

GOVERNMENT OF INDIA
MINISTRY OF EDUCATION
DEPARTMENT OF SCHOOL EDUCATION & LITERACY

LOK SABHA
UNSTARRED QUESTION NO.5793
ANSWERED ON 30.03.2026

Decline in Enrolment of Children with Disabilities

5793. Dr. Mohammad Jawed:

Will the Minister of EDUCATION be pleased to state:

- (a) whether the Government is aware that enrolment of children with disabilities declines by over 50 per cent between elementary and higher secondary levels, despite continued allocations for inclusive education under Samagra Shiksha, if so, the details thereof;
- (b) whether the Government can explain the reasons for this decline including the role of inadequate infrastructure, lack of classroom accommodations and limited assistive support and if so, the details thereof;
- (c) whether the training of around 93,000 teachers under NCERT–NISHTHA programmes has been evaluated against outcome indicators such as retention, participation and learning levels of Children with Special Needs and if so, the details thereof; and
- (d) whether the Government proposes to link future budget releases to measurable outcomes, including functional accessibility, reduced drop-out rates and improved completion levels and if so, the details thereof?

ANSWER

MINISTER OF STATE IN THE MINISTRY OF EDUCATION
(SHRI JAYANT CHAUDHARY)

(a) & (b): The National Education Policy (NEP) 2020 is in complete consonance with the provisions of the Rights of Persons with Disabilities (RPwD) Act 2016 and provides equal learning opportunities for all children including Children with Special Needs (CwSN) as identified under the Act. To ensure universal access to schooling for all from pre-primary to Class XII, the Government is implementing the centrally sponsored scheme Samagra Shiksha which is in alignment with the recommendations of NEP 2020, and ensures that all children have access to quality education within an equitable and inclusive classroom environment.

Through Samagra Shiksha, schools are made accessible and inclusive by developing CwSN-friendly infrastructure such as ramps, handrails, CwSN toilets; access through transport and escort facilities; exam accommodations; assistive devices; aids and appliances; screening and identification of CwSN, textbooks in Braille; Universal Design for Learning (UDL) and Indian

Sign Language (ISL), individualized education plan (IEP), support of special educators and therapists; live interaction classes in ISL through PM e-Vidya Channel etc.

However, children with intellectual and severe disabilities often move to special schools or home-based education, particularly after Grade V, which may not be fully captured under mainstream school enrolment data of UDISE+, thereby contributing to the apparent exclusion at the time of registry in UDISE+.

(c) & (d): DoSEL had organized a first phase Training of Trainers' five day capacity building program for general teachers in Inclusive Education (IE) with all States/UTs and Autonomous Bodies under the National Initiative for School Heads' and Teachers' Holistic Advancement on Equitable and Inclusive Education (NISHTHA) Program through NCERT during 2023-24. For further cascading this capacity building program to more general teachers, the Department has approved the training proposals of 93,345 general teachers in IE submitted by the States/UTs in the Annual Work Plan and Budgets (AWP&B) of Samagra Shiksha for the financial year 2025-26.

The Government is committed to ensure outcome-oriented implementation of Samagra Shiksha and the intervention parameters are monitored through the Output Outcome Monitoring Framework wherein infrastructure availability, Screening & Identification of CwSN, Availability of Special Educators and Teacher Education & Training etc. are monitored periodically.
