

Inclusive and neurodiversity-sensitive education in Indian schools

VOLUME-VI



**Future-Ready Schools
Inclusive Learners
Viksit Bharat 2047**

Inclusive and neurodiversity-sensitive education in Indian schools

A policy framework for learning support,
teacher capacity, assistive technology,
parent-school partnership, and
equitable learning outcomes



**Future-Ready Schools
Inclusive Learners
Viksit Bharat 2047**



Scholars Choice Press
An imprint of Educators Plus
India

2026

Copyright Page

Inclusive and neurodiversity-sensitive education in Indian schools: A policy framework for learning support, teacher capacity, assistive technology, parent-school partnership, and equitable learning outcomes

Author: Dr. Harshvardhan Singh

Series: *Education for Viksit Bharat 2047: Policy Monograph Series*

Volume: VI

Publisher: Scholars Choice Press, An Imprint of Educators Plus

Place of Publication: New Delhi, India

Year of Publication: 2026

ISBN: 978-81-686513-5-7

Copyright © 2026 Dr. Harshvardhan Singh.

All rights reserved.

No part of this publication may be reproduced, stored in a retrieval system, transmitted, distributed, or utilised in any form or by any means—electronic, mechanical, photocopying, recording, digital reproduction, or otherwise—without prior written permission from the author and publisher, except for brief quotations used for academic, policy, review, research, or educational purposes with proper acknowledgement.

Publisher's Note:

This policy monograph is intended for educational, academic, policy, and institutional use. The views, frameworks, interpretations, and recommendations presented in this volume are those of the author and are intended to support evidence-informed discussion on inclusive education, neurodiversity-sensitive schooling, learning support systems, teacher capacity, assistive technology, parent-school partnership, and equitable learning outcomes in Indian schools.

Disclaimer:

This publication is a policy-oriented academic monograph and should not be treated as a legal manual, diagnostic guide, clinical document, disability-certification manual, or substitute for professional assessment. References to disability, neurodiversity, learning support needs, screening, functional assessment, assistive technology, counselling, and inclusive education are presented for educational planning and policy purposes. Schools, departments, institutions, and practitioners should follow applicable laws, government notifications, official guidelines, professional norms, and authorised procedures while implementing disability-related identification, certification, assessment, accommodation, counselling, therapeutic support, and assistive technology services.

The author and publisher have taken care to use credible policy sources and avoid unsupported statistical claims. However, policies, schemes, guidelines, and institutional procedures may change over time. Readers are advised to consult the latest official documents issued by the Government of India, State Governments, statutory bodies, boards, councils, and competent authorities before making administrative or legal decisions.

Suggested Citation: Singh, H. (2026). *Inclusive education and neurodiversity in Indian schools: A policy framework for learning support, teacher capacity, assistive technology, parent-school partnership, and equitable learning outcomes* (Education for Viksit Bharat 2047: Policy Monograph Series, Vol. VI). Educators Plus.

Author Profile

Dr. Harshvardhan Singh is an education researcher, psychometrician, and curriculum-evaluation professional working in the areas of inclusive education, neurodiversity, educational measurement, teacher education, research tool development, learning assessment, and policy-relevant educational research. His work focuses on evidence-based reform, learner diversity, psychometric scale construction, school support systems, teacher capacity, educational assessment, and equitable learning outcomes.

His academic and professional interests include inclusive school systems, assessment reform, classroom-based learning support, neurodiversity-sensitive pedagogy, teacher professional development, research methodology, tool construction and validation, educational data interpretation, and policy frameworks for improving school quality. He has worked extensively on themes related to learning outcomes, student support services, inclusive education, teacher readiness, differentiated instruction, digital readiness, and evidence-based educational planning.

Dr. Singh's work is guided by the belief that education policy must be translated into usable school-level systems. His writing emphasises practical frameworks, measurable indicators, implementation roadmaps, and institutional accountability. He is particularly interested in how schools, teachers, resource personnel, parents, and education departments can work together to ensure that learners with diverse needs receive meaningful support, participate with dignity, and progress towards equitable learning outcomes.

In this monograph, he brings together policy analysis, inclusive education principles, neurodiversity-sensitive thinking, school-support planning, teacher capacity frameworks, assistive technology planning, parent-school partnership, socio-emotional wellbeing, and monitoring indicators to propose a practical roadmap for inclusive education reform in Indian schools.

Preface

Inclusive education is one of the most important indicators of the moral, social, and academic quality of an education system. A school system cannot be considered truly equitable if children with disabilities, neurodiverse learners, struggling learners, multilingual learners, and socio-emotionally vulnerable students are merely admitted into classrooms but are not supported to participate, learn, communicate, progress, and experience dignity. Inclusion must therefore be understood not only as an access issue, but as a learning, wellbeing, capability, and justice issue.

India has made important commitments to inclusive education through the National Education Policy 2020, the Rights of Persons with Disabilities Act 2016, Samagra Shiksha, the broader constitutional commitment to equality, and the global vision of Sustainable Development Goal 4. These commitments provide a strong foundation for ensuring that children with disabilities and diverse learning needs are not excluded from schooling. However, the real challenge lies in implementation. The presence of a child in a classroom does not automatically mean that the child is included. Inclusion becomes meaningful only when the learner receives classroom adaptation, accessible materials, assistive technology, remedial support, emotional safety, peer acceptance, parent-school continuity, and measurable learning progress.

This monograph has been written with that implementation challenge in mind. It argues that India must move from **access-based inclusion** to **learning-support-based inclusion**. Access-based inclusion focuses on admission, enrolment, physical placement, ramps, toilets, assistive devices, and basic infrastructure. These are necessary and must be strengthened. But they are not enough. Learning-support-based inclusion asks a deeper set of questions: Is the child able to participate? Is the child learning? Are teachers adapting instruction? Are support needs identified early? Are IEPs and remedial plans being implemented? Is assistive technology being used meaningfully? Are parents engaged as partners? Is the child emotionally safe? Are peer relationships inclusive? Are learning outcomes being monitored?

The title of this monograph—*Inclusive Education and Neurodiversity in Indian Schools*—reflects the need to broaden the way school systems understand learner diversity. Neurodiversity-sensitive schooling recognises that children differ in attention, communication, sensory processing, reading, writing, numeracy, executive function, memory, social interaction, and emotional regulation. These differences should not lead to stigma, exclusion, or lowered expectations. They should guide schools towards better teaching, early support, reasonable accommodation, assistive tools, and respectful partnership with families.

This volume introduces an original implementation model titled the **Inclusive and Neurodiversity-Sensitive Learning Support Framework**, or **IN-LEARN Framework**. The framework brings together eight major pillars: early identification and functional assessment; inclusive classroom pedagogy and Universal Design for Learning; teacher capacity, resource teachers, and specialist support; individualised support plans, IEPs, and remedial learning; assistive technology and accessible learning materials; parent-school partnership and community support; socio-emotional learning, counselling, and peer inclusion; and monitoring, data systems, learning outcomes, and accountability.

The IN-LEARN Framework is designed for practical use by State Education Departments, SCERTs, DIETs, BRCs, CRCs, school heads, teachers, resource teachers, special educators, counsellors, NGOs, disability-rights organisations, and education researchers. It does not treat inclusive education as a separate charitable activity or as a narrow special education arrangement. Instead, it places inclusion at the centre of school quality, teacher development, learning assurance, and educational equity.

Inclusive education is also directly connected with the national vision of **Viksit Bharat 2047**. A developed India requires an education system that recognises the capability of every child. It cannot leave behind children who learn differently, communicate differently, move differently, regulate differently, or require additional academic and socio-emotional support. If India is to build a future based on human capability, innovation, social justice, and democratic participation, then its schools must become places where diversity is supported rather than punished, where barriers are removed rather than normalised, and where every learner is treated as worthy of investment.

This monograph is written as a policy-oriented resource, not as a textbook or disability-awareness booklet. It is intended to support decision-making, institutional planning, school improvement, teacher preparation, and monitoring. It provides conceptual clarity, implementation frameworks, practical matrices, policy messages, recommendations, and appendices that can be adapted for state-level and school-level use.

The central belief guiding this work is simple: inclusive education is not complete when a child enters the school gate. It begins there. True inclusion is achieved when the school system accepts responsibility for the child's participation, dignity, learning, wellbeing, and future. That is the direction in which Indian education must move.

Acknowledgement

The preparation of this policy monograph has been shaped by the larger national conversation on inclusive education, equity, learner diversity, teacher capacity, and learning outcomes in India. I acknowledge the continuing efforts of policymakers, education departments, school leaders, teachers, resource teachers, special educators, counsellors, teacher educators, researchers, disability-rights advocates, civil society organisations, and parents who are working to make Indian schools more inclusive, responsive, and humane.

I acknowledge the policy foundation provided by national frameworks and programmes that have advanced the discourse on inclusive and equitable education, including the National Education Policy 2020, the Rights of Persons with Disabilities Act 2016, Samagra Shiksha, the Right to Education framework, NCERT initiatives, SCERT and DIET systems, and India's commitment to Sustainable Development Goal 4. These frameworks have created an important basis for thinking about inclusion not merely as access to schooling, but as participation, support, dignity, and learning.

I express appreciation for the work of teachers and school heads who attempt to support diverse learners within complex classroom realities. Their everyday decisions—how they speak to a child, how they adapt a lesson, how they respond to difficulty, how they involve parents, how they prevent stigma, and how they encourage participation—determine whether inclusive education becomes a lived reality or remains only a policy phrase.

I also acknowledge the role of resource teachers, special educators, counsellors, therapists, psychologists, rehabilitation professionals, and inclusive education coordinators who provide specialised support to learners, families, and schools. Their professional contribution is essential for converting identification into meaningful support, assistive technology into actual access, and individualised planning into measurable progress.

Special acknowledgement is due to parents and caregivers of children with disabilities, neurodiverse learners, and children requiring additional learning support. Their experiences, concerns, persistence, and advocacy remind education systems that inclusion must be respectful, practical, and child-centred. The family's voice is central to any meaningful support plan.

This monograph also recognises the strength, resilience, and potential of learners themselves. Children who read differently, communicate differently, attend differently, move differently, process differently, or require additional support should not be viewed through limitation alone. Their dignity, capability, and right to quality education must remain at the centre of educational policy and practice.

Finally, I acknowledge all institutions and professionals working towards an education system where no child is merely counted, but every child is supported; where no learner is reduced to a label, but every learner is understood; and where inclusion is not an act of accommodation alone, but a commitment to justice, capability, and national development.

Content

Section	Title	Page No.
Chapter 1	Introduction: From Access-Based Inclusion to Learning-Support-Based Inclusion	25-32
1.1	Introduction	
1.2	Meaning and Scope of Inclusive Education	
1.3	From Access and Enrolment to Participation and Learning	
1.4	Neurodiversity and Learner Diversity in Indian Schools	
1.5	Inclusive Education in the Context of NEP 2020 and RPwD Act 2016	
1.6	Inclusion, Equity, Quality, and Viksit Bharat 2047	
1.7	Need for a State-Level Inclusive Education Framework	
1.8	Structure of the Monograph	
Chapter 2	Understanding Neurodiversity and Learning Support Needs	33-42
2.1	Introduction	
2.2	Meaning of Neurodiversity	
2.3	Specific Learning Disabilities and Academic Learning Gaps	
2.4	Autism Spectrum Conditions and School Participation	
2.5	ADHD, Attention, Executive Function, and Classroom Learning	
2.6	Intellectual Disabilities and Functional Learning Support	
2.7	Sensory Impairments, Motor Disabilities, and Accessibility Needs	
2.8	Twice-Exceptionality, Giftedness, and Hidden Learning Needs	
2.9	Socio-Emotional Vulnerability and Behavioural Support Needs	
2.10	Chapter Summary	
Chapter 3	Early Identification, Screening, Functional Assessment, and Support Planning	43-52
3.1	Introduction	
3.2	Why Early Identification Matters	
3.3	Screening versus Diagnosis versus Functional Assessment	
3.4	Classroom Observation and Teacher-Led Identification	

3.5	Parent Input and Developmental History	
3.6	Referral Pathways and Specialist Assessment	
3.7	Individualised Education Plans and Support Plans	
3.8	Ethical Concerns: Labelling, Confidentiality, and Dignity	
3.9	School-Level Identification and Support Planning Model	
3.10	Chapter Summary	
Chapter 4	Inclusive Classroom Pedagogy, Universal Design for Learning, and Differentiated Instruction	53-62
4.1	Introduction	
4.2	Inclusive Pedagogy as the Core of School Inclusion	
4.3	Universal Design for Learning: Multiple Means of Engagement, Representation, and Expression	
4.4	Differentiated Instruction for Diverse Learners	
4.5	Classroom Accommodations and Curriculum Adaptations	
4.6	Multilingual, Multisensory, and Activity-Based Teaching	
4.7	Assessment Accommodations and Flexible Demonstration of Learning	
4.8	Peer Support, Cooperative Learning, and Classroom Belonging	
4.9	Inclusive Classroom Pedagogy Framework	
4.10	Chapter Summary	
Chapter 5	Teacher Capacity, Resource Teachers, and School-Based Support Systems	63-71
5.1	Introduction	
5.2	Teacher Capacity as the Foundation of Inclusion	
5.3	Pre-Service and In-Service Training for Inclusive Education	
5.4	Role of Resource Teachers and Special Educators	
5.5	Role of School Heads in Inclusive School Leadership	
5.6	Role of SCERTs, DIETs, BRCs, and CRCs	
5.7	Multi-Disciplinary Support Teams	
5.8	Professional Collaboration and Case Review Meetings	
5.9	Teacher and Support-System Capacity Framework	
5.10	Chapter Summary	
Chapter 6	Assistive Technology, Accessible Learning Materials, and Inclusive Infrastructure	72-80

6.1	Introduction	
6.2	Accessibility as a Foundation of Inclusion	
6.3	Barrier-Free School Infrastructure	
6.4	Assistive Technology for Learning and Participation	
6.5	Accessible Digital Content and Learning Materials	
6.6	Low-Cost and Contextual Assistive Solutions	
6.7	Teacher Use of Assistive Technology	
6.8	Maintenance, Training, and Usage Monitoring	
6.9	Assistive Technology and Accessibility Planning Framework	
6.10	Chapter Summary	
Chapter 7	Parent-School Partnership, Socio-Emotional Learning, Counselling, and Peer Inclusion	81-88
7.1	Introduction	
7.2	Why Parent-School Partnership Matters	
7.3	Parent Communication, Counselling, and Home Support	
7.4	Socio-Emotional Learning and Inclusive School Climate	
7.5	Counselling, Mental Health, and Behaviour Support	
7.6	Peer Support and Classroom Belonging	
7.7	Reducing Stigma, Bullying, and Exclusion	
7.8	Community Participation and Local Support Networks	
7.9	Parent-School-SEL Partnership Framework	
7.10	Chapter Summary	
Chapter 8	The IN-LEARN Framework: State-Level Roadmap, Monitoring, and Policy Recommendations	89-101
8.1	Introduction	
8.2	Need for an Inclusive and Neurodiversity-Sensitive Learning Support Framework	
8.3	Principles of the IN-LEARN Framework	
8.4	Pillar 1: Early Identification and Functional Assessment	
8.5	Pillar 2: Inclusive Classroom Pedagogy and Universal Design for Learning	
8.6	Pillar 3: Teacher Capacity, Resource Teachers, and Specialist Support	
8.7	Pillar 4: Individualised Support Plans, IEPs, and Remedial Learning	
8.8	Pillar 5: Assistive Technology and Accessible Learning Materials	

8.9	Pillar 6: Parent-School Partnership and Community Support	
8.10	Pillar 7: Socio-Emotional Learning, Counselling, and Peer Inclusion	
8.11	Pillar 8: Monitoring, Data Systems, Learning Outcomes, and Accountability	
8.12	State-Level Implementation Roadmap	
8.13	District, Block, Cluster, and School-Level Roles	
8.14	Monitoring Indicators and Review Mechanism	
8.15	Risk Factors and Mitigation Strategies	
8.16	Final Policy Recommendations	
8.17	Chapter Summary	
Final Section	Final Conclusion	102-104
References		105-106
Appendices		107-127
Appendix A	Inclusive Education and Neurodiversity Diagnostic Checklist	
Appendix B	Early Identification and Classroom Observation Format	
Appendix C	Functional Assessment and Support Need Profile	
Appendix D	Individualised Education Plan Template	
Appendix E	Remedial Learning Plan Format	
Appendix F	Inclusive Classroom Adaptation Checklist	
Appendix G	Assistive Technology Planning Format	
Appendix H	Parent-School Meeting and Communication Format	
Appendix I	SEL, Counselling, and Peer Inclusion Planning Matrix	
Appendix J	Resource Teacher and Specialist Support Planning Format	
Appendix K	District-Level Inclusive Education Monitoring Matrix	
Appendix L	State-Level 5-Year IN-LEARN Implementation Roadmap	
Policy Implementation and Snapshot		128-131
Glossary		132-134
Abbreviation		135

3. List of Tables

Table No.	Title
Table 1.1	Access-Based Inclusion versus Learning-Support-Based Inclusion
Table 2.1	Neurodiversity and School Support Needs Matrix
Table 3.1	Early Identification and Support Planning Matrix
Table 4.1	Inclusive Pedagogy and Classroom Adaptation Matrix
Table 5.1	Teacher and Support Personnel Capacity Framework
Table 6.1	Assistive Technology and Accessibility Matrix
Table 7.1	Parent-School Partnership and Wellbeing Matrix
Table 8.1	IN-LEARN State-Level Indicator Matrix
Appendix A	Inclusive Education and Neurodiversity Diagnostic Checklist
Appendix B	Early Identification and Classroom Observation Format
Appendix C	Functional Assessment and Support Need Profile
Appendix D	Individualised Education Plan Template
Appendix E	Remedial Learning Plan Format
Appendix F	Inclusive Classroom Adaptation Checklist
Appendix G	Assistive Technology Planning Format
Appendix H	Parent-School Meeting and Communication Format
Appendix I	SEL, Counselling, and Peer Inclusion Planning Matrix
Appendix J	Resource Teacher and Specialist Support Planning Format
Appendix K	District-Level Inclusive Education Monitoring Matrix
Appendix L	State-Level 5-Year IN-LEARN Implementation Roadmap

4. List of Figures

Figure No.	Title
Figure 2.1	Support-Need-Based View of Neurodiversity
Figure 3.1	Identification-to-Intervention Cycle
Figure 4.1	Inclusive Classroom Practice Model
Figure 5.1	School-Based Inclusion Support System
Figure 6.1	Assistive Technology Use Cycle
Figure 7.1	Inclusive Wellbeing Ecosystem
Figure 8.1	IN-LEARN Framework

Methodological Note / Source Note

This policy monograph has been prepared as a practice-oriented and evidence-informed policy document for strengthening inclusive education and neurodiversity-sensitive schooling in India. It is not designed as a clinical manual, diagnostic guide, legal commentary, special education textbook, or statistical status report. Its purpose is to translate existing policy commitments into practical reform directions, implementation frameworks, school-level support systems, monitoring indicators, and usable templates for education departments and institutions.

The monograph draws primarily on official and credible policy sources, including the **National Education Policy 2020**, the **Rights of Persons with Disabilities Act 2016**, **Samagra Shiksha**, Ministry of Education documents, NCERT resources, national guidelines on accessibility and e-content, and relevant international frameworks such as **SDG 4**, UNESCO's inclusion perspective, and UNICEF's work on Universal Design for Learning and accessible learning environments. These sources provide the policy and rights-based foundation for the discussion of inclusive education, reasonable accommodation, accessible materials, teacher preparation, early identification, assistive technology, and learning support.

The analytical approach used in this monograph is policy-synthesis based. Instead of presenting new empirical data, the text consolidates and interprets existing legal, policy, programme, and educational guidance to construct an implementation-oriented framework. No unsupported statistical claims have been introduced. Where the monograph discusses learner groups such as CWSN, specific learning disabilities, autism spectrum conditions, ADHD-related support needs, intellectual disabilities, sensory impairments, socio-emotional vulnerabilities, and neurodiverse learners, the focus remains on educational support needs rather than prevalence estimation or clinical classification.

The central conceptual contribution of the monograph is the **Inclusive and Neurodiversity-Sensitive Learning Support Framework**, or **IN-LEARN Framework**. This framework has been developed as an original policy implementation model to help State Education Departments, SCERTs, DIETs, BRCs, CRCs, schools, resource teachers, special educators, counsellors, NGOs, and policy researchers organise inclusive education around eight pillars: early identification and functional assessment; inclusive pedagogy and Universal Design for Learning; teacher capacity and specialist support; IEPs and remedial learning; assistive technology and accessible materials; parent-school partnership and community support; socio-emotional learning, counselling, and peer inclusion; and monitoring, data systems, learning outcomes, and accountability.

The appendices have been designed as field tools rather than theoretical instruments. They may be adapted by states, districts, schools, and institutions according to local language, administrative structure, available personnel, disability-certification procedures, data systems, and school realities. Before formal adoption, state or institutional users may pilot these tools, translate them into regional languages, align them with official formats, and validate them through feedback from teachers, parents, resource teachers, special educators, counsellors, and administrators.

The monograph uses the term “neurodiversity” in an educational and policy-oriented sense. It recognises diversity in learning, attention, communication, sensory processing, executive function, social interaction, and emotional regulation. It does not use neurodiversity to deny disability-related support needs or legal entitlements. The recommended approach is support-need-based: schools should identify functional barriers, provide appropriate support, protect dignity, and review learning progress.

This source note also clarifies that schools and departments must follow applicable laws, government notifications, statutory rules, board regulations, disability-certification procedures, child-protection norms, and professional standards while implementing the recommendations. The monograph is intended to support policy reflection and institutional planning, not replace official procedures.

Executive Summary

Inclusive and neurodiversity-sensitive education in Indian schools: A policy framework for learning support, teacher capacity, assistive technology, parent-school partnership, and equitable learning outcomes

Inclusive education in India has entered a decisive phase. The country has made important policy and legal commitments through the National Education Policy 2020, the Rights of Persons with Disabilities Act 2016, Samagra Shiksha, and the Sustainable Development Goal 4 vision of inclusive and equitable quality education. Yet the next challenge is not only to ensure that children with disabilities and neurodiverse learners are enrolled in schools. The deeper challenge is to ensure that they participate meaningfully, learn with dignity, receive appropriate support, use accessible materials, experience peer belonging, and progress towards grade-level competency and life opportunities.

This policy monograph argues that Indian inclusive education must move from **access-based inclusion** to **learning-support-based inclusion**. Access-based inclusion focuses on admission, enrolment, physical placement, ramps, toilets, and basic infrastructure. These remain essential. However, they are not sufficient. A child may be enrolled in a regular school but remain excluded from learning if the classroom is inaccessible, the teaching method is rigid, the assessment system is inflexible, the teacher is untrained, the assistive device is unused, the peer environment is unsafe, or the child's learning difficulty is misunderstood as laziness, indiscipline, or incapacity.

The RPwD Act 2016 defines inclusive education as a system in which students with and without disabilities learn together and where teaching-learning systems are adapted to meet the learning needs of different types of students with disabilities. It also mandates reasonable accommodation, accessible facilities, early detection of specific learning disabilities, appropriate pedagogical measures, and monitoring of participation and attainment. These provisions clearly indicate that inclusion must be educationally meaningful, not merely administrative. NEP 2020 similarly emphasises the full participation of children with disabilities in regular schooling through barrier-free access, special educators, resource centres, assistive devices, accessible teaching-learning materials, and teacher preparation for inclusive classrooms.

The central policy message is therefore clear: inclusion must be measured not only by whether a child is inside the school, but by whether the child is learning, participating, communicating, progressing, and experiencing dignity.

Why Inclusive Education Must Move Beyond Access and Placement

The first generation of inclusive education reform focused on access: admission, enrolment, physical infrastructure, and bringing children with disabilities into regular schools. This was necessary because exclusion from schooling was historically widespread. The second generation of reform focused on scheme-based supports such as aids and appliances, assistive devices, resource support, transport, barrier-free infrastructure, and teacher training. Samagra Shiksha provides a broad implementation base for these supports, including identification and assessment, assistive devices, teaching-learning materials, therapeutic services, counselling, and removal of architectural barriers.

The third generation must now focus on **learning assurance**. Inclusive education must ask whether learners are able to access the curriculum, receive classroom accommodations, participate in peer activities, demonstrate learning flexibly, use assistive technology meaningfully, receive remedial support, and progress academically and socio-emotionally. UNESCO's inclusion approach also emphasises that inclusive education requires identifying and removing barriers across curriculum, pedagogy, teaching, and systems so that every learner matters equally.

This shift is important because exclusion can continue even inside regular classrooms. A learner with dyslexia may be physically present but repeatedly assessed only through speed-based reading and writing. A child with autism may be enrolled but experience sensory overload, peer isolation, or disciplinary labelling. A learner with ADHD-related executive-function needs may be scolded for incomplete work rather than supported through structure, routines, movement breaks, and task chunking. A child with low vision may receive textbooks but not in accessible format. A child with hearing impairment may sit in class but miss oral instruction. A socio-emotionally vulnerable child may attend school but remain withdrawn, anxious, bullied, or unable to participate.

Therefore, inclusive education should not be treated as a placement issue alone. It is a **school-quality issue**, a **teacher-capacity issue**, a **curriculum-access issue**, a **child-rights issue**, and a **learning-outcomes issue**.

Neurodiversity and Learning Support Needs in Indian Schools

A neurodiversity-sensitive approach recognises that learners differ in how they attend, process, remember, read, write, calculate, communicate, move, regulate emotions, respond to sensory input, interact socially, and demonstrate learning. The term neurodiversity should not be used to deny disability or minimise support needs. Rather, it should help schools move away from stigma and towards functional understanding.

The RPwD Act 2016 recognises disability categories relevant to school inclusion, including specific learning disabilities, autism spectrum disorder, intellectual disability, blindness, low vision, deafness, hard of hearing, speech and language disability, locomotor disability, and multiple disabilities. The school system must also recognise that some learners require support even before formal diagnosis or certification. These may include children with emerging learning gaps, attention and organisation difficulties, emotional distress, language-transition barriers, or giftedness combined with hidden learning difficulties.

Specific learning disabilities require special attention because they directly affect reading, writing, spelling, calculation, written expression, and academic performance. A learner with dyslexia may understand concepts orally but struggle with reading fluency. A learner with dysgraphia may know the answer but be unable to write quickly or legibly. A learner with dyscalculia may struggle with number sense, calculation, or mathematical symbols. These children require early identification, structured remediation, accessible assessment, and classroom accommodations, not blame.

Autism spectrum conditions require attention to communication, sensory environment, predictability, transition support, peer inclusion, and behavioural interpretation. What appears as non-compliance may reflect sensory overload, communication difficulty, anxiety, unclear instruction, or sudden changes in routine. Schools must therefore provide visual schedules, structured routines, sensory-sensitive arrangements, communication supports, and peer sensitisation.

ADHD-related attention and executive-function needs require a school response that goes beyond discipline. Learners may need task chunking, visual reminders, movement breaks, seating support, checklists, timers, predictable routines, and frequent feedback. Intellectual disabilities require functional

learning support, concrete materials, repeated practice, life-skills integration, individualised goals, and participation in school life. Sensory and motor disabilities require barrier-free infrastructure, accessible materials, communication access, assistive devices, adapted seating, safe mobility, and flexible assessment.

The monograph also highlights twice-exceptionality and giftedness with learning differences. Some learners may have strong reasoning, creativity, memory, artistic ability, or subject-specific talent while also struggling with reading, writing, attention, communication, or social participation. Inclusive education should therefore map both strengths and barriers. It should not reduce learners to deficits.

Socio-emotional vulnerability is equally important. Anxiety, bullying, trauma, family stress, repeated academic failure, peer rejection, disability stigma, and low confidence can deeply affect learning. A child who feels unsafe or humiliated cannot participate fully. Inclusive education must therefore include counselling, socio-emotional learning, peer belonging, and stigma reduction.

Early Identification, Functional Assessment, and Support Planning

Early identification is essential, but it must not become labelling. Its purpose is to understand learning barriers and support needs before failure becomes repeated and internalised. Schools should not wait for formal diagnosis before providing basic educational support. At the same time, teachers should not be expected to diagnose disabilities. The correct approach is to combine classroom observation, parent input, screening, functional assessment, referral where required, and support planning.

NCERT's PRASHAST disability screening checklist is an important school-level tool because it recognises that all disability conditions are not visibly identifiable and that teachers observe children across classrooms, playgrounds, libraries, and other school contexts. It supports preliminary screening and referral rather than replacing specialist assessment.

Functional assessment should be the bridge between identification and educational action. It asks: What can the child do? What is difficult? What barrier is present? What classroom support has already been tried? What accommodation is required? Is assistive technology needed? Is counselling required? Is referral needed? How will progress be reviewed?

This approach prevents two common failures: under-identification, where children struggle silently; and over-labelling, where children are reduced to categories without meaningful classroom support. It also aligns with response-to-intervention thinking in educational research, which emphasises early support, progress monitoring, and instructional response for learners experiencing academic difficulty.

Inclusive Pedagogy, UDL, and Differentiated Instruction

Inclusive education succeeds inside the classroom. Teachers need practical strategies for inclusive pedagogy, Universal Design for Learning, differentiated instruction, flexible assessment, and classroom belonging. UDL provides a useful framework because it encourages teachers to plan multiple means of engagement, representation, and expression. UNICEF's UDL guidance explains that learning materials should be represented in accessible ways and that children should have flexible ways to respond and participate.

Differentiated instruction is also necessary because learners in the same classroom may differ widely in reading level, language background, disability-related access, attention, pace, prior learning, and socio-emotional readiness. Differentiation may include simplified reading material, visual supports, concrete examples, peer grouping, multilingual explanation, writing frames, oral response, manipulatives, assistive technology, and varied assessment formats.

Inclusive pedagogy should not be misread as lowering expectations. It is about providing different pathways to meaningful learning goals. A learner may need extra time but still work towards the same competency. A child may demonstrate understanding orally instead of through lengthy writing. A learner with low vision may use large print or audio. A learner with attention difficulty may complete a task in smaller steps. A multilingual learner may first discuss a concept in the home language before expressing it in the school language.

The peer-reviewed literature on inclusive pedagogy also supports the idea that teachers should extend what is ordinarily available to all learners rather than separating some learners as permanently different. Recent reviews of UDL research also indicate its relevance for designing more flexible, inclusive learning environments, while noting the importance of teacher preparation and careful implementation.

Teacher Capacity, Resource Teachers, and Specialist Support

Inclusive education cannot be implemented by general teachers alone, and it cannot be outsourced only to special educators. A successful system requires a coordinated human-resource structure. General teachers are the daily implementers of inclusive pedagogy. Resource teachers and special educators should function as capacity multipliers who support functional assessment, classroom adaptation, IEPs, remedial learning, assistive technology use, parent consultation, and case review.

School heads are equally important. They create the culture of inclusion, prevent discrimination, organise case review meetings, support teacher collaboration, coordinate resource teacher visits, maintain confidentiality, and ensure that learners participate in school activities. SCERTs, DIETs, BRCs, and CRCs must support training, mentoring, classroom observation, resource development, and monitoring.

NEP 2020 emphasises teacher preparation and support mechanisms for children with disabilities, including special educators, resource centres, accessible materials, and technology-based tools. Samagra Shiksha also provides for teacher training and resource support for Children with Special Needs.

The policy priority is to move from one-time sensitisation to practical teacher capacity. Teachers need training in early identification, neurodiversity-sensitive teaching, UDL, differentiated instruction, accommodations, flexible assessment, remedial education, assistive technology, SEL, behaviour support, parent communication, and progress documentation. Training must be followed by mentoring, demonstration, classroom observation, and case-based support.

IEPs, Remedial Learning, and Learning Outcomes

Individualised Education Plans and support plans are necessary for learners requiring continuing or intensive support. However, they must be practical working documents, not files prepared only for inspection. An effective IEP should include the learner's strengths, current level, barriers, goals, accommodations, remedial strategies, assistive technology, socio-emotional support, parent role, teacher responsibility, review date, and progress evidence.

Remedial learning is a central part of learning-support-based inclusion. Children with foundational learning gaps, specific learning disabilities, interrupted schooling, multilingual barriers, or long-term absence require structured support in reading, writing, numeracy, comprehension, and subject-specific understanding. Remediation must not become a low-expectation track. It should be connected with grade-level competency and measurable progress.

Learning outcomes must remain central. Inclusion should not hide low achievement behind sympathy. Instead, it should provide the support necessary for learners to improve. Monitoring should examine

whether the learner is attending regularly, participating in class, using accommodations, progressing in IEP goals, improving foundational skills, gaining confidence, and transitioning successfully.

Assistive Technology and Accessible Learning Materials

Assistive technology must be understood as a learning intervention, not as equipment distribution. A device or tool becomes meaningful only when it is selected through functional assessment, used in the classroom, supported by accessible content, maintained properly, understood by teachers and parents, and monitored for impact.

Assistive supports may include Braille, large print, audio books, screen readers, magnifiers, captions, Indian Sign Language resources, tactile diagrams, communication boards, adapted seating, wheelchairs, hearing devices, pencil grips, slant boards, visual schedules, timers, text-to-speech tools, speech-to-text tools, and accessible digital platforms. Low-cost contextual supports are also important, especially in resource-constrained settings.

The Ministry of Education's guidelines for e-content for children with disabilities support accessible digital resources and emphasise adaptation of content for different disability groups. UNICEF's work on accessible digital textbooks also highlights the value of Universal Design for Learning in making digital materials usable by learners with and without disabilities. Global disability evidence also emphasises that overcoming barriers requires accessible environments, rehabilitation, support services, and inclusive systems.

The policy lesson is simple: assistive technology must be linked with functional need, classroom use, teacher training, parent support, content accessibility, maintenance, and learning progress.

Parent-School Partnership, SEL, Counselling, and Peer Inclusion

Parents and caregivers are essential partners because they understand the child's development, routines, communication, emotions, health history, home context, and strengths. Schools understand classroom participation, peer relationships, academic progress, and school-based barriers. Meaningful inclusion requires these two forms of knowledge to work together.

Parent communication must be respectful, regular, confidential, and solution-focused. Schools should avoid blaming language and instead use functional descriptions of learning and participation needs. Parents should participate in support plans, IEP review, assistive technology use, home reinforcement, referral decisions, and transition planning.

Socio-emotional learning and counselling are also central. Learners with disabilities and neurodiverse profiles may experience bullying, peer isolation, shame, anxiety, sensory distress, or repeated failure. Schools must therefore build safe climates through SEL routines, peer support, cooperative learning, anti-bullying mechanisms, trusted adult systems, counselling referral pathways, and positive behaviour support.

Inclusive education is incomplete if a learner receives academic support but remains socially excluded. Peer belonging must be deliberately planned through buddy systems, structured group roles, inclusive games, classroom circles, peer sensitisation, and anti-stigma practices.

The IN-LEARN Framework

This monograph introduces the **Inclusive and Neurodiversity-Sensitive Learning Support Framework**, or **IN-LEARN Framework**, as a state-level and school-level model for inclusive education reform. The framework places the learner at the centre and connects eight pillars:

1. Early identification and functional assessment.

Schools should observe learning and participation barriers early, use screening responsibly, include parent input, refer where required, and prepare functional support profiles.

2. Inclusive classroom pedagogy and Universal Design for Learning.

Teaching should use multiple means of engagement, representation, and expression. Classrooms should include differentiated instruction, multilingual support, multisensory learning, flexible grouping, and accessible assessment.

3. Teacher capacity, resource teachers, and specialist support.

General teachers require training and mentoring. Resource teachers and special educators should support classroom adaptation, IEPs, assistive technology, and case review. Specialist referral must be available for complex needs.

4. Individualised support plans, IEPs, and remedial learning.

Learners requiring continuing support should have practical plans with goals, accommodations, strategies, responsibilities, timelines, and review indicators.

5. Assistive technology and accessible learning materials.

Technology and accessible materials should be matched with functional needs and used regularly in classroom learning, assessment, communication, and independent study.

6. Parent-school partnership and community support.

Parents should be partners in support planning. Schools should build linkages with health, disability, counselling, rehabilitation, NGOs, and local community networks.

7. Socio-emotional learning, counselling, and peer inclusion.

Inclusive schools must provide emotional safety, anti-bullying systems, peer belonging, counselling referral, behaviour support, and SEL-based classroom culture.

8. Monitoring, data systems, learning outcomes, and accountability.

States should monitor participation, support delivery, accommodation use, IEP progress, assistive technology usage, parent engagement, counselling, peer inclusion, retention, transition, and learning outcomes.

The IN-LEARN Framework is not a separate scheme. It is an implementation architecture that helps existing policy commitments become operational in classrooms, schools, districts, and states.

Actionable Recommendations for State-Level Inclusive Education Reform**1. Adopt a state-level learning-support-based inclusion framework.**

State Education Departments should adopt an operational framework aligned with NEP 2020, RPwD Act 2016, Samagra Shiksha, and SDG 4, shifting inclusive education from enrolment and infrastructure compliance towards participation, support, wellbeing, and learning outcomes.

2. Establish School Inclusion Support Teams in every school.

Each school should have a team led by the school head and involving class teachers, subject teachers, resource teachers or special educators where available, counsellors where available, and parents where appropriate. This team should coordinate identification, support planning, accommodations, peer inclusion, and progress review.

3. Create simple state-approved formats for identification and support planning.

States should provide practical formats for classroom observation, parent consultation, functional assessment, referral, IEPs, remedial learning plans, assistive technology plans, parent meetings, SEL support, and case review.

4. Train teachers in inclusive pedagogy, not only disability awareness.

Teacher training should include UDL, differentiated instruction, classroom accommodations, accessible assessment, remedial learning, multilingual support, assistive technology, behaviour support, parent communication, and socio-emotional learning.

5. Strengthen the role of resource teachers and special educators.

Resource teachers and special educators should mentor general teachers, conduct functional assessment, support IEPs, adapt materials, guide assistive technology use, coordinate referrals, and participate in parent meetings and case reviews.

6. Build district and block-level multi-disciplinary referral networks.

Districts should map available psychologists, counsellors, therapists, health professionals, rehabilitation services, disability certification systems, NGOs, and community support institutions so that schools have clear referral pathways.

7. Ensure every identified learner receives a support action.

No child should be identified without follow-up. Even before formal diagnosis, schools should provide low-risk classroom supports such as extra time, visual instructions, reduced copying, peer support, structured routines, or remedial practice.

8. Treat assistive technology as a classroom-learning tool.

Device distribution should be linked with functional assessment, teacher training, accessible content, parent orientation, maintenance, and usage monitoring. States should track whether devices are used and whether they improve participation and learning.

9. Integrate SEL, counselling, and anti-bullying protocols into inclusive education.

States should require schools to implement peer inclusion, anti-stigma practices, confidential bullying reporting, counselling referral, positive behaviour support, and classroom-level SEL routines.

10. Include parent-school partnership in official monitoring.

Schools should document parent meetings, home-support plans, IEP review participation, assistive technology orientation, referral follow-up, and parent feedback.

11. Monitor inclusion through outcomes, not only inputs.

State dashboards should include indicators on participation, attendance, accommodations, IEP progress, remedial learning, assistive technology use, peer inclusion, counselling support, learning progress, retention, and transition.

12. Link inclusive education with Viksit Bharat 2047.

Inclusive education should be positioned as a national human-capability agenda. A developed India requires schools that recognise learner diversity, remove barriers, strengthen teachers, support families, protect dignity, and ensure that every child has the opportunity to learn and contribute.

Closing Policy Message

Inclusive education is not a marginal welfare concern. It is central to educational quality, human capability, social justice, and national development. A school system that can support children who read differently, communicate differently, move differently, attend differently, process differently, regulate differently, or require additional socio-emotional support becomes a stronger system for all learners. As India moves towards **Viksit Bharat 2047**, inclusive education must be understood as a commitment to dignity, equity, learning assurance, and the full development of every child's potential.

Key Policy Messages

1. Inclusive Education Must Move from Access to Learning Support

Inclusive education in India must now move beyond access, enrolment, and physical placement in regular schools. While admission, attendance, ramps, accessible toilets, and non-discriminatory entry remain essential, they do not automatically ensure meaningful inclusion. A child may be present in school but still excluded from learning if teaching is inaccessible, assessment is rigid, peers are hostile, teachers are unsupported, or assistive technology is unused. The next phase of reform must therefore focus on learning-support-based inclusion. This means every learner requiring support should receive early identification, classroom accommodations, remedial learning, accessible materials, parent-school coordination, socio-emotional support, and progress monitoring. Inclusion should be measured by participation, dignity, learning progress, wellbeing, retention, and transition—not merely by whether the child is enrolled.

2. Neurodiversity-Sensitive Schooling Should Become a Core Reform Priority

Indian classrooms include learners who differ in attention, communication, sensory processing, executive function, reading, writing, numeracy, memory, social interaction, emotional regulation, and pace of learning. Neurodiversity-sensitive schooling recognises these differences without reducing children to labels or deficits. Learners with specific learning disabilities, autism spectrum conditions, ADHD-related attention and organisation needs, intellectual disabilities, sensory impairments, giftedness with learning differences, and socio-emotional vulnerabilities require support that is respectful, functional, and classroom-linked. Schools should not over-medicalise children, but they should also not ignore genuine support needs. A neurodiversity-sensitive system asks: What barrier is the learner facing? What support will improve participation? How can strengths be used? How will progress be reviewed? This approach protects dignity while ensuring structured learning support.

3. Early Identification Should Support, Not Label, the Child

Early identification is essential because learning and participation difficulties become more serious when they remain unnoticed. However, identification must not become labelling. Teachers should not be expected to diagnose disabilities, but they should be trained to observe persistent patterns in reading, writing, numeracy, attention, communication, sensory access, mobility, behaviour, and emotional wellbeing. Screening should lead to support, not stigma. Functional assessment should examine what the child can do, where barriers arise, what support has already been tried, and what classroom changes are required. Parent input and specialist referral should be included when necessary. The purpose of early identification is to prevent repeated failure, shame, withdrawal, and exclusion by providing timely accommodations, remedial instruction, counselling, assistive support, and review.

4. Inclusive Pedagogy Is the Real Test of School Inclusion

Inclusion succeeds inside the classroom. Legal rights and policy provisions become meaningful only when teachers adapt instruction, materials, classroom routines, peer interaction, and assessment. Universal Design for Learning, differentiated instruction, multisensory teaching, multilingual support, activity-based learning, flexible grouping, and alternative response modes should become part of regular classroom practice. Teachers should present concepts through multiple formats—oral, visual, tactile, digital, concrete, and experiential—and allow learners different ways to demonstrate understanding. Inclusive pedagogy does not lower standards; it removes unnecessary barriers. A learner with dyslexia may need audio support, a learner with ADHD may need task chunking, a learner with autism may need visual routines, and a learner with low vision may need accessible print. Such adaptation improves learning for all.

5. Teacher Capacity Must Shift from Awareness to Practical Competence

Teacher sensitisation is important, but it is not enough. Teachers need practical competence to identify learning barriers, use inclusive pedagogy, provide classroom accommodations, support remedial learning, implement IEPs, use assistive technology, manage behaviour supportively, communicate with parents, and monitor progress. Pre-service and in-service teacher education must integrate inclusive education across pedagogy, assessment, practicum, school leadership, and subject teaching. Training should be case-based, classroom-linked, and followed by mentoring through SCERTs, DIETs, BRCs, CRCs, resource teachers, and special educators. Teachers should not be blamed for inclusion gaps when systems fail to support them. A strong inclusive education policy must treat teacher capacity as infrastructure—just as necessary as ramps, devices, textbooks, or digital resources.

6. Resource Teachers and Special Educators Should Be Capacity Multipliers

Resource teachers and special educators are essential to inclusive education, but their role must be clearly defined. They should not become the sole custodians of children with disabilities, nor should they be restricted to paperwork or occasional pull-out support. Their most valuable role is to strengthen the school's capacity to include diverse learners. They should support functional assessment, prepare IEPs, guide classroom accommodations, adapt learning materials, mentor general teachers, advise on assistive technology, participate in parent meetings, and coordinate specialist referrals. Inclusion must be a shared responsibility between general teachers, school heads, resource teachers, special educators, counsellors, parents, and district support systems. When specialist expertise strengthens regular classroom practice, schools become more inclusive and sustainable.

7. IEPs and Remedial Learning Must Be Practical, Measurable, and Reviewed

Individualised Education Plans and support plans should not remain files prepared for compliance. They must become practical working documents that guide daily teaching and support. An effective IEP should record the learner's strengths, current level, barriers, goals, accommodations, remedial strategies, assistive technology needs, socio-emotional support, parent role, responsible persons, timeline, and review indicators. Remedial learning should be structured, not casual. Learners with SLD, foundational gaps, multilingual barriers, interrupted schooling, or weak grade-level competency require targeted support in reading, writing, numeracy, comprehension, and subject learning. Progress should be reviewed periodically through work samples, classroom participation, assessment evidence, teacher observation, parent feedback, and learner confidence. Support must be revised when progress is limited.

8. Assistive Technology Must Be Linked with Functional Need and Classroom Use

Assistive technology should not be treated merely as equipment distribution. A device or tool becomes meaningful only when it responds to a learner's functional need and is used in real classroom learning. Braille, large print, audio books, captions, screen readers, communication boards, hearing devices, adapted furniture, visual schedules, timers, text-to-speech tools, and low-cost learning aids must be selected through functional assessment. Teachers, parents, peers, and learners should be trained to use them. Accessible content, maintenance, charging, repair, safe storage, and usage monitoring are equally important. The policy question should not be "How many devices were distributed?" but "Did the device improve access, participation, independence, assessment performance, communication, and learning progress?"

9. Parent-School Partnership Is Central to Sustainable Inclusion

Parents and caregivers are not peripheral stakeholders; they are essential partners in inclusive education. They understand the child's developmental history, home routines, communication patterns, emotional

triggers, strengths, health needs, sensory preferences, and learning behaviour outside school. Schools understand classroom participation, peer interaction, academic performance, and school-based barriers. Effective inclusion requires these two forms of knowledge to work together. Parent communication must be respectful, confidential, regular, and solution-oriented. Schools should avoid blaming language and explain concerns in functional terms. Parents should be involved in support planning, IEP review, assistive technology use, home reinforcement, referral decisions, counselling support, and transition planning. Trust between school and family reduces stigma and improves continuity of support.

10. SEL, Counselling, and Peer Inclusion Are Learning Conditions

Children with disabilities, neurodiverse learners, and struggling learners require not only academic support but also emotional safety, peer acceptance, confidence, and belonging. A learner who is mocked, isolated, bullied, overprotected, or repeatedly humiliated cannot participate fully in learning. Socio-emotional learning should therefore be embedded in classroom routines, cooperative learning, respectful discipline, conflict resolution, empathy-building, help-seeking, and self-regulation activities. Counselling support should be available for anxiety, withdrawal, trauma, school refusal, behavioural distress, bullying, and emotional vulnerability. Peer inclusion should be deliberately planned through buddy systems, group roles, inclusive games, classroom circles, and anti-stigma practices. Inclusion is incomplete when a child is academically accommodated but socially excluded.

11. Data-Based Monitoring Must Track Participation, Support, and Outcomes

Inclusive education monitoring must move beyond enrolment counts, infrastructure entries, training attendance, and device distribution. These input indicators are useful but incomplete. State and district systems should also track classroom participation, attendance, accommodation use, IEP implementation, remedial learning progress, assistive technology usage, parent meetings, counselling referrals, bullying prevention, peer inclusion, grade-level competency, retention, transition, and wellbeing. Monitoring should be supportive, not punitive. Schools should not be discouraged from identifying support needs; instead, they should be supported to respond effectively. Data should help SCERTs, DIETs, BRCs, CRCs, and State Education Departments identify gaps, allocate resources, improve teacher training, strengthen specialist support, and protect learner rights.

12. Inclusive Education Is Foundational to Viksit Bharat 2047

A developed India cannot be built on an education system that leaves behind children who learn differently, communicate differently, move differently, regulate differently, or require additional academic and socio-emotional support. Inclusive education is not a welfare add-on; it is central to human capability, social justice, learning assurance, and national development. By strengthening early identification, teacher capacity, inclusive pedagogy, assistive technology, parent-school partnership, counselling, peer inclusion, and outcome monitoring, India can build schools that recognise every learner's dignity and potential. The vision of Viksit Bharat 2047 requires an education system where diversity is not treated as a problem to be managed, but as a reality to be supported through equity, professionalism, compassion, and accountability.



References

Central Board of Secondary Education. (2009). *Prevention of bullying and ragging in schools*. Government of India. <https://www.cbse.gov.in/circulars/cir24-2009.pdf>

Central Board of Secondary Education. (2015). *Guidelines for prevention of bullying and ragging in schools* (Circular No. Acad.-17/2015). Government of India. https://cbseacademic.nic.in/web_material/Circulars/2015/17_Prevention%20of%20Bullying%20%26%20Ragging%20in%20Schools.pdf

Department of Empowerment of Persons with Disabilities. (2023). *RPwD (Amendment) Rules, 2023—Harmonised Guidelines and Space Standards for Universal Accessibility in India by 2021—By MoHUA*. Ministry of Social Justice and Empowerment, Government of India. <https://depwd.gov.in/en/rpwd-amendment-rules2023-harmonised-guidelines-and-space-standards-for-universal-accessibility-in-india-by-2021-by-mohua/>

Department of School Education and Literacy. (2021). *Guidelines for the development of e-content for children with disabilities*. Ministry of Education, Government of India. https://dsel.education.gov.in/sites/default/files/2021-06/CWSN_E-Content_guidelines.pdf

Government of India. (2016). *The Rights of Persons with Disabilities Act, 2016* (Act No. 49 of 2016). India Code. https://www.indiacode.nic.in/bitstream/123456789/15939/1/the_rights_of_persons_with_disabilities_act%2C_2016.pdf

Ministry of Education. (2020). *National Education Policy 2020*. Government of India. https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf

Ministry of Education. (2021, December 15). *DIKSHA for children with disabilities*. Press Information Bureau, Government of India. <https://www.pib.gov.in/PressReleasePage.aspx?PRID=1781749>

Ministry of Education. (2022). *Mental health and wellbeing: Whole school approach*. Department of School Education and Literacy, Government of India. https://dsel.education.gov.in/sites/default/files/update/moe_mental_health.pdf

Ministry of Education. (2022, August 8). *Education facilities for disabled students*. Press Information Bureau, Government of India. <https://www.pib.gov.in/PressReleasePage.aspx?PRID=1849880>

Ministry of Education. (2025, March 19). *Efforts made by Ministry of Education to make “Viksit Bharat” by 2047*. Press Information Bureau, Government of India. <https://www.pib.gov.in/Pressreleaseshare.aspx?PRID=2114325>

Ministry of Education. (n.d.). *Inclusive education for children with special needs*. Samagra Shiksha, Government of India. Retrieved May 10, 2026, from <https://samagra.education.gov.in/inclusive.html>

Ministry of Education. (n.d.). *Manodarpan*. Government of India. Retrieved May 10, 2026, from <https://manodarpan.education.gov.in/>

Ministry of Health and Family Welfare, & Ministry of Human Resource Development. (2018). *Operational guidelines on School Health Programme under Ayushman Bharat*. Government of India.

https://nhm.gov.in/New_Updates_2018/NHM_Components/RMNCHA/AH/guidelines/Operational_guidelines_on_School_Health_Programme_under_Ayushman_Bharat.pdf

National Commission for Protection of Child Rights. (2012). *Guidelines for eliminating corporal punishment in schools*. Government of India. <https://nimhanschilprotect.in/wp-content/uploads/2021/03/NCPCR-Guidelines-for-elimination-of-corporal-punishment.pdf>

National Council of Educational Research and Training. (2022). *PRASHAST: A disability screening checklist for schools*. NCERT. https://ncert.nic.in/pdf/DSCS_booklet.pdf

National Council of Educational Research and Training. (2023). *National Curriculum Framework for School Education 2023*. NCERT. https://www.ncert.nic.in/pdf/NCFSE-2023-August_2023.pdf

National Council of Educational Research and Training. (2024). *NISHTHA inclusive education: Approach paper*. NCERT. https://nerie.nic.in/pdf/NISHTHA%20IE%20%20Approach%20paper_12_1_2024.pdf

National Council of Educational Research and Training. (n.d.). *NCERT initiatives for inclusive and accessible education*. NCERT. Retrieved May 10, 2026, from <https://ncert.nic.in/accessibility.php>

UNESCO. (2020). *Inclusive education: Children with disabilities*. United Nations Educational, Scientific and Cultural Organization. <https://unesdoc.unesco.org/ark:/48223/pf0000373662>

UNESCO. (n.d.). *Inclusion in education: Leaving no learner behind*. United Nations Educational, Scientific and Cultural Organization. Retrieved May 10, 2026, from <https://www.unesco.org/en/inclusion-education>

UNESCO. (n.d.). *SDG 4: Education 2030*. United Nations Educational, Scientific and Cultural Organization. Retrieved May 10, 2026, from <https://www.unesco.org/sdg4education2030/en>

UNICEF. (2014). *Access to school and the learning environment II: Universal Design for Learning*. United Nations Children's Fund. <https://www.unicef.org/lac/media/35076/file/Booklet-11.pdf>