



न्यायालय मुख्य आयुक्त दिव्यांगजन

COURT OF THE CHIEF COMMISSIONER FOR PERSONS WITH DISABILITIES (DIVYANGJAN)

दिव्यांगजन सशक्तिकरण विभाग/**Department of Empowerment of Persons with Disabilities (Divyangjan)**

सामाजिक न्याय और अधिकारिता मंत्रालय/**Ministry of Social Justice & Empowerment**
भारत सरकार/**Government of India**

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Case No. 15788/1024/2024

In the matter of —

Suo-motu

Versus

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1. Introduction

1.1 This suo motu proceeding is initiated under **Sections 75(1)(a) & 75(1)(b) read with Section 77** of the *Rights of Persons with Disabilities Act, 2016* ("RPwD Act") to assess compliance by Central training establishments with (i) obligations of **non-discrimination, accessibility and reasonable accommodation** (notably **Sections 3, 40–47**), and (ii) **sensitisation/HRD mandates** under **Sections 39 and 47**, including integration of the RPwD Act in induction and in-service curricula; accessibility of built space (classrooms, hostels, toilets, libraries, auditoria, transport), digital platforms/LMS and training materials; and the inclusion of persons with disabilities (PwDs) as trainers/resource persons.

1.2 While reservation and employment opportunities for persons with disabilities have improved pursuant to the *Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995*, the *Rights of Persons with Disabilities Act, 2016*, and the related **DoPT instructions on reservation in vacancies**, the corresponding **awareness and sensitisation** within government establishments, including the **judiciary, legislature, and CPSEs**, remain inadequate. The understanding of diverse disabilities, the capabilities of

persons with disabilities, their statutory rights, and the concept of **reasonable accommodation** is still limited. Consequently, **training on disability rights and inclusion** is imperative for *all personnel*—not merely HR officials or PwDs themselves—to ensure that workplaces and public institutions operate in the spirit of equality and dignity envisaged under the Act.

2. Summary of responses

2.1 Written/material responses were received from multiple establishments (including DoPT, ISTM, IIPA, LBSNAA, IGNFA, NACIN, NADT, NAAA, NIDEM, NIRDPR, IRITM, AJNIFM, and others), indicating **partial compliance**: several have begun disability sessions and accessibility initiatives; Mission Karmayogi (iGOT) reported an accessibility widget and disability-related content; DEPwD indicated development of a **standard RPwD e-module** with quizzes for iGOT. Gaps persist in **uniform calendar coverage**, **built-environment compliance**, **accessible formats** (ISL captions/audio description/PDF-UA), **LMS/WCAG conformance**, and **systematic assessment** of learning outcomes.

3. Dates of Hearings

3.1 The matter was heard on **13.11.2024 (Hearing-I)**, **16.01.2025 (Hearing-II)**, and **11.07.2025 (Hearing-III)**; interim notices and compliance reports were received between sittings.

4. Summary of Proceedings

4.1 **Hearing-I (13.11.2024)**: The Court noted systemic shortfalls: disability not embedded across induction/mid-career calendars; **built-environment barriers** across key spaces; and inconsistent use of accessible teaching/assessment materials. Training heads were directed to furnish structured data on Sections **39/47** coverage (sessions/hours/resources) and **built-accessibility status** (classrooms, hostels, toilets, transport, websites/LMS) against notified standards, with time-bound action plans.

4.2 **Hearing-II (16.01.2025) & interim steps**: DoPT confirmed submissions by LBSNAA/ISTM/IIPA; iGOT (Karmayogi Bharat) outlined accessibility features and disability courses; several academies reported **new/expanded sessions** and workshops. The Court required model curriculum components on the RPwD Act, **community-based rehabilitation**, and **reasonable accommodation**, and directed

publication of **speaking, measurable** annual targets (session hours, cohorts covered, % completion).

4.3 Hearing-III (11.07.2025): Institutions (e.g., IRITM, ISTM, NIRDPR, IGNFA, NCAF, NADFM) reported concrete steps (mandatory disability sessions; accessibility audits in pipeline; audio study material; barrier-free campus elements; periodic workshops). The Court directed DEPwD and Mission Karmayogi to finalize and host a **short, assessed RPwD e-module** on iGOT, and all establishments to file **action plans** with timelines for built and digital accessibility remediation, integration of PwD resource persons, and calendarised assessment.

5. Observations

5.1 Accessibility and inclusion are legal duties, not optional add-ons. Sections **3, 39, 40–47** require accessible infrastructure, sensitisation, and HRD. Continuing gaps in built environment, materials, methodologies and digital delivery impede equal participation and contravene the Act.

5.2 Standards now exist and are binding. The RPwD Rules, as amended, adopt **Harmonised Guidelines & Standards for Universal Accessibility in India, 2021** for the built environment and **BIS IS 17802 (Parts 1 & 2)** for ICT/digital accessibility—applicable to training campuses and their LMS/web tools.

5.3 Judicial reinforcement. The Supreme Court in **Rajive Raturi v. Union of India** has issued continuing directions to make public infrastructure/services accessible; in **Vikash Kumar v. UPSC (2021)** it affirmed **reasonable accommodation** as a right; **Jeeja Ghosh (2016)** underscores dignity and non-discrimination. Training institutions, as the State's capacity-building arm, must operationalise these rights in both **places of learning** and **pedagogy**.

6. Recommendations

6.1 Curriculum & Capacity

(a) **Mandatory RPwD Module:** All induction and in-service programmes shall include a **credit-bearing RPwD module** (minimum **4–6 hours** per cohort) covering rights, reasonable accommodation, service delivery, and inclusive administration; use **PwD trainers/DPOs** for lived-experience inputs.

(b) **iGOT Deployment:** DEPwD & Mission Karmayogi to publish a **short, assessed e-module** (≤ 30 min units with quiz) and track **100% completion** by trainees/faculty within **180 days**; completion data to appear on public dashboards.

(c) **Trainer Pool:** Each academy to empanel a **PwD resource pool** (ISL interpreters, captioners, subject experts) with honoraria norms; schedule at least **one experiential session** per long-duration course.

6.2 Built-Environment Accessibility

(a) **Audit & Plan:** Conduct third-party **accessibility audits** as per the accessibility standards under sections 40, 44, 45 & 46 of the Act, read with Rule 15 of the RPwD Rules, 2017 as amended from time to time; publish remediation plans with milestones for **classrooms, hostels/rooms, toilets, libraries, auditoria, dining, pathways, signage, transport/parking**.

(b) **Priority Fixes:** Step-free entries/ramps; tactile paths and signage; accessible toilets on every academic floor; **hostel inventory** of accessible rooms; auditorium seating/egress retrofits; safe last-mile access.

(c) **Procurement Linkage:** New works/equipment must comply with Rule 15 of the RPwD Rules, 2017 as amended from time to time; contract conditions to include accessibility acceptance tests.

6.3 Digital & Learning Materials

(a) **ICT Conformance:** Websites/LMS/e-content to meet the stipulations of sections 40, 42 and 46 of the Act, read with **IS 17802 (Parts 1 & 2)** and **GIGW/WCAG 2.1 AA** which stand incorporated in Rule 15 of the RPwD Rules, 2017 as amended from time to time and; publish audit reports and remediation logs.

(b) **Accessible Pedagogy:** All materials to be provided in **accessible formats** (captioned videos, ISL where needed, audio description, tagged PDFs/PDF-UA, alt-text, accessible PPT/Docs); ensure **keyboard navigability** and screen-reader compatibility for tests/assignments.

(c) **Assessment:** Include a **learning-outcomes rubric** (pre/post tests; casework) to evidence attitudinal and procedural change.

6.4 Training Calendars & Measurement

- (a) Publish **annual calendars** showing RPwD sessions by cohort (induction/mid-career), hours, resource persons, and learning objectives; display **quarterly completion** and **coverage percentage**.
- (b) Introduce **speaking justifications** for any cohort without RPwD coverage; backlog cohorts to be covered via **bridging modules**.

6.5 Events & Outreach

- (a) Host **accessible inclusion weeks/Purple-fest-style clinics** in collaboration with the DEPwD, focusing on reasonable accommodation at work, inclusive communications, and citizen-facing service delivery; prioritise academies training field-level cadres.
- (b) Establish **help-desks** for trainees/staff with disabilities (assistive tech, classroom accommodations, transport/hostel arrangements), aligned to the DEPwD OM (22.09.2025) on provision of assistive devices to employees, with clear processing timelines.

6.6 Governance, Transparency & Grievances

- (a) Create **public dashboards**: audits/remediation, calendar coverage, module completion, accessible-format provisioning, and grievances (reason-coded) with **30-day SLA**.
- (b) Include disability accessibility/compliance in **annual performance reviews** of training leadership; conduct **annual third-party audits** with summary disclosure.

6.8 Compliance with Sections 76, 89, 93- All respondents shall **accept** these recommendations or file a **reasoned non-acceptance** under **Section 76 within three months**. Failure to act may invite proceedings under **Sections 89 and 93** of the Act. If a respondent feels that the time provided under Section 76 is inadequate, it may file an **Implementation Plan within 30 days**, specifying milestones for each recommendation, responsible officers, and links to public dashboards; quarterly progress reports shall follow until full compliance.

7. Accordingly, the case is disposed of in these terms.

(Rajesh Aggarwal)
Chief Commissioner for Persons with Disabilities