

**GOVERNMENT OF INDIA
MINISTRY OF HUMAN RESOURCE DEVELOPMENT
DEPARTMENT OF SCHOOL EDUCATION & LITERACY**

**LOK SABHA
UNSTARRED QUESTION NO. 1310
TO BE ANSWERED ON 24TH JULY, 2017**

Education for Students with Learning Disabilities

1310. SHRI BAIJAYANT JAY PANDA:
DR. SATYAPAL SINGH:
SHRI SANJAY DHOTRE:

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

(a) the number and percentage of children suffering from learning disability to the total number of school going children along with the number of enrolled in primary, secondary and higher education in the country, State/UT-wise;

(b) whether the Government has been providing counselling support to learning disabled children and their parents and if so, the details and outcome thereof;

(c) whether the Government has also been providing training to Anganwadi workers/helpers to facilitate early identification of children with learning disability;

(d) if so, the details and achievements thereof along with the number and ratio of qualified/trained persons to such children in the country;

(e) the other steps taken/being taken by the Government to promote awareness about learning disability and to provide adequate qualified/trained persons for teaching to such children in the country; and

(f) the details of specialised training imparted to school teachers to detect and properly address concerns of students with learning disabilities?

ANSWER

**MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT
(SHRI UPENDRA KUSHWAHA)**

(a): Data is available under the Sarva Shiksha Abhiyan (SSA), the programme for universalising elementary education for all children from 6-14 years of age, wherein 1.82 lakh children with learning disabilities are enrolled at primary level in all management schools as per Unified District Information System for Education (UDISE) 2015-16. These constitute 0.14% of the total enrolment at the primary level. State/UT-wise details of enrolment of children alongwith enrolment of children with learning disabilities at primary level of schooling are at Annexure.

At the secondary and higher secondary level of schooling 19613 students with learning disabilities are enrolled in all management schools, which is 0.03% of the total enrolment.

(b): Under SSA regular counselling programmes are conducted for children with special needs (CWSN) and their parents. Under the SSA, so far 8.36 lakh parents of CWSN have been given such training. Besides, the resource persons engaged at the Block Resource Centres (BRCs) exclusively for CWSN, conduct home visits to counsel parents.

(c): Under the Integrated Child Development Services (ICDS) Scheme run by Ministry of Women and Child Development, the Anganwadi workers are oriented to detect disabilities in young children.

(d): Under SSA, the norm is to provide two resource persons at the BRC exclusively for CWSN. There is provision of Rs. 3000/- per child, per year for CWSN, as per specific proposal received from the State/UT, provided that at least Rs. 1000/- per child will be earmarked for engaging Resource Teachers. Currently 20910 qualified resource persons and resource teachers are specifically engaged for CWSN.

(e) & (f): SSA promotes inclusion of CWSN in schools through their early identification, educational placement, provision of aids and appliances and other resource support services, teacher training, parental training, community mobilisation, curricular adaptations, removal of architectural barriers, as well as residential, non residential or even home based education, as per their specific requirements.

Under SSA, detailed assessment guidelines have been developed for early identification of various groups of CWSN, including children with specific learning disabilities. The guidelines also include identification of slow learners and children with mild mental retardation.

The National Council of Educational Research & Training (NCERT) has developed exemplar material on curricular adaptations, inclusive teaching and how to adopt flexibility in evaluation for children with disabilities in inclusive classrooms. These handbooks, meant for primary and upper primary level teachers, covers all disabilities, including cognitive and intellectual disabilities, have been disseminated to States/UTs. 5.00 lakh teachers under SSA have already been trained on this exemplar material. Further, under SSA, so far 2.11 lakh general teachers have been specifically trained on learning disabilities.

ANNEXURE

ANNEXURE REFERRED TO IN REPLY TO PART (a) OF LOK SABHA UNSTARRED QUESTION NO. 1310 TO BE ANSWERED ON 24TH JULY, 2017 ASKED SHRI BAIJAYANT JAY PANDA, DR. SATYAPAL SINGH AND SHRI SANJAY DHOTRE REGARDING "EDUCATION FOR STUDENTS WITH LEARNING DISABILITIES"

Enrolment and Percentage of Students with Learning Disabilities at Primary Level

Sl. No.	State/UT	Total Enrolment of Students with Learning Disabilities	Total Enrolment	Percentage of enrolment of students with learning disabilities
1	ANDAMAN & NICOBAR ISLANDS	5	31406	0.02
2	ANDHRA PRADESH	6807	3546688	0.19
3	ARUNACHAL PRADESH	451	221230	0.20
4	ASSAM	4667	3720921	0.13
5	BIHAR	11155	16170088	0.07
6	CHANDIGARH	326	93230	0.35
7	CHHATTISGARH	10381	2793005	0.37
8	DADRA & NAGAR HAVELI	7	36196	0.02
9	DAMAN & DIU	1	18145	0.01
10	DELHI	2282	1886974	0.12
11	GOA	579	123788	0.47
12	GUJARAT	6758	5648045	0.12
13	HARYANA	2209	2336650	0.09
14	HIMACHAL PRADESH	1308	581113	0.23
15	JAMMU & KASHMIR	2121	1249053	0.17
16	JHARKHAND	4815	4453527	0.11
17	KARNATAKA	5169	5406246	0.10
18	KERALA	5352	2468629	0.22
19	LAKSHADWEEP	62	4408	1.41
20	MADHYA PRADESH	16424	8110856	0.20
21	MAHARASHTRA	23610	10026502	0.24
22	MANIPUR	0	345320	0.00
23	MEGHALAYA	533	547730	0.10
24	MIZORAM	39	145317	0.03
25	NAGALAND	964	238080	0.40
26	ODISHA	3718	4111050	0.09
27	PUDUCHERRY	92	104032	0.09
28	PUNJAB	8031	2488583	0.32
29	RAJASTHAN	18143	8273609	0.22
30	SIKKIM	3	60807	0.00
31	TAMIL NADU	1207	5750359	0.02
32	TELANGANA	11857	3246976	0.37
33	TRIPURA	40	366868	0.01
34	UTTAR PRADESH	26054	25270348	0.10
35	UTTARAKHAND	1282	1115208	0.11
36	WEST BENGAL	6474	8131797	0.08
	To tal	182926	129122784	0.14

Source: UDISE, 2015-16
