to accept the registered cover containing the articles of charge, the articles of charge will be deemed to have been duly delivered to him as refusal or a registered letter is normally tantamount to proper service of its contents.”

As a measure of precaution, the charge sheet may be pasted on the notice board, doors of the residence of the charged officer, uploaded on the web site of the organization and an advertisement may be issued in a newspaper regarding the initiation of the disciplinary proceedings. For the pasting of the charge sheet on the doors, independent witnesses' statements may be obtained.

### **5. Is there any difference between holding ex-parte inquiry and dispensing with**

**Inquiry under Rule 19 (ii) of the CCA Rules?**

The following differences exist between ex-parte inquiry and dispensing with Inquiry S.No Ex-parte inquiry Inquiry dispensed with under Rule 19(ii)

- (a) Decision is taken by the Inquiring Authority Decision is taken by the Disciplinary Authority
- (b) There is no statutory requirement of recording any reasons as to why inquiry is to be held ex-parte There is a statutory mandate to record reasons as to why it is not reasonably practicable to hold an inquiry in the manner provided in the rules
- (c) Conditions precedent specified in rule 14(20) must be satisfied No conditions are prescribed in the Rules; Disciplinary Authority has to record the reason as to why it is not reasonably practicable to hold the inquiry in the manner provided in the Rules

(d) During ex-parte Inquiry, the Charges need to be proved by leading evidence on behalf of the Disciplinary Authority. When inquiry is dispensed with, there is no question of leading evidence or establishing that the charge is proved. It is for the disciplinary authority to consider the evidence on record and pass a reasoned order imposing penalty.

(e) There is scope for the Charged Officer turning up at a later date and seeking to participate in the ex-parte inquiry. Once inquiry is dispensed with, the Charged Officer has no right to seek participation in the Inquiry.

(f) There is a possibility that the inquiry may not result in any charge being established. The process will end in imposition of penalty. From the foregoing, it may be seen that ex-parte inquiry provides better protection to the employee and therefore dispensing with inquiry should not be treated as a substitute for ex-parte inquiry. Where there is scope for holding ex-parte inquiry, the authorities should not resort to dispensing with inquiry under Rule 19(ii).

#### **6. What precautions are necessary before for conducting ex-parte inquiry?**

Following pre-cautions are necessary before resorting to ex-parte inquiry”

(a) Before proceeding ex-parte, Inquiring Authority must ensure that communications are being sent to the correct address of the Charged Officer.

(b) Secondly, it must be ensured that sufficient time is being provided for attending the inquiry, with due regard to the travel arrangement between the place of the inquiry and place of posting or residence of the Charged Officer.

(c) Thirdly the Inquiring Authority must ensure that the Charged officer is not on sanctioned medical leave or on any official assignment.

(d) If the Charged Officer is under suspension, Inquiring Authority must check whether the non-attendance is attributable to the non-payment of subsistence allowance.

(e) Whether the Charged Officer has been warned that continued absence would result in the proceedings being conducted ex-parte.

#### **7. Can the inquiry be held ex-parte if the charged officer seeks adjournment on medical ground without producing medical certificate?**

It has been held in the case of *Union of India Vs. I S Singh* [1994 SCC Supl. (2) 518] that under such a situation, the Inquiring Authority should either ask for a copy of the medical certificate or in case of doubt, direct the charged officer to get examined by a medical officer. Taking recourse to ex-parte inquiry would amount to violation of the principle of natural justice. The following extract is relevant:

So far as the second ground is concerned, a few facts need be stated. An inquiry was held, in the first instance, which was not found to be in order by the disciplinary authority who directed a fresh inquiry. When notices were issued in the second inquiry, they could not be served on the respondent. On a later date, the respondent sent an application stating that he is suffering from unsoundness of



mind and that the inquiry may be postponed till he regains his mental health. The respondent also states that he sent his medical certificate along with his application. (Indeed, according to him, he sent not one but three letters to the said effect.) The report of the Enquiry Officer, however, does not show that he paid any attention to these letters. If, indeed, letters were not accompanied by medical certificates, as is now asserted by Shri Mahajan, learned counsel for the appellants, the proper course for the Enquiry Officer was to have called upon the respondent either to produce a medical certificate or to direct him to be examined by a medical officer specified by him. The inquiry report does not even refer to the request contained in the said application nor does it mention why and for what reasons did he ignore the said plea of the respondent. The Enquiry Officer proceeded ex parte, in spite of the said letters and made his recommendation on the basis of which the aforesaid penalty was imposed. It is evident from the facts stated above that the Enquiry Officer has not only conducted the inquiry in a manner contrary to the procedure prescribed by Rule 14(2) of CCS (CCA) Rules but also in violation of the principles of natural justice.

#### **8. What procedure is to be followed during ex-parte proceedings?**

During ex-parte proceedings, the Presenting Officer should be directed to lead evidence and establish the charge. As the Charged Officer does not participate in the proceedings, the stage of cross – examination of State Witnesses may not take place.

However, the Inquiring Authority is at liberty to put questions as it thinks fit. Power in this regard has been given under Rule 14(14) of the CCA Rules. Inquiring Authority should however ensure that the questions put by it are not such as to establish the charge. Any questions of this nature may present the Inquiring Authority as wearing the mantle of Presenting Officer and cast aspersions on its neutrality. Even though the Charged Officer is not attending the Inquiry, the Inquiring Authority should ensure that copies of all the documents relating to the inquiry are sent to the Charged Officer – for example the Daily Order Sheets, statements of the witnesses, written brief of the Presenting officer, etc. The Inquiring Authority should submit its report to the Disciplinary Authority together with other documents as in any other inquiry.

#### **9. Can the Charged Officer be allowed to participate in the ex-parte inquiry at a later stage?**

Ex-parte inquiry, once commenced, does not amount to closing the doors for the Charged Officer. This is only an enabling provision which provides for continuing with the inquiry despite non-cooperation by the Charged Officer. It should not be perceived as a penal provision for putting the Charged Officer to a disadvantage. The Charged Officer who could not or intentionally did not attend a few hearings does not lose his/her right of reasonable opportunity of defence. Accordingly, the Charged Officer cannot be prevented from participating in the inquiry at a later stage. There may be cases wherein the Charged Officer may try to put the clock back i.e. the Charged Officer may like a witness to be recalled and cross-examined. Such requests need to be considered on merit. If the Charged Officer provides sufficient satisfactory reason for non-appearance, the request for putting the clock may be considered. Thus the position can be summarized as under:

- (a) Future participation is a matter of right of the Charged Officer
- (b) Putting the clock back is a matter of discretion of the Inquiring Authority

## Life Skills

### BE THE AGENT OF SOCIAL CHANGE

- Believe that there is a purpose and meaning in everything that you do.
- Strengthen your self to deal with challenges of life.
- Make right choice.
- Be positive.
- Adjust Well.
- Resolve problem behaviour.
- Be gender sensitive.
- Participate in constructive activities.
- Value self and others.
- Do your best.

### TEN CORE LIFE SKILLS

- Self Awareness
- Empathy
- Critical Thinking
- Creative Thinking
- Decision Making
- Problem Solving
- Effective Communication
- Interpersonal Relationship
- Coping With Stress
- Coping With Emotion

### SELF AWARENESS

- It is the recognition of our 'self', our character, our strengths and weaknesses.
- Developing self-awareness is a prerequisite to inculcate life skills.

### EMPATHY

- Empathy is the ability to feel what life is like for another person.
- Empathy can help us accept others, who may be different from us.
- This can improve social interactions, especially, in situations of ethnic or cultural diversity.

### CRITICAL THINKING

- This is an ability to analyse information and experiences in an objective manner.
- It can contribute to healthy relationship.
- Help us to recognize and assess the factors that influence attitudes and behaviour.

### CREATIVE THINKING

- This is a novel way of seeing or doing things.
- It has four main characteristic components-  
 Fluency (generating new ideas),  
 Flexibility (shifting perspective easily),  
 Originality (conceiving of something new)  
 Elaboration (building on other ideas).



### DECISION MAKING

- It can teach us how to actively make decisions about our actions in relation to healthy assessment of different options
- What effects these different decisions are likely to have on our actions.

### PROBLEM SOLVING

- This is dealing effectively and constructively with problems in our lives.
- Significant problems that are left unresolved can cause mental stress.
- Gives rise to accompanying physical strain.

### INTERPERSONAL RELATIONSHIP

- This skills helps us to relate in positive ways with the people we interact with.
- It means keeping, good relations with family members, friends, colleagues, neighbours etc.
- IPR is important source of social support.

### EFFECTIVE COMMUNICATION

- This is ability to express ourselves, in ways that are appropriate to our cultures and situations.
- It includes both verbal and nonverbal communication.
- This is the core component of IPR.

### COPING WITH STRESS

- This means recognizing the sources of stress in our lives and developing coping mechanism.
- It involves recognizing how stress affects us.
- Acting in ways that help us control our levels of stress, by changing our environment or lifestyle.
- Learning how to relax.

### COPING WITH EMOTIONS

- This involves recognizing emotions within us and others.
- Being aware of how emotions influence behaviour
- Being able to respond to emotions appropriately.

### HOW TO INCULCATE LIFE SKILLS

Different methods that can be used to enhance Life Skills in students

- Class discussions
- Brainstorming
- Demonstration and guided practice
- Role plays Case studies
- Story telling
- Debates
- Audio and visual activities
- Decision mapping

# RTI

## INTRODUCTION

(Article 19(1)(d))

The Right to Information bill was introduced in December-2004 and became operational as of 12<sup>th</sup> October 2005.

It covers all levels of Government Central, State, District and local Self Governing bodies like Panchayats and Municipal bodies and also cover non-governmental organisations i.e. NGO's, VOs and other private bodies- financed with public funds provided by the Government.

The Right to Information Act, 2005 empowers citizens to get information from the Public Authority- the central public information officer (CPIO)

## INFORMATION

### INCLUDES

- > RECORDS, DOCUMENTS, BOOKS, MAPS, PHOTOGRAPHS, FILMS, PRESS, RELEASE, CIRCULAR, ORDERS, LAW BOOKS, CONTRACTS, EXPENDITURE PAPERS, SAMPLES, MODELS, DATA MATERIAL, HELP IN ANY ELECTRONIC FORM. IT ALSO INCLUDES INFORMATION RELATIVE TO ANY PUBLIC BODY WHICH CAN BE SOUGHT BY THE PUBLIC AUTHORITY.
- > IT GIVES THE CITIZEN A RIGHT TO INFORMATION AT PAR WITH THE MEMBERS OF PARLIAMENT AND THE MEMBERS OF STATE LEGISLATURES. ACCORDING TO THE ACT, THE INFORMATION WHICH CAN NOT BE GIVEN TO THE PARLIAMENT OR A STATE LEGISLATURE, SHALL NOT BE GIVEN TO ANY PERSON.
- > INFORMATION CAN ONLY BE GIVEN TO THE CITIZEN OF INDIA NOT TO THE CORPORATION, ASSOCIATION, COMPANIES ETC WHICH ARE LEGAL ENTITIES/PERSONS BUT IF AN APPLICATION IS MADE BY AN EMPLOYEE OF OFFICE BEARER OF ANY CORPORATION, ASSOCIATION, COMPANY, SOCIETY ETC INDICATING HIS NAME AND IS A CITIZEN OF INDIA, INFORMATION MAY BE SUPPLIED TO HIM/HER.
- > ONLY SUCH INFORMATION IS REQUIRED TO BE SUPPLIED WHICH MAY BE SEEN AND UNDER THE CONTROL OF THE PUBLIC AUTHORITY.



## FEE FOR SEEKING INFORMATION

- > AN APPLICATION WITH DEMAND DRAFT OR A BANKER'S CHEQUE OR AND DEMAND POSTAL ORDER OF RS. 10/- (RUPEES 10/-) PAYABLE TO THE ACCOUNT OFFICER OF THE PUBLIC AUTHORITY AS FEE OR BY CASH TO THE ACCOUNTS OFFICER OF THE PUBLIC AUTHORITY OR TO THE CENTRAL ASSISTANT PUBLIC INFORMATION OFFICER BY THE APPLICANT.



## ADDITIONAL FEE FOR SUPPLY OF INFORMATION

- > RUPEES TWO (RS. 2/-) FOR EACH PAGE CREATED OR COPIED.
- > ACTUAL CHARGE OR COST PRICE OF A COPY IN LARGER SIZE PAPER.
- > ACTUAL COST OR PRICE FOR SAMPLES OR MODELS.
- > FOR INSPECTION OF RECORDS NO FEE FOR THE FIRST HOUR, RS 5/- FOR EACH SUBSEQUENT HOUR (OR FRACTION THERE OF)
- > RS. 50/- (RS. FIFTY) PER DISKETTE OR FLOPPY.
- > RS 2/- (RUPEES TWO) PER PAGE OF PHOTOCOPY FOR EXTRACTS FROM THE PUBLICATION.
- > IF THE APPLICANT BELONGS TO BELOW POVERTY LINE (BPL) CATEGORY- NO FEES APPLICATION BE SUPPORTED BY THE PROOF.

## TIME PERIOD FOR SUPPLY OF INFORMATION

SERIAL NO.	OFFICER	TIME LIMIT FOR RESPONDING ON APPLICATION
1.	Supply of information normal course	30 Days
2.	Supply of Information if it concerns the Life or Liberty of a person.	48 Hours.
3.	Supply of information if application/request is received after transfer from another Public Authority	
> a.	In normal cases	Within 30 days of the receipt of the application by the concerned Public Authority
> b.	In case the information concerns the Life and Liberty of a person	Within 48 hours of receipt of the application by the concerned Public Authority

SERIAL NO.	Supply of information by a government servant in a normal course	Time Limit
> a.	If information relates to allegations of violation of human rights	45 Days from the receipt of application
> b.	If information relates to allegation or corruption	Within 30 Days of the receipt of application
5.	Supply of information if it relates to third party and the third party has treated it as confidential.	Within 40 Days from the receipt of the request for information
6.	Supply of Information where the applicant is asked to pay additional fee	The period intervening between informing the applicant about additional fee and the payment of fee by the applicant shall be excluded for calculating the period of supply.

## DUTIES AND RESPONSIBILITIES OF THE PIO's/APIO's

- > Applications submitted by citizens personally or by post/courier or through electronic means (such as email etc.) in English, Hindi or the official language of the area **BE RECEIVED.**
- > PIO's do not demand explanation from the requester for need of information.
- > Not refuse to accept an application from the citizen without reasonable cause. As per law it is an offence and the State Information Commission may impose a fine of Rs. 250/- per day till the application is received up to a maximum of Rs. 25000/- and also recommend disciplinary action for non submission of reply within prescribed time i.e. 30 days.

In reference to School/District, it is the responsibility of Assistant Public information officer (APIO's)/ HOS that if any application is received in the school directly, the same shall be first forwarded to the PIO in the office of Dy. Director of Education (District concerned), for creation of RTI -ID so that the requested information may be provided within the prescribed period.

> PIO's are duty bound to forward the applications to the APIO's of the Public Authority.

> PIO's have the duty to inform the applicant in writing if the details of how the additional fee were calculated and how the amount was arrived if He/She has requested to provide copies of any.



### EXEMPTIONS FROM DISCLOSURE AND THIRD PARTY INFORMATION AFTER SECTION 19 OF RTI ACT, 2009.

- Information which would prejudicially affect the sovereignty and integrity the security of India.
- Information which has been expressly forbidden to be published by any court of law.
- Information which includes commercial confidence, trade secrets or intellectual property.
- Disclosure of information which would cause a breach of privilege of the State Legislature.
- Information which would not be disclosed which would endanger the life or physical safety of any person.
- Personal information which had no relationship to any public activity or interest or which would cause unwarranted invasion of the privacy of the individual.
- Information which happened twenty years before the date on which any request.
- Information which would impede the process of investigation or prosecution of offenders should not be disclosed.
- Information can not include answers to the question "WHY" and can not be communicated to the citizen the reason why a certain thing was done or not done in the name of a justification, because the citizen makes a request about information. Justification are matter with in the domain of adjudicating authorities and can not properly be classified as information.
- RPI applicants are exempted from paying additional fee for securing the requested information.
- If for some reason the requested information is not provided within the deadline, the requester has a right to receive such information free of cost.

### LEVELS FOR ACCESSING INFORMATION

- At the first level of the regime/system (a) Every Public Authority has designated officers (PIO's) for receiving applications from citizens.
- At the second level - If applicants do not get the requested information or are unsatisfied with the information provided by PIO, they have the right to appeal to the Departmental First Appellate Authority-FAA.
- At the third level- An independent State Information Commission/CIC look into the matter/cases if citizens are unsatisfied with the decision of the DAA/FAA. He/She can appeal to the Central Information Commission/State Information Commission.

PIO → FAA → CIC/SIC

2<sup>ND</sup> APPEAL  
AUTHORITY/ CENTRAL  
INFORMATION  
COMMISSION

FAA/REGIONAL  
DIRECTOR OF  
EDUCATION

PROASSISTANT  
DIRECTOR EDUCATION  
DISTRICT CONCERNED

APPROSECTION  
OFFICER, OR DISTRICT  
CONCERNED

APPROHEAD OF  
SCHOOL.

### DELHI RIGHT TO INFORMATION ACT, 2001.

Delhi Right to Information Act, 2001 was came into force in the year 2001.

### PROCESS

Any person seeking information under the Act shall make an application in (form A) to the Competent Authority and deposit Rs. 25/- (Twenty five ) per application fees in cash or in the form of affixing non-judicial stamp on the application or postal order or Bank Draft in the name of Govt of NCT of Delhi with the authorised person . It can also made through electronic form.

### DISPOSAL

> The information required by the applicant may be supplied within **Fifteen Days**. If the requested information does not fall within the jurisdiction of the Competent Authority, the application in form "B" be returned to the applicant within **Fifteen Days** and in any case within **Thirty Days** of the receipt of the application, advising the applicant, where ever possible, about the Competent Authority to whom the application should be made. The application fees deposited in such cases shall not be refunded.

### APPEAL

If an applicant

a) Fails to get response b) is aggrieved by the response received may appeal to the Public Grievances Commission (PGC). No appeal shall be admissible after **Sixty Days** of the submission of the Application in form "A".

### PENALTIES

> If a competent authority fails to furnish the information asked for with in the specified or fails to communicate the rejection order shall be liable to pay penalty of **Fifty Rupees** per day for the delayed period and subject to a maximum of **Five Hundred Rupees** per application.

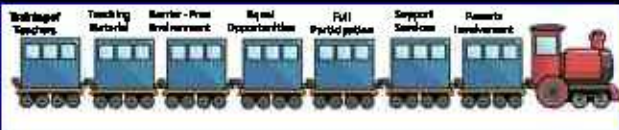
### FREQUENTLY ASKED QUESTIONS

S.No	QUESTION	ANSWER
1.	How much information can be asked in one application?	There is no restriction on the amount of information that can be asked for through one application.
2.	Is there any specific format of Application?	There is no prescribed format of application for seeking information. The application can be made on plain paper. The application should, however, have the name and complete postal address of the applicant. However in case of DRIL, the application must be submitted on pre-printed Proforma.
3.	What is Third Party Information?	Third party in relation to the Act means a person other than the citizen who has made request for information. The definition of third party includes a public authority other than the public authority to whom the request has been made.
4.	What if the applicant mutilates or destroys a record during inspection?	In case an applicant mutilates a record during inspection, IA should, immediately lodge a complaint with appropriate authorities.

5.	If a request is received within a PIO can not understand and needs more clarity on the particulars of the information sought, what can he do?	It is advised to hold a personal discussion with the requester.
6.	Does this Act apply to certain organisations established by the Central Government like intelligence and security organisations?	Yes. This Act shall not apply to the intelligence and security organisations.
7.	What could be the ground for rejection?	1. If it is covered by exemption from disclosure. 2. If it infringes copyright of any person other than the state.

# Inclusive Education

## Inclusive Education...



... a journey, not a destination...

## Benefits of inclusion

- Students learn to appreciate each other's unique strengths and abilities
- Students are encouraged to help each other
- Adequate interactive & fun filled classrooms
- Students with disabilities are able to foster friendships



## Policies & legislations covering disability:

1. The Mental Health Act - 1987
2. The SCIT Act - 1992
3. National Trust Act - 1999
4. National Policy on Persons with Disabilities 2006
5. United Nations Convention on the Rights of Persons with Disabilities 2007
6. Rights to Education Act- 2010
7. The Persons with Disabilities Act (PWDA) - 2016



## HOLISTIC APPROACH



## Rights of Persons with Disabilities Act, 2016

- Section 16 stipulates that the appropriate Government and the local authorities shall endeavor that all educational institutions funded or recognized by them provide inclusive education to the children with disabilities and towards that end shall—
  1. admit them without discrimination and provide education and opportunities for sports and recreation activities equally with others.
  2. Make building, campus and various facilities accessible.
  3. Provide reasonable accommodation according to the individual's requirements.
  4. Provide necessary support Individualized or otherwise in environments that maximize academic and social development consistent with the goal of full inclusion.

6. Ensure that the education to persons who are blind or deaf or both is imparted in the most appropriate languages and modes and means of communication.
7. Detect specific learning disabilities in children at the earliest and take suitable pedagogical and other measures to overcome them.
8. Monitor participation, progress in terms of attainment levels and completion of education in respect of every student with disability.
9. Provide transportation facilities to the children with disabilities and also the attendant of the children with disabilities having high support needs.



Section 17 states that the appropriate Government and the local authorities shall take the following measures for the purpose of section 16, namely:—

- (a) to conduct survey of school going children in every five years for identifying children with disabilities, ascertaining their special needs and the extent to which these are being met: Provided that the first survey shall be conducted within a period of two years from the date of commencement of this Act.
- (b) to establish adequate number of teacher training institutions.
- (c) to train and employ teachers, including teachers with disability who are qualified in sign language and Braille and also teachers who are trained in teaching children with intellectual disability.
- (d) to train professionals and staff to support inclusive education at all levels of school education.

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- (e) to establish adequate number of resource centres to support educational institutions at all levels of school education.
- (f) to promote the use of appropriate augmentative and alternative modes including means and formats of communication, Braille and sign language to supplement the use of one's own speech to fulfill the daily communication needs of persons with speech, communication or language disabilities and enables them to participate and contribute to their community and society.
- (g) to provide books, other learning materials and appropriate assistive devices to students with benchmark disabilities free of cost up to the age of eighteen years.
- (h) to provide scholarships in appropriate cases to students with benchmark disability.

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- (i) to make suitable modifications in the curriculum and examination system to meet the needs of students with disabilities such as extra time for completion of examination paper, facility of scribe or amanuensis, exemption from second and third language courses.
- (j) to promote research to improve learning.
- (k) any other measures, as may be required.

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## Section 18 of RPwD Acts, 2016

- The appropriate Government and the local authorities shall take measures to promote, protect and ensure participation of persons with disabilities in adult education and continuing education programmes equally with others.

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## Inclusive Education as per RPwD Act

- Section 1 m of RPwD Act state that "inclusive education" means a system of education wherein students with and without disability learn together and the system of teaching and learning is suitably adapted to meet the learning needs of different types of students with disabilities

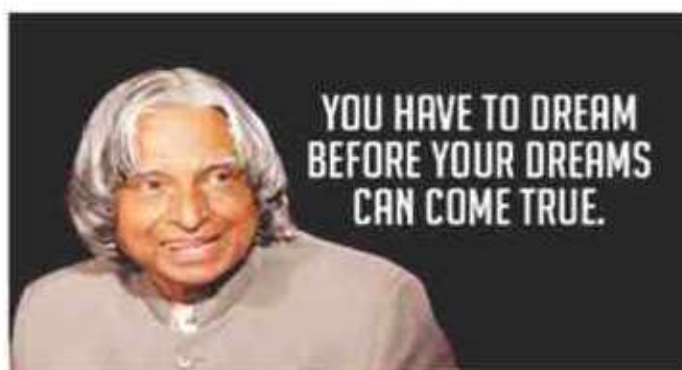
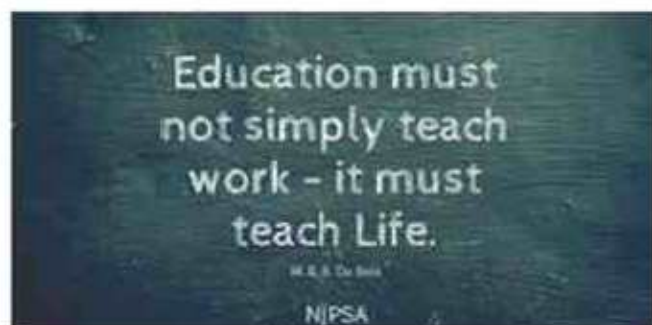
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1. Blindness
2. Low-vision
3. Leprosy Cured persons
4. Hearing Impairment (deaf and hard of hearing)
5. Locomotor Disability
6. Dwarfism
7. Intellectual Disability
8. Mental Illness
9. Autism Spectrum Disorder
10. Cerebral Palsy
11. Muscular Dystrophy
12. Chronic Neurological condition
13. Specific Learning Disabilities
14. Multiple Sclerosis
15. Speech and Language disability
16. Thalassemia
17. Hemophilia
18. Sickle Cell disease
19. Multiple Disabilities including deaf blindness
20. Acid Attack victim
21. Parkinson's disease

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# A Five Days Orientation & Induction Program

## May 21- June 16, 2018



**Organised by**

**State Council of Educational Research and Training  
Varun Marg, Defence Colony, New Delhi - 110024**