



Embracing diversity in ASIA through the adoption of Inclusive Open Practices

618615-EPP-1-2020-1-UKEPPKA2-CBHEJP

WP2 – Development

**D2.1c – Advancing Inclusive Education: A Comprehensive Analysis of
Current Policies and Their Impact in India – A VIT Viewpoint**

A White Paper

Version – FINAL

WP Lead – NTU

Contributors: VIT (Vellore Institute of Technology, P3)

Edited and Compiled by NTU

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Contents

Inclusive Education Policies in India - Introduction.....	3
Kothari Commission (1964).....	3
Integrated Education of Disabled Children Scheme (1974)	4
National Policy on Education (NPE) (1986)	4
The Project for Integrated Education for the Disabled (1987)	5
Rehabilitation Council of India Act (1992).....	5
The Persons with Disabilities Act (1995).....	6
National Trust for Welfare of Persons with Autism, Cerebral Palsy, Learning Disabilities and Multiple Disabilities Act (1999).....	6
The Sarva Shiksha Abhiyan (2000).....	7
The Right to Education Act (2005)	7
Inclusion in Education of Children and Youth with Disabilities (IECYD) (2005).....	8
National Policy for People with Disabilities (2006).....	8
The Inclusive Education of the Disabled at Secondary Stage (2009-10).....	11
National Policy for Children (2013).....	11
Rights of Persons with Disabilities Act (2016).....	12
Samagra Shiksha Abhiyan (2018)	13
New National Education Policy (2020).....	13

Indian Higher Education: Policies And Plans

Inclusive Education Policies in India - Introduction

According to the Indian constitution, all Indian citizens have a constitutional right to an inclusive or comprehensive education. Article 45 of Part IX of the Constitution states that the state shall ensure that all children receive compulsory education until the age of fourteen. In 1993, Article 45 was reaffirmed, which declares, "No individual shall be deprived of his life or personal liberty except in compliance with the procedure prescribed by law." There is no separate standalone national policy on Inclusive Education in India but they include provision for either integration or inclusion of children with disabilities.

Kothari Commission (1964)

Kothari Commission. (1966). Education and National Development: Report of the Education Commission 1964-66 (Vol. 1). Government of India Press.

In its report, the Kothari Commission, India's first education commission, stated that one of the most important social goals of education is to equalise opportunity, allowing the disabled or disadvantaged class to use education to enhance their situation. Therefore, equality of educational opportunities based on disability, gender, caste, tribe, and minority status is the only way to build an equitable and humane society that minimises the exploitation of the weak, which is included in the chapter titled "Towards Equalization of Educational Opportunities".

The below is a detailed point-wise explanation of the Kothari Commission's recommendations regarding inclusive education and students with disabilities in India:

1. Access to education for all: The Kothari Commission report emphasized that education should be made available to all, regardless of their social, economic, or physical disabilities. It recognized the need to remove barriers that prevent certain groups of children from accessing education, including children with disabilities.
2. Separate division for special education: The report recommended the creation of a separate division within the Ministry of Education to deal with the education of children with disabilities. This division would oversee the development of policies, programs and resources for the education of children with disabilities.
3. Vocational training: The Kothari Commission recognized the importance of vocational training for children with disabilities, so that they could acquire skills and earn a livelihood. The report recommended that facilities for vocational training be provided to children with disabilities.
4. Adaptation of curriculum and teaching methods: The Commission recommended that the curriculum and teaching methods be adapted to suit the needs of children with disabilities. This would involve the development of teaching materials and instructional methods that are suitable for children with different disabilities.
5. Teacher training: The report highlighted the need for teacher training in special education, so that teachers are equipped with the skills and knowledge required to teach children with disabilities. The Commission recommended the establishment of teacher

training programs in special education.

6. Research and development: The Kothari Commission recognized the need for research and development in the field of special education. It recommended that research be conducted on the education of disabled children, including studies on the effectiveness of different teaching methods and approaches.
7. Integration of disabled children in mainstream education: The Commission recommended that disabled children be integrated into mainstream education wherever possible, rather than being educated in separate schools or facilities. This would involve adapting the curriculum and teaching methods to suit the needs of disabled children, as well as providing appropriate support and accommodations.

Integrated Education of Disabled Children Scheme (1974)

Government of India. (1974). Integrated Education of Disabled Children Scheme. New Delhi: Ministry of Education and Social Welfare.

The Integrated Education of Disabled Children Scheme (IEDC) was established within the Ministry of Welfare to provide financial assistance to students with disabilities for books, children's clothing, transportation, additional equipment, and integration assistance for children with special needs. In 2002, the 86th amendment to the Constitution was ratified, mandating that all children between the ages of 6 and 14 receive free and mandatory learning or schooling. A summary of the main points of the IEDC Scheme follows:

1. Integration of children with disabilities into mainstream schools: The IEDC aims to integrate children with disabilities into mainstream schools wherever possible, so that they can receive an education on an equal basis with non-disabled children.
2. Support and accommodations: The scheme provides support and accommodations to children with disabilities, such as assistive devices, special teaching aids, and individualized education plans to help them succeed in mainstream schools.
3. Teacher training: The scheme provides teacher training programs to help teachers acquire the knowledge and skills required to teach children with disabilities effectively.
4. Sensitization and awareness: The IEDC also aim to sensitize and create awareness among teachers, parents, and the community about the needs and rights of children with disabilities, and to promote a culture of inclusion.
5. Vocational training and employment: The scheme also provides vocational training to children with disabilities, so that they can acquire skills and become employable.
6. Inclusive education centres: The IEDC also supports the establishment of inclusive education centres, where children with disabilities can receive education and support services on an equal basis with non-disabled children

National Policy on Education (NPE) (1986)

The National Policy on Education (NPE) of 1986 stated, "The objective should be to integrate the physically disabled and those with learning disabilities with the general community as equal partners, to prepare them for normal growth, and to enable them to face life with courage and self-assurance."

1. Integration of children with disabilities: The NPE recommends the integration of children with disabilities into mainstream schools, and emphasizes the need to remove barriers to their education.

2. Special schools and centres: The policy recognizes that some children with disabilities may require specialized services and recommends the establishment of special schools and centres to cater to their needs.
3. Teacher training: The NPE emphasizes the need for teacher training in special education and for the adaptation of the curriculum and teaching methods to suit the needs of children with disabilities.
4. Research and development: The policy stresses the importance of research and development in the field of special education, and recommends the creation of centres of excellence in this area.
5. Vocational training and employment: The NPE recognize the need to provide vocational training to children with disabilities, so that they can acquire skills and become employable.
6. Sensitization and awareness: The policy emphasizes the need to sensitize teachers, parents, and the community about the needs and rights of children with disabilities, and to promote a culture of inclusion.
7. Inclusive education centres: The NPE recommends the establishment of inclusive education centres, where children with disabilities can receive education and support services on an equal basis with non-disabled children.

The Project for Integrated Education for the Disabled (1987)

1. Objective: PIED was established in 1987 with the aim of improving the Integrated Education for Disabled Children (IEDC) plan by implementing a "Composite Area Approach" to transform all regular schools within a selected region into integrated schools.
2. Composite Area Approach: Instead of confining the IEDC plan to a specific institution or school, PIED aimed to integrate all regular schools within a particular block, and required them to share equipment, instructional materials, and special education teachers.
3. Teacher Training: Teacher training was a crucial component of the project. PIED provided a one-year multi-category training program for teachers in each designated block, and those who completed the program were required to act as resource teachers.
4. Resource Teachers: The resource teachers trained through PIED were responsible for providing support and guidance to other teachers in regular schools to help them effectively teach students with disabilities and implement inclusive education practices.
5. Collaboration: PIED involved collaboration between the Ministry of Human Resource Development (MHRD), UNICEF, and the National Council of Educational Research and Training (NCERT), highlighting the importance of partnerships in promoting inclusive education.

Rehabilitation Council of India Act (1992)

1. Regulation of Training: The Rehabilitation Council of India (RCI) was established to regulate policies and programs related to training in the field of disability rehabilitation.
2. Standardization of Training: The RCI aims to standardize training for professionals who work with individuals with impairments and to establish minimal education and training requirements for several categories of professionals who work with people with disabilities.

3. Recognition of Colleges and Universities: The RCI recognizes colleges and universities that offer degree, diploma, and certificate programs in the field of disability rehabilitation.
4. Recognition of Foreign Degrees: The RCI also recognizes foreign degrees, diplomas, and certificates given by universities or institutions in the field of disability rehabilitation.
5. Central Rehabilitation Register: The RCI maintains a Central Rehabilitation Register of institutions with a recognized qualification for rehabilitation. This register is used for the certification of rehabilitation experts.

The Persons with Disabilities Act (1995)

1. Equal Opportunities: The Act aims to ensure equal opportunities for people with disabilities in various aspects of life, including education, employment, and vocational training.
2. Protection of Rights: The Act also provides for the protection of the rights of people with disabilities, including the right to access public facilities and services.
3. Rehabilitation: The Act includes both preventive and promotional aspects of rehabilitation, such as research and manpower development, creation of a barrier-free environment, and the rehabilitation of persons with disabilities.
4. Reservation: The Act also provides for reservation of jobs for people with disabilities in government and private organizations.
5. Unemployment Allowance: The Act provides for an unemployment allowance for people with disabilities who are unable to find employment.
6. Special Insurance Scheme: The Act provides for a special insurance scheme for disabled employees.
7. Homes for Persons with Severe Disability: The Act also provides for the establishment of homes for persons with severe disability.

National Trust for Welfare of Persons with Autism, Cerebral Palsy, Learning Disabilities and Multiple Disabilities Act (1999)

1. Guardianship Rights: The Act aims to provide guardianship rights to disabled individuals and to protect disabled individuals, and promotes measures of care for individuals with disabilities in the event that their parent or guardian dies.
2. Appointment of Guardians and Trustees: The National Trust aims to develop a process for appointing guardians and trustees for disabled individuals requiring protection.
3. Enable and Empower: The goal of the National Trust is to enable and empower individuals with disabilities to live as independently and as fully as possible within and in close proximity to their community of origin.
4. Support for Families: The National Trust also aims to strengthen facilities that assist individuals with disabilities to live within their own families, as well as to assist individuals with disabilities who do not have family support.
5. Assistance to Registered Organizations: The National Trust provides assistance to registered organizations that serve the families of people with disabilities based on their needs.
6. Equal Opportunities: The National Trust also aims to facilitate the attainment of equal

opportunities, protection of rights, and full participation by individuals with disabilities.

7. Incidental Objectives: The National Trust is authorized to perform any other action that is incidental to the aforementioned objectives.

The Sarva Shiksha Abhiyan (2000)

1. The Department of School Education and Literacy is implementing Sarva Shiksha Abhiyan (SSA) at the elementary level and Rashtriya Madhyamik Shiksha Abhiyan (RMSA) at the secondary level, which provides inclusive education for children with special needs (CWSN).
2. SSA is a plan to ensure that all children between the ages of 6 and 14 receive a primary education, with the overall goals of universal access and retention, gender and social category gap elimination, and improvement of learning levels.
3. Inclusive education for CWSN is prioritized under SSA, which allows children with and without disabilities to participate and learn in the same classroom.
4. The major interventions for the education of CWSN under SSA include: Identification, functional and formal assessment, appropriate educational placement, preparation of an Individualized Education Plan, provision of free aids and appliances, transport and/or escort support, teacher training, appointment of resource teachers, therapeutic support, and barrier-free access.

The Right to Education Act (2005)

The fundamental objective of the act was to guarantee all children up to the age of 18 their rights in order for them to realise their potential and mature into healthy, productive citizens by creating an environment conducive to their survival, growth, development, and protection.

1. Non-discrimination: The Act prohibits discrimination against children on the grounds of gender, caste, religion, ethnicity, and disability.
2. Reservation of seats: The Act mandates that all private unaided schools reserve 25% of their seats for children from disadvantaged groups and children with disabilities.
3. Inclusive education: The Act promotes inclusive education and requires schools to provide adequate support for children with disabilities, including assistive devices, barrier-free access, and special educators.
4. Curriculum adaptation: The Act requires schools to adapt the curriculum and teaching methods to meet the diverse learning needs of all children, including children with disabilities.
5. Teacher training: The Act mandates that all teachers receive training on inclusive education and on teaching children with disabilities.
6. Evaluation and monitoring: The Act requires regular evaluation and monitoring of the progress of children with disabilities and the effectiveness of inclusive education programs.
7. Parental involvement: The Act encourages parental involvement in the education of their children, including children with disabilities, and requires schools to provide information to parents in a language they understand.

Inclusion in Education of Children and Youth with Disabilities (IECYD) (2005)

The MHRD also created the Action Plan for IECYD. This program attempts to ensure that all disabled children can attend regular school. To accomplish so, the government will engage with the National Council for Teacher Education and Rehabilitation Council to ensure that adequate teachers or educators are trained in inclusive education and that schools have the needed physical and ideological infrastructure. This retains disabled students in regular schools without changes to accommodate the present Integrated Education for Disabled Children program.

key recommendations of the project for inclusive education and for disabled students are:

1. Inclusive education should be considered a fundamental human right for all children, regardless of their abilities or disabilities.
2. The education system should be designed to accommodate the learning needs of all children, including those with disabilities, and should be flexible enough to allow for individual differences.
3. Teachers and other educational professionals should receive training in how to support children with disabilities in inclusive settings.
4. The curriculum should be designed to be accessible to all children, including those with disabilities.
5. Children with disabilities should be given the opportunity to participate in extracurricular activities and social events.
6. Schools should be designed to be physically accessible to children with disabilities.
7. Parents and families should be involved in the decision-making process regarding their child's education and should be provided with support and resources.
8. Collaboration and partnership among stakeholders, including parents, teachers, and community members, is essential for successful inclusive education.
9. The role of technology in facilitating inclusive education for children with disabilities should be explored and utilized.
10. Adequate funding and resources should be allocated to support the implementation of inclusive education policies and practices.

National Policy for People with Disabilities (2006)

In February 2006, the Indian government formulated the National Policy for Persons with Disabilities, which addresses the physical, educational, and economic rehabilitation of people with disabilities. In addition, the policy emphasises rehabilitation for disabled women and children, barrier-free environments, social security, and research. The National Policy acknowledges that people with disabilities are a valuable human resource for the nation and seeks to create an environment that affords them equal opportunities, protection of their rights, and full participation in society.

The policy is based on the following:

Prevention of Disabilities: Since disability is preventable in many instances, the policy places a strong emphasis on disability prevention. It calls for programmes to prevent diseases that cause disability to be made stronger and bigger, as well as for more people to learn about what they can do to stay healthy during pregnancy and after.

Rehabilitative Steps: There are three distinct groups of rehabilitative measures:

Rehabilitation of the body: This includes early detection and intervention, counselling and medical interventions, and the provision of aids and appliances. It will also include the training of rehabilitation specialists.

Educational rehabilitation: This includes vocational education and economic rehabilitation, in order to live a life of dignity in society.

Women with disabilities: Women with disabilities must be safeguarded from exploitation and abuse. Women with disabilities will receive education, employment, and other rehabilitation services designed specifically with their unique needs in mind. The establishment of specialised educational and vocational training facilities. Programs will be implemented to rehabilitate abandoned disabled women and girls by encouraging their adoption into families, providing housing assistance, and teaching them employability skills. The government will give money to projects in which at least 25\ of the people who benefit are disabled women.

Children with Disabilities: Children with disabilities are the most vulnerable population and therefore require special care. The government would work to: -

Ensure the right to care, protection, and security for children with disabilities; -Ensure the right to development with dignity and equality; - Create a conducive environment in which children can exercise their rights, enjoy equal opportunities, and participate fully in accordance with various statutes.

Ensure that children with disabilities have access to education, health care, and vocational training, as well as specialised rehabilitation services.

Ensure the right to development, recognition of special needs and care, and protection of severely disabled children.

Barrier-free environment: A barrier-free environment enables people with disabilities to move freely and safely throughout the built environment and utilise its amenities. The objective of barrier-free design is to create an environment that supports the independent functioning of individuals so that they can engage in daily activities without assistance. Therefore, public structures, locations, and transportation systems will be made as barrier-free as possible.

Issuance of Disability Certificates: The Indian government has issued guidelines for the evaluation of disabilities and the certification process. By adopting simple, transparent, and client-friendly procedures, the government will ensure that people with disabilities are able to obtain disability certificates without any difficulty, and in the shortest time possible.

Disabled individuals, their families, and caretakers incur substantial additional costs for facilitating daily activities, medical care, transportation, and assistive devices, etc. Therefore, it is necessary to provide them with various forms of social security. The federal government has been offering tax relief to disabled individuals and their guardians. State and territorial governments have been providing unemployment benefits and disability pensions. State governments will be urged to create a comprehensive social security policy for disabled individuals.

Promotion of Non-Governmental Organizations (NGOs): The National Policy recognises the NGO sector as a crucial institutional mechanism for providing affordable services to supplement the government's efforts. The non-profit sector is thriving and expanding. It has significantly contributed to the provision of services for people with disabilities. Some non-governmental organisations also engage in human resource development and research. In addition to actively involving them in policy formulation, planning, implementation, and monitoring, the government has sought their advice on a variety of issues pertaining to people with disabilities. The interaction between NGOs and various disability-related planning, policy formulation, and implementation issues will be strengthened. Networking, information exchange, and sharing of best practises will be encouraged and facilitated among NGOs. Steps will be taken to encourage and prioritise non-governmental organisations working in under-served and inaccessible regions. Also, reputable NGOs should be encouraged to undertake projects in these areas.

Regular collection of data on persons with disabilities- It is necessary to collect, compile, and analyse data on the socioeconomic conditions of people with disabilities on a regular basis. Since 1981, the National Sample Survey Organization has collected information on the socioeconomic conditions of people with disabilities once every ten years. The Census has also begun collecting data on people with disabilities for the 2001 Census. At least once every five years, the National Sample Survey Organization will be required to collect information on people with disabilities. The disparities between the two agencies' adopted definitions will be reconciled.

Research: For the purpose of enhancing the quality of life of people with disabilities, research will be supported on their socio-economic and cultural context, the causes of disabilities, early childhood education methodologies, the development of user-friendly aids and appliances, and any other aspect of disability that will significantly alter their quality of life and the capacity of civil society to address their concerns. Wherever individuals with disabilities are subjected to research interventions, their consent or that of a family member or caregiver is required.

Sports, Recreation, and Cultural Life: The contribution of sports as a therapeutic and community-building activity cannot be denied. Disabled individuals have the right to access sports, recreation, and cultural facilities. The government will provide them with opportunities to participate in various sports, recreational, and cultural activities.

The National Policy acknowledges that people with disabilities are a valuable human resource for the nation and seeks to create an environment that affords them equal opportunities, protection of their rights, and full participation in society.

Inclusive Education of the Disabled at Secondary Stage (2009-10)

In the 2009-2010 school year, the Inclusive Education for Disabled in Secondary Education (IEDSS) programme was launched. This scheme replaces the earlier Integrated Education for Disabled Children (IEDC) scheme and aids with the inclusive education of disabled students in classes IX-XII. The aim is for all children with disabilities to be able to attend high school for four years after completing eight years of primary education in a friendly and supportive atmosphere.

The Inclusive Education of the Disabled at Secondary Stage (2009-10)

Recommendations include:

1. **Identification and Assessment:** Schools should identify and assess students with disabilities at the secondary level, using appropriate assessment tools and techniques. The assessment process should be free of bias and should consider the individual needs and abilities of each student.
2. **Curriculum Adaptation:** The curriculum should be adapted to meet the needs of students with disabilities. This includes modifying the content, teaching methods, and assessment methods to accommodate different learning styles and abilities.
3. **Assistive Technology:** Schools should provide assistive technology and other aids and appliances to students with disabilities to enable them to access the curriculum and participate in classroom activities.
4. **Teacher Training:** Teachers should receive training on how to teach students with disabilities, including how to use assistive technology and how to adapt the curriculum to meet the needs of individual students.
5. **Accessibility:** Schools should provide a barrier-free environment, including accessible classrooms, toilets, and other facilities, to enable students with disabilities to move around freely and safely.
6. **Inclusive Pedagogy:** Teachers should use inclusive pedagogy, which involves creating a learning environment that is welcoming to all students and that promotes active participation and collaboration.
7. **Support Services:** Schools should provide support services to students with disabilities, such as counselling, guidance, and remedial instruction.
8. **Parental Involvement:** Parents should be involved in the education of their children with disabilities, and schools should provide opportunities for parents to participate in the education process.
9. **Collaboration:** Schools should collaborate with other stakeholders, such as NGOs and disability organizations, to ensure that students with disabilities receive the support they need to succeed in school and beyond.
10. **Monitoring and Evaluation:** Schools should monitor and evaluate the progress of students with disabilities and make adjustments as necessary to ensure that they are achieving their full potential.

National Policy for Children (2013)

This policy, which came into effect in April 2013, ensures that no child is discriminated against on the basis of religion, gender, caste, place of birth, socioeconomic status, or disability. The policy also recognises the importance of a healthy family environment for a child's overall development.

1. **Inclusive education:** The policy recommends that every child, including those with disabilities, has the right to education in an inclusive and non-discriminatory environment. It emphasizes the need for inclusive education policies and practices that promote equal access to education for all children, regardless of their abilities or disabilities.
2. **Special needs education:** The policy recommends that special needs education should be provided to children with disabilities, based on their individual needs. It advocates for the development of specialized teaching materials and curriculum to meet the

specific needs of children with disabilities.

3. **Teacher training:** The policy emphasizes the need for training teachers in inclusive education practices and special needs education. It recommends that teacher education programs should include modules on disability education and inclusive teaching practices.
4. **Accessibility:** The policy advocates for making schools and classrooms more accessible to children with disabilities. It recommends the provision of ramps, elevators, accessible toilets, and other facilities to ensure that children with disabilities can access education without any barriers.
5. **Support systems:** The policy recommends the provision of support systems such as assistive devices, learning aids, and technology to help children with disabilities access education. It advocates for the use of technology-enabled learning to enhance the learning experience of children with disabilities.

Rights of Persons with Disabilities Act (2016)

The Action Plan prioritises four key areas. These are:

- Survival, health, and nutrition,
- education and development,
- participation,
- protection.

The plan defines objectives, sub-objectives, strategies, action points, and indicators for measuring progress within the four key priority areas. In addition, it identifies the key stakeholders for the implementation of various strategies. It emphasises new and emerging concerns for children, such as those affected by natural and man-made disasters, climate change, and online child abuse. Most of its strategies and action points are derived from the existing programs and schemes of various Ministries and Departments. It considers the Sustainable Development Goals (SDGs) and provides a road map for achieving them through coordination and convergence with various stakeholders.

1. **Accessible Education:** The Act emphasizes the importance of providing accessible education to students with disabilities. It requires that educational institutions make reasonable accommodations and modifications to ensure that students with disabilities have equal access to education.
2. **Inclusive Education:** The Act promotes inclusive education by requiring that all educational institutions admit students with disabilities and provide them with equal opportunities for education. It encourages the integration of students with disabilities into mainstream schools and classrooms.
3. **Special Education:** The Act recognizes the need for special education for some students with disabilities. It requires that educational institutions provide necessary support and accommodations for such students, including assistive devices, special teaching materials, and individualized education plans.
4. **Training for Teachers:** The Act emphasizes the importance of training teachers and other educational personnel to work effectively with students with disabilities. It requires that teacher training programs include disability awareness and training on inclusive education and the use of assistive devices.
5. **Barrier-Free Infrastructure:** The Act mandates that all educational institutions be made accessible and barrier-free for students with disabilities. It requires that new buildings

and facilities meet accessibility standards and that existing buildings be retrofitted as needed.

6. **Non-Discrimination:** The Act prohibits discrimination against students with disabilities in all aspects of education, including admission, enrolment, curriculum, and evaluation. It requires that educational institutions provide reasonable accommodations and modifications to ensure equal access and opportunity for all students.
7. **Individualized Support:** The Act recognizes that students with disabilities may have unique needs and requires that educational institutions provide individualized support and accommodations to meet those needs. It encourages the use of individualized education plans and other support mechanisms to ensure that students with disabilities have the same opportunities for learning and development as their peers.

Samagra Shiksha Abhiyan (2018)

In 2018, the MHRD (now known as the Ministry of Education (MoE)) of the Government of India established the Integrated Scheme on School Education under Samagra Shiksha, which subsumed the earlier schemes of IED-SSA and IEDSS-RMSA. It intends to examine the education of all children, including children with Special Needs (CwSN), from pre-nursery to Class XII along a continuum. The scheme covers all CwSN with one or more disabilities as specified in the schedule of disabilities of the RPwD Act, 2016 who are enrolled in Government, Government-aided, and Local Body schools. It benefits CwSN by converging with various line Departments, such as the Health Department for assessment and surgery, the GCERT for academic support, and the Social Justice and Empowerment Department for assistive devices, etc. The objectives of the Inclusive Education Scheme are:

1. Identify school-aged children with disabilities and evaluate their educational needs.
2. To supply CwSN with necessary aids, appliances, and assistive gadgets.
3. To ensure barrier-free access for CwSN in schools.
4. To offer CwSN with suitable instructional materials, guidance and counselling services, and therapeutic services, according on their needs.
5. Sensitize and prepare general educators to facilitate, engage, and ensure CwSN learning in the general classroom.
6. To offer further assistance to CwSN via Special Educators (SEs).

New National Education Policy (2020)

The LATEST PROVISION in the NEW School POLICY (NEP) 2020, approved by India's Union Cabinet in July 2020, encourages, and promotes "Barrier-free access to Education for all Children with Disabilities." The National Education Policy (NEP) seeks "an India-centric education system that directly helps to convert our country into a sustainable and flourishing knowledge society by delivering high-quality education to everyone." India's policy aims to transform the country into a vibrant knowledge society and a global knowledge superpower by transforming school and college education into a more holistic, flexible, multidisciplinary approach suited to 21st-century needs and aimed at bringing out the unique capabilities of each student.

1. **Universal access to education:** The policy recommends providing equal access to education to all, including students with disabilities, by removing physical, infrastructural, and other barriers.

2. **Special Education Zones:** The policy suggests the creation of Special Education Zones in every district to provide additional support to students with disabilities. These zones will have the necessary resources, infrastructure, and trained staff to cater to the diverse needs of students with disabilities.
3. **Inclusive Curriculum:** The policy recommends developing an inclusive curriculum that is flexible and adaptive to the diverse learning needs of students with disabilities. The curriculum should also promote values of empathy, respect, and understanding towards persons with disabilities.
4. **Early Intervention and Screening:** The policy emphasizes the need for early identification, screening, and intervention for children with disabilities to ensure their full participation in education and other areas of life.
5. **Assistive Technology:** The policy highlights the importance of assistive technology in providing equal opportunities for education to students with disabilities. It recommends the development and use of assistive devices, software, and other technologies to facilitate learning and participation of students with disabilities.
6. **Teacher Training:** The policy recommends providing adequate training and professional development opportunities to teachers to equip them with the necessary skills and knowledge to support students with disabilities effectively.
7. **Inclusive Assessment and Evaluation:** The policy recommends developing inclusive assessment and evaluation methods that are fair, unbiased, and cater to the diverse learning needs of students with disabilities.
8. **Inclusive Schools:** The policy suggests transforming all schools into inclusive schools that promote an inclusive and supportive environment for students with disabilities. It also recommends the establishment of resource centres at the block and district levels to support schools in providing inclusive education to students with disabilities.