

**GOVERNMENT OF INDIA
MINISTRY OF HUMAN RESOURCE DEVELOPMENT
DEPARTMENT OF HIGHER EDUCATION**

**LOK SABHA
UNSTARRED QUESTION NO. 826
TO BE ANSWERED ON 21.11.2016**

Education for Differently Abled Students

**†826. SHRI CHANDRA PRAKASH JOSHI:
SHRI E.T. MOHAMMED BASHEER:
SHRI OM BIRLA:
SHRI R. GOPALAKRISHNAN:
PROF. CHINTAMANI MALVIYA:
DR. BHARATIBEN D. SHYAL:
DR. RAVINDRA KUMAR RAY:**

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

- (a) whether the Government proposes to bring out any facilitative changes for the differently abled students in the New Education Policy and if so, the details thereof;
- (b) whether the Government proposes to make all education institutions friendly for the differently abled and if so, the details thereof;
- (c) the percentage of schools which already have facilities for differently abled students like ramps, etc.;
- (d) whether the Government intends to tie up with foreign countries to devise new education technology for the differently abled; and
- (e) whether the Government proposes to keep differently abled students out of the purview of Copyright Act of books and if so, the details thereof along with the benefits for such people?

ANSWER

**MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT
(DR. MAHENDRA NATH PANDEY)**

(a) The Government is in the process of formulating a New Education Policy (NEP), for which it carried out nearly a year-long highly participative, inclusive and multi-pronged consultation process, through online, grassroots and thematic expert consultations across 33 identified themes. One of the themes for discussion in NEP was 'Enabling *Inclusive Education- Education of Girls, SCs, STs, Minorities and Children with Special Needs.*' Based on the Report of the Committee for Evolution of the New Education Policy, 'Some Inputs for the Draft National Education Policy, 2016' were formulated wherein it has been stated that special interventions will be undertaken to meet the educational needs of differently-abled children and children with learning disabilities who are

facing multiple problems of social neglect, absence of support systems in the home, inadequate and lack of appropriate facilities and assistive devices, particularly in schools located in smaller towns and villages. Further, it has been stated that the ongoing centrally sponsored schemes for children with special needs will continue and their coverage and funding will be augmented. A suitable mechanism will be developed at the State and district levels for oversight of the implementation of various schemes as well as identifying and providing for children with special needs. Moreover, at the local level, a part-time sub-committee of experts comprising of child and clinical psychologists will be constituted so that any school or District Education Officer could refer cases where a third-party assessment or advice is needed. This sub-committee can also advise on special training/orientation of teachers for sensitive and appropriate handling of children with special needs. It has also been stated therein that there will be dedicated funds for R&D to strengthen disability studies in higher education. Social and research audit of disability access for infrastructure, academic access and performance will be undertaken. Further, comments/suggestions were invited from the Government of India Ministries, State Government, Hon'ble Members of Parliament and other stakeholders up to 30th September, 2016. An 'Education Dialogue' was also organized with the Hon'ble MPs to discuss the suggestions and to elicit their views. A Committee under an eminent educationist will be appointed to prepare final draft NEP.

(b) & (c) The UGC has issued a letter to universities to ensure the barrier free access to all places and Braille books talking books & sign language interpreters, etc. in 2008 and 2014. The UGC has issued a letter to universities regarding implementation of the direction of Hon'ble Supreme Court vide order dated 26.03.2014 to implement the provision of persons with disabilities Act, 1995. As per Unified District Information System for Education (U-DISE) Statistics 2015-16, 75.12% secondary and 75.54% higher secondary schools have facilities of ramps for differently-abled students. As per U-DISE Statistics 2015-16, around 83% of elementary schools across the country have similar facilities for differently-abled students. As per the RTE Act 2009, the State and Central Government are taking initiatives for making all educational institutions friendly for the differently-abled. The NCERT had conducted Eighth All India School Education Survey (AISES) with reference date of 30.9.2009. As per the Eighth AISES, out of the total schools in the country, 10.47% have Handrails, 43.62% have Ramps, 3.81% have adapted laboratory and 7.64% have adapted lavatory.

(d) & (e) The information is being collected.
