

**GOVERNMENT OF INDIA  
HUMAN RESOURCE DEVELOPMENT  
LOK SABHA**

UNSTARRED QUESTION NO:4216

ANSWERED ON:19.02.2014

EDUCATION FOR DIFFERENTLY ABLED

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**Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:**

(a) whether after implementing the Right to Education (RTE) Act for over three years, the National Council of Educational Research and Training (NCERT) study has found that differently abled students in school across the country still have serious infrastructure and pedagogy problems/ handicaps;

(b) if so, the details thereof;

(c) whether schools have failed to provide differently abled students educational material friendly to them;

(d) if so, whether 57% teachers are also not trained to understand the special needs of differently abled students; and

(e) if so, the steps taken or being taken by the Government to address the issues being faced by the differently abled children in schools in light of the study of NCERT?

**Answer**

MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (DR. SHASHI THAROOR)

(a) & (b): The National Council of Educational Research and Training (NCERT) has conducted a study titled the 'Status of Implementation of Right of Children to Free and Compulsory Education (RTE) Act, 2009 in context of disadvantaged children at Elementary Stage' in 6 States and 2 UTs, namely: Jharkhand, Kerala, Odisha, Gujarat, Andhra Pradesh, Uttarakhand and two UTs, Andaman and Nicobar Islands, Puducherry covering 84 schools during 2012-2013. The objective of the study was to find out the status of implementation of various provisions of the RTE Act 2009 in States and UTs with special reference to disadvantaged children and children with special needs (CWSN). The study focussed on the shortcomings in infrastructure, non- availability of appropriate furniture for CWSN, poor quality of aids and appliances etc.

(c) to (e): Under the Sarva Shiksha Abhiyan(SSA) programme, 23.84 lakh (52.74%) teachers have been provided a 3-6 day orientation specific to inclusive education. SSA interventions for CWSN include identification, functional and formal assessment, appropriate educational placement, provision of aids and appliances to these children, removal of architectural barriers, bridge programmes for children with special needs (CWSN) with the objective of mainstreaming them to schools, home-based education for children with severe profound disabilities etc. Till now, 11.42 lakh schools (79.78%) have been provided with barrier free access and 2, 12,197 schools have been provided with disabled friendly toilets. In addition, in keeping with the provisions of the RTE Act 2009, the SSA provides access to CWSN in neighbourhood schools, transport and/or escort if needed, free textbooks, free uniforms to SC, ST and BPL CWSN. Mid-day meals are also provided for CWSN in schools.