



सत्यमेव जयते
Ministry of Education
Government of India



Ministry of Education
Department of School Education & Literacy
Inclusive Education Summit
Date: 21st to 23rd January, 2026
Venue: The Lalit, New Delhi

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Concept Note

The Department of School Education & Literacy (DoSEL), Ministry of Education, organized a **three-day Inclusive Education Summit from 21 to 23 January 2026** to deliberate on policies, practices, and innovations aimed at strengthening inclusive education for Children with Special Needs (CwSN) in alignment with **NEP 2020 and RPwD Act, 2016**.

The Summit brought together policy makers, national institutions, States/UTs, education boards, experts, civil society organizations, start-ups, and industry partners to showcase innovations, share best practices, and chart future pathways for inclusive education.

Day-wise Themes

Day 1: Leveraging Digital Technology and Assistive Devices for Inclusive Education

The first day focussed on the role of digital technologies and assistive devices in enhancing access, participation, and learning outcomes for CwSN. Selected organizations and start-ups showcased innovations through kiosk displays and live demonstrations, covering disabilities related to visual, hearing, locomotor, and intellectual impairments.

Day 2: Inclusive Education Pathways – National Models, Tools & Trainings

The second day highlighted key **national initiatives and capacity-building efforts**, including:

- **PRASHAST 2.0**, the revamped disability screening and tracking tool integrated with UDISE+
- **Teacher training and sensitization** of teaching and non-teaching staff for inclusive classrooms
- Strengthening of **Resource Rooms/Centres** through proposed national guidelines
- Promotion of **inclusive sports and vocational pathways** for CwSN

Representatives from MoE, NCERT, RCI, DEPwD, Department of Sports, and national organizations deliberated on scalable models and implementation strategies.

Day 3: Specific Learning Disabilities, Neurodiversity and Future Avenues for CwSN

The third day focussed on Specific Learning Disabilities (SLD) and broader neurodiversity, addressing challenges in identification, curriculum adaptation, pedagogy, and assessment. Sessions also explored board-level provisions, remedial education, skill development, and employment opportunities, with participation from education boards and private sector stakeholders.

Outcome: The Summit aimed to:

- Strengthen policy and practice for inclusive education
- Promote adoption of assistive technologies and digital tools
- Build teacher capacity and institutional readiness
- Enhance inter-sectoral collaboration
- Identify future directions for education-to-employment pathways for CwSN

Acknowledgements

The office of Economic Advisor, Department of School Education and Literacy, Ministry of Education, Government of India, gratefully acknowledges the guidance, support and valuable contributions of all partner ministries, particularly the Department of Empowerment of Persons with Disabilities and the Department of Sports, whose collaborative engagement enriched the deliberations and outcomes of the Summit.

This office also extended its appreciation to national institutions, experts, academicians, practitioners, technology partners, and civil society organizations for their insightful participation and sharing of best practices in advancing inclusive and equitable education. Special acknowledgement is also extended to the State and Union Territory education departments, teachers, and field-level functionaries whose on-ground experiences provided critical perspectives for policy and practice.

The success of the Summit was attributed to the collective efforts of all stakeholders who reaffirmed their commitment to the vision of the National Education Policy 2020, to build an accessible, learner-centric, equitable and inclusive education ecosystem for all children.

This office also acknowledges the support and collaboration of academic partners, including the National Council of Educational Research and Training (NCERT) and its constituent units, for their academic guidance, content support, and contribution to knowledge-sharing during the Summit.

We are also thankful to the sign language interpreters provided by ISLRTC. The ISL interpreters ensured accessibility and meaningful participation for all attendees. Their expertise and commitment greatly enhanced the inclusivity of the Summit, enabling effective communication for children and participants with hearing impairments. The success of the 3 days Inclusive Education Summit lies in the shared resolve of all stakeholders to advance an accessible, equitable, and learner-centric education ecosystem for all learners.

Introduction

Inclusive education is central to India's commitment to equity, social justice, and quality education for all learners. In alignment with the National Education Policy (NEP) 2020, the Ministry of Education has consistently advanced a learner-centric, flexible, and barrier-free education system that recognizes diversity as a strength rather than an exception. The Inclusive Education Summit, held from **21 to 23 January 2026**, was envisaged as a national platform to deliberate on emerging trends, policy pathways, and collaborative mechanisms that strengthened inclusive practices across the school education ecosystem.

The three-day Summit brought together policymakers, academicians, practitioners, technology innovators, and stakeholders from allied ministries to reflect on progress made, share best practices, and chart future directions for inclusive education particularly for Children with Special Needs (CwSN), learners with Specific Learning Disabilities (SLDs), and neurodiverse learners. The Summit underscored the Ministry of Education's leadership in mainstreaming inclusion through digital innovation, assistive technologies, inter-ministerial convergence, and evidence-based policy implementation.

NCERT, as the national nodal institution for educational technology and digital pedagogy, played a pivotal role in anchoring the Summit's academic discourse, implementation frameworks, and innovation-led solutions.

DEGSN played a significant role in promoting inclusive education practices and accessibility-focused initiatives during the Summit. It contributed specialized expertise in addressing the learning needs of children with diverse abilities through innovative and equitable educational interventions.

NEP 2020 places inclusion and equity at the core of educational transformation, explicitly recognising Socio-Economically Disadvantaged Groups (SEDGs), including CwSN, as priority learners requiring systemic support. The Policy advocates Universal Design for Learning (UDL), assistive technologies, flexible curricular structures, teacher capacity building, and the use of digital platforms to bridge learning gaps. Over the past few years, the Ministry of Education - through DoSEL has operationalised these principles via initiatives such as Samagra Shiksha, DIKSHA, PM e-Vidya, NCERT's accessible learning materials, PRASHAST, and Inclusive TV and digital channels.

The Inclusive Education Summit was conceived to catalyse a shift from viewing disability as an individual limitation to reimagining education systems that are responsive to learner diversity. It aimed to translate the vision of NEP 2020 into actionable practice by strengthening alignment between policy, pedagogy, and on-ground implementation, with a focus on early identification, inclusive teaching, and system-wide accountability. The summit also sought to build institutional and human capacity by equipping teachers, schools, and resource centres with inclusive frameworks, assistive technologies, and UDL-based innovations. Equally important was fostering collaboration across sectors- education, technology, sports, and skilling, to ensure that inclusion extends beyond classrooms into dignity, participation, and meaningful livelihood opportunities for all learners, especially Children with Special Needs (CwSN).

The paragraphs below, presents day wise deliberations and highlights of key messages.

Day 1

Theme: Leveraging Digital Technology and Assistive Devices for Inclusive Education

Date : 21 January 2026

Session 1 (10:00 am to 11:20 am)

1.1 : Welcome address: Ms. A. Srijia, Economic Advisor, DoSEL

The Summit commenced with a welcome address by Ms. A. Srijia, Economic Advisor, Department of School Education and Literacy (DoSEL). She expressed her gratitude to the Ministry of Education for its continued support and acknowledged the efforts of all the organizing partners. She also warmly welcomed all participants, exhibitors, representatives from NCERT and innovators, appreciating their collective commitment to advancing inclusive education and assistive technology.

1.2 : Context Setting for the Day: Mr. Ram Singh, Joint Director, DoSEL

The context-setting address was delivered by Mr. Ram Singh, Joint Director, Department of School Education and Literacy (DoSEL). He outlined the rationale and objectives of the Summit, situating it within the broader policy framework of the National Education Policy (NEP) 2020 and the Rights of Persons with Disabilities (RPwD) Act, 2016. He emphasized that inclusive education is a fundamental right and highlighted the critical role of assistive technologies in ensuring equitable access, participation, and learning outcomes for children with special needs. He further underscored the need for coordinated efforts among policymakers, academic institutions, innovators, and practitioners to translate these policy commitments into meaningful, on-ground impact.

1.3 : Digital Interventions for CwSN: Prof. Amarendra P. Behera, Joint Director, CIET-NCERT

The Inclusive Education Summit 2026 witnessed a comprehensive video-based address by Prof. Amarendra P. Behera, Joint Director, Central Institute of Educational Technology (CIET), NCERT. The session commenced with Prof. Behera expressing sincere gratitude to the Ministry of Education for its continued guidance, support, and leadership in advancing inclusive and equitable education across the country. In his opening remarks, Prof. Behera highlighted the vision and implementation of the National Education Policy (NEP) 2020, with particular emphasis on strengthening foundational learning through Early Childhood Care and Education (ECCE) and the Baal Vatika initiative. He underscored the importance of holistic development and the integration of employment-oriented learning pathways to ensure that all learners, including children with special needs, are equipped with essential skills for the future. The address emphasized the adoption of Universal Design for Learning (UDL) as a key pedagogical framework to respond effectively to the diverse learning needs of students. Dr. Behera elaborated on the pivotal role of CIET, NCERT in promoting inclusive education through a range of technology-enabled initiatives, including KEPA (Kitaab Ek Padhe Anek), the Barkha Series, PRIYA-The Accessibility Warrior (e-comic book), PRASHAST, e-Jaadui Pitara, and PM e-Vidya's 200 DTH channels. He also

highlighted capacity-building programmes such as DIKSHA and NISHTHA, which support teachers in adopting inclusive, learner-centric pedagogical practices. Special emphasis was placed on accessibility-focused platforms such as the Indian Sign Language (ISL) Channel, live ISL-based YouTube series ‘TLI’, and the Baal Vatika Channel, which play a crucial role in ensuring language access and inclusive learning, particularly at the foundational stage. These initiatives were presented as significant contributors to enhancing the quality, reach, and accessibility of educational content delivered through digital and broadcast media. Dr. Behera further reaffirmed alignment with key statutory and policy frameworks, particularly the Rights of Persons with Disabilities (RPwD) Act, 2016, and emphasized the importance of inclusive textbooks, accessible digital resources, and multi-modal learning materials in safeguarding the educational rights of children with disabilities and disadvantages. The session concluded with a call for strengthened collaboration among policymakers, academic institutions, innovators, and practitioners to translate policy commitments into effective on-ground action. The address reinforced the national commitment to ensuring equitable access, meaningful participation, and improved learning outcomes for all learners, in alignment with India’s broader vision of inclusive education.



1.4: National List of Essential Assistive Products developed by Indian Council of Medical Research: Dr. Salaj Rana, Program Director & Scientist–D, National Centre of Assistive Health Technology (NCAHT), AIIMS

The presentation focused on the vision, scope, and national impact of NLEAP (National List of Essential Assistive Products) in strengthening access to assistive technology across India. Dr. Rana explained that NLEAP a comprehensive national framework to identify and standardize essential assistive products required by persons with disabilities, elderly persons and individuals with functional limitations. The initiative aims to ensure equitable access, affordability, quality assurance, and scalability of assistive devices across healthcare, education, and community systems. The NLEAP has life-cycle and functionality-based approach such as Locomotor, Vision, hearing, Cognition, Communication, Self-Care, Sports, Recreation & Leisure Activities. Each domain includes carefully identified products that address daily living, mobility, learning, communication, independence, and social participation. Emphasis was laid on aligning these products with clinical needs, user functionality, and contextual relevance, especially in low-

resource and rural settings. Dr. Rana highlighted the impact of NLEAP at multiple levels. At the policy level, it provides a unified reference for government schemes, procurement, and service delivery. At the system level, it supports integration of assistive technology into healthcare services, rehabilitation programs, and inclusive education initiatives. The session also emphasized NLEAP's role in encouraging innovation, indigenous development and research in assistive health technology, while maintaining standards and interoperability. Overall, the presentation underscored NLEAP as a transformative step toward inclusive, rights-based, and need-driven assistive technology provision in India.



1.5: Assistive Devices Available for Children with Special Needs (CwSN): Shri Shashi Kumar Tripathi, Deputy General Manager, ALIMCO

This session focused on the role and process of the Artificial Limbs Manufacturing Corporation of India (ALIMCO) in providing assistive devices for CwSN under Samagra Shiksha. ALIMCO is a Central Public Sector Enterprise under the Department of Empowerment of Persons with Disabilities, works as the national and sole implementing agency for assistive devices under ADIP-SSA. The Tagline of ALIMCO is “Bridging gaps through Innovation, R&D and Indigenization. Shashi Kumar Tripathi highlighted ALIMCO's modernization efforts such as fostering innovation through R&D, quality upgradation and digital transformation, expanding outreach with a user-centric approach, and strengthening manpower. Through these initiatives, ALIMCO has provided assistive support to nearly two-thirds of all UDID-registered CWSN under SSA, helping to improve access, participation, and learning outcomes in inclusive classrooms.



1.6: Indian Sign Language (ISL)–Based Educational Resources for Deaf Learners: Mr. Kumar Raju, Director, Indian Sign Language Research and Training Centre (ISLRTC)

The session focused on the availability of educational resources in Indian Sign Language (ISL) for deaf learners. Mr. Kumar Raju highlighted ISLRTC's ongoing efforts to develop a wide range of learning materials that promote language access and inclusive education, emphasizing ISL as the natural and primary language of the deaf community. Key ISL resources showcased during the session included: School textbooks and supplementary materials in ISL aligned with NEP 2020; India's largest ISL dictionary with 12,987 words in 10 different fields i.e. academic, legal, administrative, medical, technical, agricultural, technical, etc; concept-based ISL videos for higher classes to facilitate understanding of complex topics; online self-learning modules for acquiring basic ISL skill; orientation courses covering 200 basic ISL words; early intervention resources (DEAF-NP) to support young learners; NBT books in ISL; and supporting NIOS in recognizing ISL as a language subject , and special ISL content developed for national initiatives; including Rashtrapati Bhavan outreach; cyber Jagrukta, and yoga programs. The presentation emphasized how these resources enhance classroom accessibility, support independent learning and promote equitable participation of deaf learners in mainstream education, ensuring that no child is left behind in the educational process.



1.7: Assistive Technology and Devices for Children with Special Needs: Prof. Madhusudan Rao, NCAHT (National Centre of Assistive Health Technology), IIT Delhi

The session focused on the design, development and deployment of assistive technologies aimed at empowering persons with visual impairment and blindness, with a strong emphasis on inclusive education and independent mobility. During the session, ASSISTECH, an initiative of NCAHT in collaboration with Raised Lines Foundation at IIT Delhi, was introduced. The initiative works towards the development of assistive technologies to empower people with visual impairment and blindness through user-centric, innovative, and scalable solutions. The two primary areas of work under ASSISTECH are Accessible Education and Independent Mobility. It has reached nearly 20,000 users, with beneficiaries across multiple states in India and around 20 countries globally. The initiative actively collaborates with special schools and institutions, particularly in the development and use of tactile books and hands-on learning materials, ensuring meaningful access to education for learners with visual impairment. A major highlight of the session was the live presentation and demonstration of several innovative assistive products developed at IIT Delhi, such as: Refreshable Braille Displays; Tactile Geometry Kits; Shape Scape tools for 2D and 3D learning; Accessible STEM Kits; Accessible computing and programming solutions; Tacto Sketchboard; Menstrual Education Kits and learning kits for building and monuments using 3D-printed modules and various other inclusive and tactile educational materials. The session concluded by emphasizing the transformative role of assistive technology in bridging educational gaps, promoting independence and advancing inclusion for children with special needs. The work of NCAHT and its partners was presented as a strong model of how research, innovation, and collaboration can create sustainable and scalable impact in the field of inclusive education.



1.8: Assistive Technology and Devices for Children with Special Needs: Ms. Meera Muthukrishnan, Program Director at Vision Empower

The session focused on addressing the educational needs of children with visual impairment and blindness through assistive technology. At the outset, Ms. Muthukrishnan presented the problem statement related to the creation and availability of Braille content. She highlighted that producing Braille textbooks and learning materials requires costly Braille embossers, specialized paper, and dedicated Braille software, making the process expensive and time-consuming. As a result, there is a persistent shortage of Braille books, often referred to as “book famine,” which significantly limits access to learning materials for children with visual impairment. To address this challenge, the session introduced HEXIS–ANTARA, a composite and child-centric solution designed as an electronic Braille reader. The device enables children to independently navigate content through a simple and intuitive interface, allowing them to read and learn without dependence on printed Braille books. ANTARA supports print input in all Indian languages, making it a highly inclusive and scalable solution. This can be used in multiple modes including Teacher Mode, Common Content Distribution Mode, and Library Mode, enabling seamless sharing and access to learning materials across classrooms and institutions. The solution was highlighted as a winner of the Microsoft AI for Accessibility Grant, reflecting its innovation, impact, and child-centric design approach. In addition, the session showcased IRIS–ANTARA, which focuses on improving tactile comprehension and supports STEM curricular materials through structured tactile learning tools. The session concluded by underscoring the transformative role of affordable, scalable, and child-centric assistive technologies in overcoming systemic barriers to education for children with visual impairment. HEXIS–ANTARA and IRIS–ANTARA can significantly reduce the Braille book famine, enhance tactile comprehension, and empower learners to become independent and confident participants in the learning process.



Session 2 (11:40 am to 1:15 pm)

2.1: Assistive Technology/ device for Children with Special Needs: Mr. Hunny Bhagchandani, Founder Torchit, (Multiple Disabilities)

The presentation outlined Torchit's vision of providing effective and affordable technology-based assistive solutions that promote empowerment, independence, inclusion and active participation. It emphasizes the need for collaboration, how stakeholders can work together to create truly inclusive environments by combining assistive devices with structured training and capacity-building. Torchit's philosophy aligns with the United Nations Sustainable Development Goals (SDGs) and adopts a holistic approach to accessibility, addressing mobility, learning, communication, and inclusion as interconnected needs rather than isolated challenges. During the session, several innovative assistive solutions were demonstrated, including Saarthi, a smart cane designed to enhance safe and confident mobility; Sathian, an affordable ultrasonic-based navigation device; and Jyoti AI Glasses, described as a transformative AI-driven solution for accessibility. The presentation also showcased Shruti AI (ISL tablet) and Vaani AI (AAC tablet) for inclusive communication, along with learning resources such as the Saksharta Kit, Sensory Learning Kit, and Inclusive Education Kit to support inclusive classrooms and libraries. Torchit's Impact Dashboard and Jyoti Admin Panel were highlighted as tools for monitoring implementation and outcomes. The session concluded by emphasizing that AI-enabled, affordable assistive technologies can transform schools - positioning blind schools as centres of excellence rather than recipients of charity - and contribute to shaping an inclusive economy through innovation and accessibility.



2.2: Assistive Technology/ device for Children with Special Needs: Ms. Elizabeth Jean Thomas, Founder & CEO, Phonologix Health Solutions Pvt. Ltd. (Hearing Impairment)

Ms. Elizabeth Jean Thomas introduced Speech Ally, an innovative solution powered by Phonologix, designed as an e-learning platform for speech therapy. The platform addresses the growing need for accessible and structured speech intervention for children with hearing impairment, communication disorders and developmental delays. Speech Ally aims to democratize access to speech therapy and early intervention by combining tele-therapy services with a technology-enabled e-learning platform. This integrated approach enables children and families to access quality speech therapy regardless of geographical or resource constraints. The session emphasized how early, consistent and accessible intervention through digital platforms can significantly improve communication outcomes, making Speech Ally a scalable and inclusive solution in the field of assistive technology for children with special needs.

2.3: Assistive Technology/ device for Children with Special Needs: Ms. Meera Vora, Founder, The Able Company, (locomotor impairment)

In her presentation, Ms. Meera Vora introduced The Able Company's philosophy of "embrace and empower," which guides the development of adaptive products for everyday living. The session highlighted key challenges faced by persons with locomotor impairments, particularly limitations related to range of motion, strength and grip, stability, and stiffness of the hands. Ms. Vora emphasized the scale of the issue, noting that there are approximately 4.9 crore persons with disabilities in India and about 57.2 crore globally, underscoring the urgent need for inclusive and practical solutions. She presented Hands-On as a flagship solution - an adaptive kit available in full and half versions, designed for personal use as well as therapeutic intervention. The presentation highlighted the power of open design, promoting adaptability and user-driven customization. A key takeaway from the session was the shift in perspective from personal independence to workforce participation, positioning assistive products not only as tools for daily living but also as enablers of economic and social inclusion. The session concluded with the

message, “Because we believe in magic and the power of will,” reinforcing The Able Company’s belief in human potential supported by thoughtful design and innovation.



2.4 : Assistive Technology/ device for Children with Special Needs: Mr. Prateek Khandelwal, Founder, Ramp My City (Locomotor Impairment)

Mr. Khandelwal shared that Ramp My City (RMC), founded in 2020, works towards creating simple, practical infrastructural accessibility solutions combined with adequate human-sensitivity training for both the public and private sectors, with the objective of enabling inclusion of Persons with Disabilities (PwDs) and the elderly population. A key strength of RMC lies in its direct on-ground interventions, ensuring that accessibility solutions are realistic, scalable, and context-specific. The presentation highlighted RMC’s work across diverse public-use spaces, including schools, Primary Health Centres (PHCs), police stations, public parks, tourist spots, government buildings, restaurants, and markets. Specific offerings include creating barrier-free school environments through access ramps; disabled-friendly toilets; inclusive swings and play areas; clear signage; accessible classroom furniture; and improved overall mobility. Mr. Khandelwal emphasized the importance of the Public–Private Partnership (PPP) model in advancing accessibility in India and requested stakeholders to share data of government schools supporting Children with Special Needs (CWSN), permit accessibility audits by RMC teams, and support implementation of accessibility measures.

He further shared that RMC’s work aligns with the United Nations Sustainable Development goal 4 which is for Quality Education, goal 10 which is for Reduced Inequalities and goal 11 which is for Sustainable Cities and Communities and shared that he was honored with a National Award in 2024 for his contribution to accessibility and inclusion.

Ramp my city: Making school infrastructure more accessible, because, "Jab har bachha padhega, tabhi toh desh age badhega"



2.5 : Assistive Technology/ device for Children with Special Needs: Mr. Parvin Kumar, Founder, Dextroware Devices (Locomotor Impairment)

The session by Mr. Parvin focused on locomotor impairment and featured Dextroware Devices, guided by the theme “We create technology to access technology.” The presentation highlighted the real-life journey of Dr. Nonita Gangwani, who lives with multiple sclerosis and is quadriplegic with mobility restricted from the neck down. Her experiences were shared to illustrate the profound digital and social barriers faced by persons with severe locomotor impairments and the urgent need for inclusive technological solutions. The session showcased Dextroware’s innovation as a single, universal solution to address global digital inclusion challenges - a head-wearable assistive device that enables hands-free operation of computers and smartphones using simple head movements. This technology was presented as a transformative tool that empowers individuals with severe physical disabilities to independently access digital platforms for education, communication, and work. The presentation emphasized how such hands-free assistive solutions can significantly enhance autonomy, participation, and inclusion for persons with locomotor impairments by removing barriers to accessing mainstream technology.



2.6: Assistive Technology/device for Children with Special Needs: Mr. Avinash Kumar, Neomotion Assistive Devices (Locomotor Impairment)

Mr Avinash Kumar delivered a presentation and live demonstration focusing on assistive technologies for children with locomotor impairments. He highlighted how thoughtfully redesigned and customized wheelchairs can significantly enhance mobility, independence, and quality of life for wheelchair users. Through real-life examples, he showcased how user-centric design and innovation can truly transform everyday experiences for persons with disabilities.



Session 3 (2:15 pm to 2:45 pm)

3.1: Assistive Technology for Children with Special Needs (Visual Impairment): Ms. Shivani Trivedi, Vice President, Trestle Labs (Visual Impairment)

Ms. Shivani Trivedi presented Knowledge in a Box (*KIBO*), an innovative assistive technology solution aimed at making education and employment inclusive by addressing key barriers such as disability, language, and literacy. Ms. Trivedi explained the features and evolution of KIBO 1.0 and KIBO 2.0, demonstrating how the device can listen, translate, digitize, and audiotize printed content, thereby enabling independent access to information for persons with visual impairment. She outlined the wide application of KIBO across schools and colleges, NGOs, blind schools, workplaces, language laboratories, and for individual users with visual impairment. She further shared that Trestle Labs is working in collaboration with the Governments of Maharashtra and Karnataka, with 64 installations across 32 districts. The impact of KIBO XS kits in educational institutions across Mumbai and Pune was highlighted, where 9 institutions have been made inclusive, 33,400 students are empowered annually and 273 visually impaired individuals have benefited directly. Ms. Trivedi also noted the adoption of KIBO at IITs, IIMs, central, state, and private universities, as well as at the Lok Sabha Parliament Library, and concluded the session by sharing inspiring success stories, including that of IAS officer Ayushi, demonstrating the transformative role of assistive technology in inclusive education and employment.

3.2: Assistive Technology for Children with Special Needs (Intellectual Disability): MS. Jhilika Trisal, Co-Founder, Neurodiverge Labs Pvt. Ltd. (Cognitii) (Intellectual Disability)

The session focused on leveraging an AI-enabled, human-centered infrastructure to strengthen Special Needs Education in India. The presentation emphasized the urgent need to address the large number of children with neurodevelopmental disabilities including autism, dyslexia, and intellectual disabilities who remain unidentified or unsupported within the formal education system. Cognitii was presented as a SaaS-based infrastructure layer that supports schools and governments in identifying, supporting, and tracking children with special educational needs by combining the scale of AI with the empathetic touch of human educators described as “the Cognitii way.” The platform was introduced as a scalable and inclusive solution, enabling early screening, individualized education planning (IEP), and continuous monitoring, while aligning with national policy frameworks such as the Rights of Persons with Disabilities (RPwD) Act, 2016, Rashtriya Bal Swasthya Karyakram (RBSK), and NEP 2020. The session further detailed Cognitii’s end-to-end workflow, covering screening data collection, automated IEP generation, teacher-facing classroom tools, and real-time reporting dashboards and highlighted its usability in low-resource and multilingual contexts across Bharat. A collaborative partnership model with government was also shared, focusing on pilot deployments, capacity building, localized content development and seamless integration with existing systems. Overall, the session underscored Cognitii’s potential to make inclusive education operational, data-driven, and sustainable at scale, positioning it as the first-ever interactive companion for children’s development.

3.3 Assistive Technology/ device for Children with Special Needs: Mr. Sahil Chopra, Co-Founder & CEO, Gabify (Intellectual Disability)

Mr. Sahil Chopra, highlighted a transformative vision for school education - “from reactive special education to proactive child development.” This session focused on the use of AI-enabled, human-centered solutions to strengthen early identification and intervention for children with developmental, cognitive, speech, and behavioral challenges. The presentation emphasized the urgent need for early screening in Indian classrooms, noting that many children struggle not due to lack of intelligence but because of unidentified learning and neurodevelopmental needs. Gabify’s integrated ecosystem, including Neurolens for early identification and G.A.B.I. (Gentle AI for Behavioural Intelligence), was presented as a comprehensive approach to support schools, parents, therapists, and policymakers in enabling timely, data-driven interventions aligned with inclusive education goals. The session further showcased Gabify’s vision for schools, focusing on proactive child development through teacher-friendly AI tools, parent engagement, ethical use of data, and reduced screen dependency. Key features such as automated progress dashboards, gamified therapeutic exercises, therapist SaaS platforms, and AI-powered insights were demonstrated to enhance learning outcomes while reducing the administrative burden on educators and clinicians. The solution also highlighted live interaction models, home–school integration, and assistive robotic companions to promote social play and cognitive growth. Overall, the session underscored Gabify’s strong potential to operationalize inclusive education at scale by effectively combining technology, empathy, and early intervention within existing educational frameworks.

Question & Answer session

Q1. Can schools and Block Resource Centres (BRCs) organise workshops on assistive and inclusive technologies to sensitise teachers, librarians, special educators, and parents, as many stakeholders may not be adequately aware of these resources?

Answer: The issue has already been discussed internally, and there is a strong recognition of the need to systematically showcase and disseminate information on available assistive and inclusive technologies to teachers, parents, and other stakeholders. It was suggested that the Education Department could compile and curate a consolidated list of such technologies, clearly outlining their purpose and learner needs addressed. States may then integrate this information into teacher training, orientation, and refresher programmes, enabling educators to effectively adopt and further disseminate these practices at the ground level.

Session 4 (3:00 pm to 5:00 pm)

4.1 Inauguration of Kiosk Exhibition by Shri Dharmendra Pradhan, Hon'ble Minister for Education, along with other distinguished delegates.

The Kiosk Exhibition was formally inaugurated through a ribbon-cutting ceremony and lamp lighting by Shri Dharmendra Pradhan, Hon'ble Minister for Education, GoI. He visited displaying technology-enabled assistive devices for Children with Special Needs (CwSN). This walk-through provided MoE an opportunity to interact with innovators, explore practical applications, and understand solutions promoting inclusive and equitable education. After the inauguration and walk-through the exhibition, the MoE Shri Pradhan proceeded to the conference hall to address the Summit audience.

4.2 Welcome Address: Ms. A. Srija, Economic Advisor, Department of School Education and Literacy (DoSEL)

Ms. A. Srija, Economic Advisor, Department of School Education and Literacy (DoSEL), Ministry of Education, warmly welcomed all distinguished dignitaries, delegates, and participants to the Inclusive Education Summit. She extended a special welcome to Shri Dharmendra Pradhan, Hon'ble Minister for Education, Shri Sanjay Kumar, Secretary, DoSEL, Shri Dinesh Prasad Saklani, Director, National Council of Educational Research and Training (NCERT), along with other senior officials, experts, practitioners, and stakeholders participating in the summit.

Ms. Srija presented a brief summary of the key discussions and outcomes of Day One, highlighting deliberations on assistive technologies, digital accessibility, inclusive pedagogies and innovation-driven approaches in education. She also shared an overview of the programme outlining upcoming technical sessions, demonstrations, and panel discussions focused on strengthening inclusive education systems. The welcome address set a constructive tone for the summit and reaffirmed the shared commitment to advancing equitable, accessible, and inclusive education for all learners.



4.3: Assistive Technology for Children with Special Needs: This session witnessed the demonstrations detailed below

Demonstration 1: Mr. Saurabh Arora, Microsoft - Disability Support

Mr. Saurabh Arora, representing Microsoft – Disability Support, focussed on the role of assistive technologies and AI-enabled solutions in supporting children with special needs. The session highlighted Microsoft’s commitment to inclusion under its tagline “Unlocking AI for Everyone.”

Demonstration 2: Mr. Kishore Kumar Hangavelu, Corporate Social Responsibility Lead, Microsoft – Elevate India

This demonstration emphasized the emergence of a new AI economy driven by broad adoption, infrastructure investment, and equitable access. He underscored Microsoft’s global mission: “to empower every person and every organization on the planet to achieve more.” The session highlighted Microsoft’s efforts in capacity building of the skilling ecosystem, Accessibility Training Essentials, and the promotion of AI diffusion through broad-based access, ensuring that AI benefits reach underserved and marginalized communities. Quoting Microsoft CEO Satya Nadella, Mr Kumar reiterated: “It has never been about technology for technology’s sake; it is about translating innovation into real impact—one person, one organization, one community at a time.”The presentation also showcased Shiksha Copilot, developed in collaboration with the Shikshana Foundation and other partners, as an example of how AI-driven tools are being leveraged to support teachers, enhance classroom practices and strengthen inclusive education outcomes. Overall, the session demonstrated Microsoft’s leadership in advancing ethical, accessible and inclusive AI to support children with special needs and build a more equitable education ecosystem.



4.4 Assistive Technology/ device for Children with Special Needs: Mr. Jayasudan Munsamy, Founder & CEO, Deepvision Tech Pvt. Ltd. (Hearing Impairment)

The session showcased flagship solution, “Let’s Talk Sign,” an AI-powered automatic sign language interpretation platform developed by Deep Vision. The initiative aims to empower persons with Deafness, Speech impairment, and Hearing-Impairment to live independently by enabling seamless communication across education, workplaces, and public service environments. The session highlighted how technology-enabled accessibility solution can effectively break communication barriers and foster meaningful inclusion. During the presentation, multiple applications of ‘Let’s Talk Sign’ were showcased, including education apps for teachers and students, digital accessibility tools for skill training, workplace inclusion toolkits, communication apps, AI-driven chatbots for customer support, and kiosk-based public service applications. The platform supports eight Indian languages along with multiple international sign languages, making it both scalable and globally relevant. Special emphasis was placed on use cases from education sector, such as sign-enabled self-learning applications and institutional tools that integrate sign language interpretation into Learning Management Systems (LMS) and Content Management Systems (CMS). The session also highlighted significant traction achieved, including engagement with over 5,000 members of the Deaf community, support to schools, universities, and NGOs, pilot implementations with corporates and state governments, and international deployments across Vietnam, the United Kingdom, Sri Lanka, and South Africa. The presentation concluded with a strong call to action, encouraging all stakeholders to collaborate in building a future where accessibility breaks barriers and inclusivity empowers everyone to thrive.

4.5: Special Address on NCERT’s Contribution to Advancing Inclusive Education: Prof. Dinesh Prasad Saklani, Director, NCERT

The session highlighted NCERT’s comprehensive and sustained efforts to advance inclusive education in alignment with the National Education Policy (NEP) 2020. Inclusion was presented as a core commitment to ensuring equitable, meaningful, and joyful learning opportunities for all children, including those from Socio-Economically Disadvantaged Groups (SEDGs) and children

with disabilities. NCERT's curriculum reforms have embedded concerns of equitable and inclusive education across textbooks in a sensitive and conscious manner which is reflected through illustrations and inspirational role models, fostering empathy and acceptance among learners from an early age. A strong emphasis was placed on teacher capacity building, early identification, and digital accessibility. NCERT has conducted extensive training programmes on Specific Learning Disabilities, Hearing Impairment, Deafblindness, basic ISL, and Braille. The PRASHAST Divyangta Screening App was highlighted as a key national tool enabling early identification and timely intervention, with over 1.5 lakh educators trained in 2025 alone. NCERT has also expanded inclusive digital initiatives under PM e-Vidya, including more than 1,200 live sessions on inclusive classroom practices, delivered with ISL interpretation. Prof Saklani also mentioned Kitab Ek, Padhe Anek, which has transformed Class 1 and 2 textbooks into UDL-based accessible digital formats with features like audio support, image descriptions, ISL-linked content, and adapted assessments. Additional noteworthy efforts, include the PM e-Vidya ISL Channel 31, e-Jadui Pitara, and accessible resources on DIKSHA and e-Paathshala. The NCERT's work reflects a systematic approach, integrating curriculum design, teacher empowerment, early screening, and digital innovation to ensure equitable learning opportunities for every child.



4.6: Keynote Address by Mr. Sanjay Kumar Secretary, DoSEL (Department of School Education and Literacy (DoSEL), Ministry of Education, Government of India

The Keynote Address was delivered by Shri Sanjay Kumar, Secretary, Department of School Education and Literacy (DoSEL), Ministry of Education, Government of India . He expressed gratitude to all States and Union Territories for their ongoing efforts and initiatives in advancing inclusive education. He appreciated the work being undertaken nationwide and emphasised that the challenges in inclusion are large and complex, requiring serious, sustained, and systemic solutions through quality education. The Secretary highlighted the critical role of special educators and stressed the need to strengthen pre-service teacher preparation, including discussions around NCTE-led pre-service training and testing. He proposed the idea of special bridge courses and invited suggestions from all stakeholders for developing an effective course framework. Shri Sanjay Kumar also emphasized skill-based education, expressed concern over data gaps related to children with special needs in government schools, and underscored the need for stronger collaboration between the education and health sectors. He thanked the Hon'ble Minister for

Education for guidance and support, encouraged participants to share their names, email IDs, and States for continued communication, and expressed hope for more such summits in the future. He concluded with a note of appreciation to all participants for their engagement and contributions.



4.7: Special Remarks by Shri Dharmendra Pradhan, the Hon'ble Minister for Education, Government of India.

At the end of the first day of the Inclusive Education Summit, Shri Dharmendra Pradhan, Hon'ble Minister for Education, Government of India, delivered special remarks emphasizing the importance of policy commitment, institutional collaboration, and innovation in advancing inclusive education in the country. He appreciated the summit for bringing inclusive education to the forefront of national dialogue and for creating a shared platform for meaningful deliberations. The Hon'ble Minister expressed his sincere appreciation to the Department of School Education and Literacy (DoSEL) for organizing the summit and thanked all States and Union Territories, participating stakeholders, and invited organizations for their active engagement. He conveyed special thanks to Ms. A. Srijia for her leadership and coordination in bringing together diverse stakeholders on a common platform. He also acknowledged the contributions of the organising team, Prof. Dinesh Prasad Saklani, Director, NCERT, NCERT, Microsoft, and other partner institutions for their support and collaboration in making the summit successful. In his address, the Minister highlighted the vision enshrined in the National Education Policy (NEP) 2020, while reflecting on emerging innovations, existing barriers, and on-ground challenges in the journey toward inclusive education. He noted that although the challenges are significant, collective and coordinated efforts can lead to sustainable solutions.

Reflecting on his experience in Parliament in 2021, he observed that awareness of conditions such as dyslexia and dysgraphia was previously limited however, however at present the awareness is growing and their enhanced recognition today has fostered deeper understanding and more focused attention within the framework of NEP 2020.

The Hon'ble Minister further emphasized the importance of social acceptance and sensitivity in advancing inclusion and appreciated the role of inclusive education startups and innovations in addressing real-world challenges. He stated that such initiatives are essential for the country and

must be supported, promoted, and scaled appropriately. Reaffirming his commitment, Shri Dharmendra Pradhan assured participants of his full support and encouraged all stakeholders to continue working collaboratively to ensure equitable, accessible, and inclusive education for every child.



4.8: Vote of Thanks by Ms. Ira Singhal, Deputy Secretary, Department of School Education & Literacy (DoSEL).

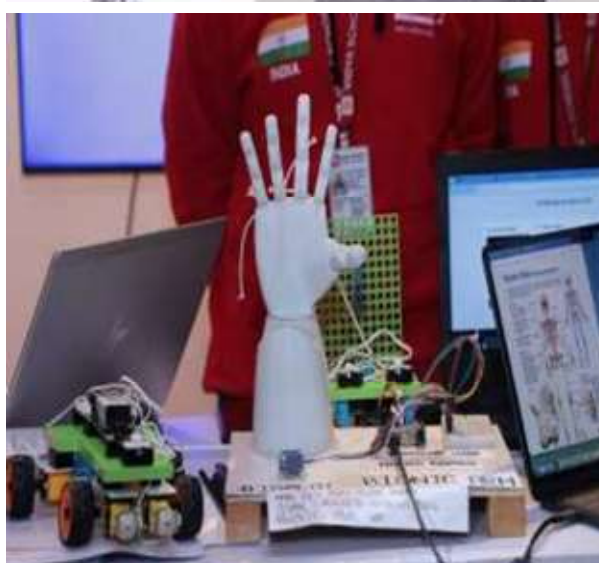
The Vote of Thanks was delivered by Ms. Ira Singhal, Deputy Secretary, Department of School Education & Literacy (DoSEL). She expressed sincere gratitude to all stakeholders for their valuable contributions toward the successful conduct of the Inclusive Education Summit 2026. Ms. Singhal thanked the Department of Empowerment of Persons with Disabilities (DEPwD), NCERT, EdCIL, media partners, and representatives from States and Union Territories for their active participation and support. She also acknowledged all speakers, the organising team, and the exhibitors for enriching the Summit through insightful sessions and impactful demonstrations of inclusive and assistive solutions. She briefly outlined the themes for the next two days of the Summit and encouraged continued engagement from all participants.



Key Takeaways

- Inclusive education is a rights-based, system-level responsibility, firmly anchored in NEP 2020 and the RPwD Act, requiring coordinated action across policy, institutions, and classrooms.
- Assistive technology is a critical enabler, not an add-on, for access, participation, independence, and learning outcomes of CwSN.
- National platforms and frameworks such as PRASHAST, PM e-Vidya, KEPA (UDL-based textbooks), DIKSHA, and ISL resources provide scalable foundations for inclusive education delivery.
- Early identification and intervention, supported by digital tools and AI-enabled platforms, are essential for addressing neurodevelopmental, sensory, and learning disabilities.
- Innovation ecosystems involving start-ups, academia, and industry demonstrated affordable, indigenous, and scalable solutions across disability categories.
- Teacher capacity building and accessibility audits emerged as non-negotiable prerequisites for effective implementation of inclusive policies.
- Infrastructure accessibility and PPP models play a vital role in creating barrier-free schools and inclusive public spaces.
- AI and emerging technologies, when guided by ethics and inclusion, can significantly reduce systemic barriers and administrative burden on educators.
- The Summit reinforced a paradigm shift from charity-based support to dignity, independence, and participation, positioning inclusive education as central to national development.

Glimpses of Day 1



Day 2

Theme: Inclusive Education Pathways: Initiatives Underway in DoSE&L, DEPwD and Dept. of Sports
Date :22 January 2026

Session 1 (10:00 am to 11:30 am)

1.1 : Context Setting for the Day: Ms Ira Singhal, Deputy Secretary, DoSEL

The session began with a context-setting address by Ms. Ira Singhal, Deputy Secretary, Department of School Education and Literacy (DoSE&L), outlining the Ministry of Education's strategic approach towards early identification and inclusive support mechanisms.

1.2: PRASHAST 2.0: Revamped Screening Tool for Disabilities and its timelines, Accessibility Audit, Sensitization training of General Teachers, Demonstration of PRASHAST 2.0: Ms Ira Singhal, Deputy Secretary, DoSEL, Mr Ram Singh, Joint Director, DoSEL and Mr Prabhat Mishra, Joint Director, NIC, DoSEL

The session on PRASHAST 2.0, led by Ms. Ira Singhal, Deputy Secretary, DoSEL; Mr. Ram Singh, Joint Director, DoSEL; and Mr. Prabhat Mishra, Joint Director, NIC, was about the revamped national screening tool PRASHAST 2.0 along with its implementation roadmap and timelines. Anchored UDISE+, the presentation underscored the urgency of a structured, technology-enabled mechanism for early identification of Children with Special Needs (CwSN). PRASHAST 2.0 is designed for mission-mode, large-scale screening from the Anganwadi level, with improved functionality, seamless data integration, and enhanced usability. The session outlined a phased plan to achieve 100% first-round screening of all children in government schools by 30 September 2026, beginning with large-scale teacher sensitisation through DIKSHA (April–August 2026), followed by school-level planning and observation, Part I screening by general teachers (September 2026), Part II screening by special educators (October 2026), and block-level assessment camps (October–December 2026). Emphasis was placed on accessibility audits, teacher sensitisation, and clear accountability mechanisms. Mr. Ram Singh highlighted execution-level improvements, including streamlined login processes and strict timelines for Headmasters and teachers, while Mr. Prabhat Mishra presented the road map for development of the PRASHAST 2.0 app, reinforcing its readiness for scalable and efficient implementation. Regarding accessibility audit, it was highlighted that in alignment with NEP 2020 and SDG 4 (2030), the Ministry of Education notified the Accessibility Code for Educational Institutions into the RPwD Rules, 2017 on 20 June 2024. The accessibility Code mandates all educational institutions to conduct accessibility audits to identify infrastructural and service-related gaps and to implement prescribed accessibility standards. States and UTs are required to undertake these audits in mission mode across all schools and address identified gaps in a time-bound manner. This requirement is reinforced through PAB approvals under Samagra Shiksha, which prioritise accessible school infrastructure. The Code also extends to digital accessibility, mandating that institutional websites and online platforms must be accessible for all learners.



Question & Answer Session

Q1. Should the PRASHAST 2.0 screening framework allow flexibility, given variations in school contexts and learner needs?

Answer: PRASHAST 2.0 follows a mission-mode approach with defined milestones, flexibility is built into its design to accommodate contextual variations at the school and state levels. The objective is not rigid compliance but timely identification to enable appropriate interventions.

Screening windows and processes are structured to ensure coverage while allowing states to manage implementation pragmatically.

Q2. Considering ground realities, especially in states with a very large teaching workforce and ongoing Continuous Professional Development (CPD) commitments, how feasible are the strict timelines?

Answer: To address scale-related challenges, PRASHAST 2.0 proposes API integration from the outset, enabling faster data flow, reduced duplication, and smoother coordination between systems. This technological integration is expected to significantly ease administrative load and support adherence to timelines without compromising quality.

Q3. Can Himalayan and other geographically challenging states have differentiated timelines, since their academic sessions often conclude in December?

Answer: The framework recognises regional and climatic variations. While teacher sensitisation and training must be completed by 1 September 2026, states with different academic calendars can plan screening activities in alignment with their local contexts, ensuring that the overall objective of universal screening is achieved.

Q4. Can the screening window remain open from April to September, rather than being restricted to a narrow period?

Answer: Screening should not be treated as a one-time, cut-off activity. PRASHAST 2.0 supports keeping the screening process open over an extended window to ensure that no child is left unidentified. Early and continuous screening is essential so that timely educational and therapeutic interventions can be initiated without delay.

Q5. Can schools engage additional psychologists for Part II screening if there is a shortage of school counselors?

Answer. Part II screening under PRASHAST 2.0 can be conducted only by professionals certified by the Rehabilitation Council of India (RCI). Engagement of psychologists or professionals who are not RCI-approved is not permitted.

Q6. How will PRASHAST 2.0 address technical issues arising from frequent teacher transfers and role changes (e.g., teacher becoming Headmaster)?

Answer. PRASHAST 2.0 will reflect data as submitted in UDISE+. The latest UDISE records will determine role mapping within the system, and no additional administrative changes beyond UDISE integration will be incorporated.

Q7. How will sensitization of general teachers be carried out, given its critical role in effective screening?

Answer. Structured sensitization modules for general teachers will be made available on the DIKSHA platform as part of the implementation roadmap of PRASHAST 2.0.

Q8. Will there be dedicated support to address technical challenges during implementation of PRASHAST 2.0?

Answer. Specific personnel will be designated to handle technical issues related to the PRASHAST 2.0 application, ensuring timely troubleshooting and smooth execution.

Q9. Are there any indicative cost estimates available for undertaking accessibility-related infrastructure improvements.

Answer. States may propose cost requirements based on their assessed needs and submit them for consideration.

Q10. Whether any standard unit costs have been fixed for accessibility infrastructure.

Answer. Work is underway to explore indicative costing; however, no standardized unit costs have been finalized at present.

1.3: State Initiatives for Children with Special Needs (CwSN): During this session the states of West Bengal and Andhra Pradesh shared their initiatives for equitable and inclusive education.

The State representative from West Bengal outlined the State's inclusive education framework under Samagra Shiksha, with a strong focus on early identification, convergence-based service delivery, and system-level strengthening. The presentation highlighted the conduct of regular district-level assessment and identification camps, along with the distribution of aids and appliances under the ADIP–SSA scheme in collaboration with ALIMCO. Student entitlements, including escort and transport allowances, reader support, and stipends for girls with disabilities, are provided through district-level sub-allocations. Academic access measures were highlighted, including the provision of adapted textbooks in large print and Braille, home-based education for children with severe and profound disabilities, and school-level screening through the PRASHAST application. The State informed that a robust network of resource rooms is operational across all educational districts, functioning as academic and therapeutic hubs for assessment, remediation, Braille and sign language training, referrals, and repair of aids and appliances. These centres are supported by 1,070 Special Educators along with other rehabilitation professionals. The State's emphasis on capacity building and sensitisation, covering teachers, parents, and communities, alongside regular accessibility audits were also shared. Inclusive cultural initiatives, such as Unified Sports in collaboration with Special Olympics Bharat and statewide art exhibitions by CwSN, were highlighted as platforms for social inclusion and visibility. Digital accessibility initiatives were also presented, including the development of ISL-based audio-visual content through the Banglar Shiksha Classroom and a proposal submitted to the Rehabilitation Council of India (RCI) for customized ISL training of in-service Special Educators. The State noted that despite constraints arising from pending central funds, inclusive education interventions have been sustained through a structured 12-month activity framework implemented at resource centres.

The state representative from Andhra Pradesh highlighted the need for a paradigm shift in mainstream teachers' mindsets from deficit-based to ability-based approaches to realise inclusive education. Emphasising that cognitive differences represent variation rather than limitation, the State underscored the importance of flexible pedagogy and accessible learning environments. A multi-pronged strategy was outlined, beginning with strengthening physical accessibility through ramps, railings, accessible toilets, and smart classrooms, followed by the integration of digitally accessible and AI-enabled pedagogy. The State has established 679 *Bhavitha* i.e. Early Identification and Resource Support Centres to provide early intervention, learning support at

foundational level, and family counselling, supported by trained Special Educators. Monitoring and governance have been strengthened through Learning Experience in Andhra Pradesh and a cloud-based digital system enabling real-time tracking of learners, their assessments, and Individualized Education Plans (IEPs). Policy reforms include the introduction of digitally accessible examination question papers and initiatives promoting holistic development through inclusive sports, wellness, and adventure activities in collaboration with Special Olympics Bharat. The State also announced plans to operationalize 125 Autism Support Centres, marking a significant step towards a comprehensive, inclusive, and future-ready education ecosystem.



Session 2 (11:45 am to 1:00 pm)

2.1: RCI Initiatives on Special Education: Mr. Ashish Thakare, Member Secretary, Rehabilitation Council of India (RCI)

Mr. Thakare highlighted Rehabilitation Council of India's ongoing reforms and focused interventions aimed at strengthening inclusive and accessible education for all learners with disabilities. The RCI is a statutory body under the Department of Empowerment of Persons with Disabilities (DEPwD), Ministry of Social Justice and Empowerment, established under the RCI Act, 1992. RCI's core mandate includes regulating and monitoring the training of rehabilitation professionals and personnel, promoting research in disability, rehabilitation, and special education, and maintaining the Central Rehabilitation Register (CRR). At present, RCI regulates 88 approved training programmes, ranging from certificate to postgraduate levels, delivered through 1,066 recognised institutions, including government institutions, non-government organisations, and universities across the country. Of the 2.93 lakh professionals registered in the CRR, approximately 2.32 lakh are Special Educators, underscoring RCI's pivotal role in building and sustaining the national special education workforce. Notably, 45 of the 88 programmes are dedicated to special education, covering a wide range of disability-specific specializations such as Autism Spectrum Disorder, Specific Learning Disability, Intellectual Disability, Visual Impairment, Hearing Impairment, Deaf blindness, and Multiple Disabilities. In recent years, RCI has undertaken significant systemic reforms guided by the principles of deregulation, trust-based governance, ease of doing business, and technology-enabled service delivery. Key initiatives include student- and professional-friendly measures such as free digital access to CRR certificates, extension and automatic renewal of CRR validity, establishment of Centres of Excellence, reforms in examination systems, promotion of Indian diagnostic tools and regional-language resources, and strengthening of Continuing Rehabilitation Education (CRE) mechanisms. To expand access and address capacity gaps, RCI has also introduced Open and Distance Learning (ODL) programmes for B.Ed. and M.Ed. (Special Education) in collaboration with national and state open universities. Looking ahead, RCI is further strengthening teacher sensitisation, cross-disability training, and ODL-based professional development, in collaboration with NCERT and the Department of School Education and Literacy (DoSE&L). These initiatives collectively reaffirm RCI's commitment to building a robust, inclusive, and future-ready special education ecosystem in alignment with the vision of the National Education Policy (NEP) 2020.



2.2: Inclusive Teaching Pedagogy for In-Service Teachers Training: Dr. Sharad Sinha, Professor & Head, Department of Teacher Education, NCERT

The session reimagined inclusive education by shifting the focus from mere access to meaningful achievement, highlighting in-service teacher education as the foundation of inclusive schooling. Dr. Sharad Sinha emphasised that inclusion cannot be achieved through infrastructure or mandates alone, but requires sustained pedagogical transformation and teacher empowerment, particularly to address diverse needs such as Specific Learning Disabilities and prevent mislabelling and exclusion. Advocating a shift from the medical model of “fixing the child” to removing classroom-level barriers, the session reinforced that inclusive education is the responsibility of every teacher. Universal Design for Learning (UDL) was presented as a key framework for designing flexible and accessible learning experiences using digital and low-cost assistive tools. Leveraging India’s existing teacher education infrastructure, NCERT proposed a scalable cascading model through SCERTs and DIETs, supported by an eight-module, practice-based training framework and a five-day inclusive education orientation embedded in state calendars. Integration with national initiatives such as NISHTHA, PM SHRI Schools, and Samagra Shiksha, along with continuous professional development, partnerships, and robust monitoring, was highlighted as essential for sustaining inclusive practices and improving learner outcomes nationwide.



2.3: Remedial Teaching for Out-of-School CwSN Seeking Admission through NIOS: Prof. Akhilesh Mishra, Chairperson, National Institute of Open Schooling (NIOS)

Prof. Akhilesh Mishra highlighted the pivotal role of the National Institute of Open Schooling (NIOS), an autonomous body under the Ministry of Education established in 1989, in advancing remedial teaching and reintegration of out-of-school Children with Special Needs (CwSN) through flexible and inclusive open schooling pathways. He emphasized NIOS’s vision of sustainable inclusive learning with universal and flexible access, and its mission to universalize school education while prioritizing equity for disadvantaged groups, including Persons with Disabilities. Drawing attention to enrolment trends of children with disabilities across categories and states (2019–2024), he noted the growing acceptance of NIOS as a mainstream alternative supported by year-round admissions, on-demand examinations, nominal fees, and an extensive network of accredited institutions. Prof. Mishra detailed the robust accessibility ecosystem of NIOS, including

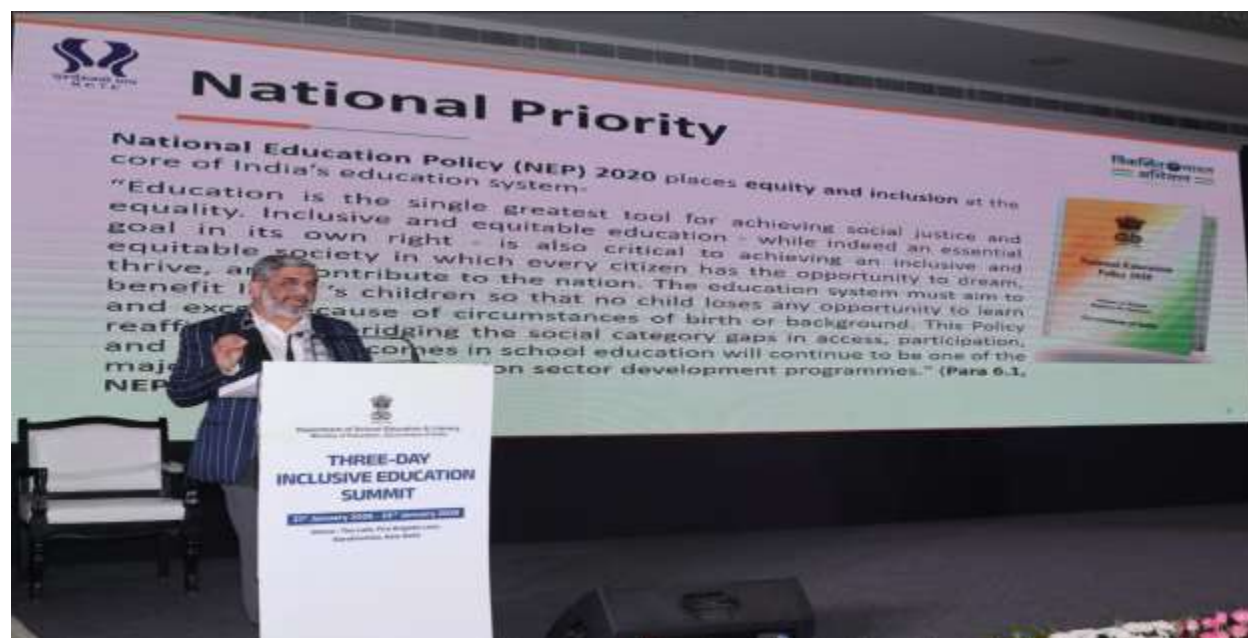
digital learning through PM e-Vidya, SWAYAM, YouTube, and DEEP Learning, alongside extensive accessible content in DAISY, e-PUB, and Indian Sign Language (ISL). He underscored landmark initiatives in Deaf education, such as the introduction of ISL as a language subject at the Secondary level in 2021 and its expansion to the Senior Secondary level in November 2025, supported by over 1,500 ISL videos, live ISL telecasts, and strategic collaborations like the MoU with ISLRTC. Provisions such as assistive technologies, scribes, flexible assessments, accessible examination centres, and ISL-based video assessments for Deaf learners were presented as evidence of NIOS's learner-centred approach. He also highlighted NIOS's leadership in developing Energized and Accessible Self-Learning Materials for learners with visual impairments and reading difficulties, with 46 subjects already available and more underway, and concluded by noting that NIOS's technology-enabled innovations, sustained partnerships, and global recognition through the UNESCO King Sejong Literacy Prize 2021 firmly position it as a national mechanism for inclusive, equitable, and barrier-free education.



2.4: Inclusive Teaching Pedagogy in Pre-service Curriculum: Prof. Pankaj Arora, Chairman, National Council for Teacher Education (NCTE)

Prof. Pankaj Arora, Chairman, NCTE, emphasized that achieving the national and global commitment to inclusive and equitable quality education under SDG-4 and NEP 2020 begins with transforming pre-service teacher education. Drawing on U-DISE evidence of persistent enrolment drop-offs among Scheduled Castes, Scheduled Tribes, children with disabilities, and girls, he underscored the urgency of preparing every future teacher to address classroom diversity as a professional responsibility rather than an optional skill. He highlighted NCTE's strategic approach of embedding inclusive education as a mandatory component across all pre-service programmes, including ITEP, D.El.Ed., and B.Ed., aligned with NEP 2020, with a dedicated course on Inclusive Education and stage-specific content-cum-pedagogy. The presentation stressed inclusive pedagogical competencies such as differentiated instruction, flexible assessment, use of assistive and digital tools, barrier-free environments, and sensitivity to gender, language, socio-economic disadvantage, and disability. Prof. Arora also outlined the role of elective courses, practicum-based learning, and the National Mentoring Mission in building teacher capacity for diverse classrooms,

concluding that mainstreaming inclusion in teacher education, supported by inclusive institutional ethos and continuous curriculum renewal, is central to achieving social justice and learning for all.



Session 3 (2:00 pm to 3:15 pm)

3.1: Sports for Children with Intellectual Disabilities: Ms. Richa Chauhan, Mr Shreyas and Ms. Kalash Kaushal, Special Olympics Bharat

This session positioned sport as a transformative pathway for inclusion, dignity, and lifelong empowerment of persons with Intellectual and Developmental Disabilities (IDD). Established in 2001 and recognised as a National Sports Federation by the Ministry of Youth Affairs and Sports, Special Olympics Bharat has a pan-India presence across all States and Union Territories and is accredited by Special Olympics International. Anchored in three core pillars—Sports, Health, and Youth, Schools & Leadership—the organisation engages over 1.4 million athletes and Unified partners, supported by 50,000+ coaches and volunteers, across 26 Olympic-type sports. Its programmes span competitive sports pathways, inclusive health initiatives such as Healthy Athletes and Young Athletes, and leadership development through Unified Sports, Athlete Leadership Programmes, and Unified Schools, fostering inclusion, confidence, teamwork, and community integration. The organisation’s collaboration with the Samagra Shiksha Abhiyan (SSA) has led to the training of 3,000+ Physical Education Teachers and Special Educators nationwide and MoUs with several States, with plans for further expansion and alignment with the Ministry of Education and global inclusion coalitions. The session also highlighted India’s growing global footprint through the Special Olympics, including outstanding performances at the World Summer Games 2023 (Berlin) and World Winter Games 2025 (Italy), and national recognition of athletes. A compelling appeal by Dr. Mallika Nadda, President, Special Olympics Bharat, called for long-overdue educational reforms—specifically, the institutionalisation of academic credits for participation and excellence in inclusive sports, recognising sport as a core contributor to health, leadership, and social inclusion rather than a mere extracurricular activity. Adding a deeply human dimension to the session, Shreyas, a young athlete, shared his inspiring life journey marked by resilience and determination—from navigating barriers associated with disability to becoming a

government employee today. His story stood as a living testament to the life-changing impact of inclusive sports, reinforcing the message that when opportunity, support, and recognition converge, inclusion moves from policy to lived reality.



3.2: Sports for Children with Visual Impairment: Mr. David Absalom, Honorary General Secretary, Indian Blind Sports Association (IBSA)

Mr. David Absalom highlighted the transformative role of organised sports in empowering children with visual impairment. Established in 1986 and based at the Blind Relief Association, New Delhi, Indian Blind Sports Association is India's one of the oldest disability sports organisations and the sole Indian affiliate of the International Blind Sports Association, with

affiliation to the Paralympic Committee of India. With a national network of 20 State associations and four sports federations, IBSA has nurtured elite para-athletes, including Arjuna Awardees Shri Ramkaran Singh and Shri Ankur Dhaka, under the leadership of Dronacharya Awardee Dr. Satyapal Singh. The presentation emphasised that sports are central to building physical fitness, confidence, independence, mobility, teamwork, leadership, and career pathways for children with visual impairment. Through regular Goalball workshops, coaching camps, mind-training programmes, lawn tennis camps, and regional initiatives for girls, IBSA has created structured pathways from school to elite levels. Schools were identified as key enablers through early exposure, inclusive infrastructure, trained PETs, regular competitions, and collaboration with sports bodies. With appropriate adaptations—such as sound-based equipment, tactile markings, guide runners, and verbal cues—students actively participate in athletics, Goalball, cricket, judo, five-a-side football, and kabaddi, progressing to national and international competitions with support from PCI, IPC, IBSF, and SAI. The session reinforced that with the right support systems, children with visual impairment can excel at the highest levels of sport and serve as powerful role models for inclusive development.



Session 4 (3:30 pm to 5:00 pm)

4.1: National Guidelines for Strengthening Resource Rooms/Centres: Dr. Shilpa Manogna, Associate Professor, DEGSN, NCERT

The session underscored the strategic role of Block Resource Centres and school-level resource rooms as core enablers of inclusive education, focusing on both strengthening existing facilities and establishing need-based new centres to support Children with Special Needs (CwSN). Dr. Shilpa Manogna shared that the National Guidelines for Resource Centres/Rooms are grounded in extensive research across 19 States and 2 UTs, including field visits, need assessments, FGDs, and a national stakeholder consultation at IIT Kanpur. The findings revealed wide inconsistencies in

infrastructure, resources, staffing, and service delivery, highlighting the absence of uniform national standards. The proposed guidelines address these gaps through clear norms on accessible infrastructure, service delivery, human and material resources, budgeting, governance, and collaboration, aligned with the RPwD Act, RTE Act, NEP 2020, and Samagra Shiksha. Resource Centres are envisaged as 2,500–3,000 sq. ft. integrated support hubs with therapy, ICT, training, and counselling facilities, while school-based Resource Rooms (about 250 sq. ft.) are designed for direct classroom-linked support. With defined indicative budgets, uniform documentation, and safety norms. The guidelines position resource centres and rooms as system-level mechanisms to move inclusive education from mere access to meaningful participation and improved learning outcomes for children with disabilities.



4.2: Disability-Inclusive Language Guidelines: Ms. Amita Tandon, Education Specialist, UNICEF

This session underscored the foundational role of language in advancing inclusion. The session emphasised that inclusion begins with communication, as language shapes attitudes, behaviours, and societal perceptions of persons with disabilities. Disability Inclusive language was presented not merely as a communication choice, but as a rights-based responsibility aligned with dignity, equity, and agency. The speaker highlighted the national and global commitments that anchor disability-inclusive communication. In the Indian context, the Rights of Persons with Disabilities (RPwD) Act, RTE Act, NEP 2020, and the Supreme Court of India’s Handbook Concerning Persons with Disabilities (September 28, 2024) advocates usage of appropriate language. Globally, disability inclusive language is firmly grounded in the UN Convention on the Rights of Persons with Disabilities (CRPD), UNICEF Disability Inclusion Policy and Strategy (2022–2030), and the UN Disability-Inclusive Communication Guidelines (2022). The session outlined the core principles of disability-inclusive language, including people-first and context-appropriate language, avoidance of stereotypes and deficit-based labels, rejection of euphemisms, recognition

of societal and environmental barriers, and the use of respectful oral and informal communication. Practical guidance was provided through examples of recommended terminology and language to be avoided, supporting educators and institutions in everyday practice.



4.3: PM eVidya ISL Channel 31 Interventions for Children with Neurodiverse Disorders: Prof. Bharati Kaushik, Professor, CIET, NCERT

This session underscored the pivotal role of PM e-Vidya ISL Channel 31 in building a robust and inclusive digital learning ecosystem for children with neurodiverse disorders. Conceptualised to advance accessibility and equity in education, the channel has witnessed remarkable growth since its launch, increasing from 530 subscribers and 4,700 views to over 11,600 subscribers and 1,26,211 views, signalling growing trust, relevance, and reach among learners, teachers, and families. From initial broadcast for Classes 1–3, the channel has steadily expanded its academic footprint to include Classes 6 and 9–12, with subject-specific Teaching Learning Intervention (TLI) series designed to support diverse learning needs across age groups. The presentation detailed the channel’s evolving broadcast strategy, which reflects responsiveness to learner demand and content availability. From December 2024 onwards, the schedule gradually expanded in duration, class coverage, and frequency of content updates—moving from limited subject hours with fortnightly changes to extended multi-hour daily broadcasts, repeated multiple times a day, with content refreshed every few days. This dynamic scheduling model has enhanced continuity, reinforcement, and accessibility of learning for neurodiverse students. A flagship initiative showcased during the session was “Kitaab Ek, Padhe Anek”, an energized and accessible textbook grounded in Universal Design for Learning (UDL) principles. The textbook integrates touch- and audio-enabled features, visual supports, QR-linked enriched digital resources, and Indian Sign Language (ISL) videos, enabling multiple pathways for engagement, comprehension, and expression. Together, PM e-Vidya ISL Channel 31 and the KEPA initiative exemplify the translation of NEP 2020’s vision into practice, demonstrating how inclusive pedagogy and technology can work in synergy to create flexible, interactive, and confidence-building learning experiences for neurodiverse learners while empowering teachers to deliver equitable classroom instruction.



4.4: Summarising the Day's Proceedings: Dr. Sneha Bansal, Assistant Professor, DEGSN, NCERT

On Day 2 of the Summit, Dr. Sneha presented a comprehensive summary of the proceedings centered on the theme “Inclusive Education Pathways: Initiatives underway in DoSEL, DEPwD and the Department of Sports.” The day began with structured context-setting by Ms. Ira Singhal (DoSEL) and featured the roadmap of PRASHAST 2.0, accessibility audit and interactive Q&A. State initiatives from West Bengal and Andhra Pradesh highlighted regional efforts for Children with Special Needs (CwSN). Key national perspectives were shared through RCI’s initiatives in special education, inclusive teaching pedagogy for in-service and pre-service teachers by NCERT and NCTE, and remedial teaching pathways for out-of-school CwSN through NIOS. Post-lunch sessions focused on inclusive sports for children with intellectual and visual disabilities, followed by discussions on strengthening resource rooms, disability-inclusive language guidelines by UNICEF, and PM eVidya ISL Channel 31 interventions for neurodiverse learners. Dr. Bansal concluded that the sessions collectively reflected a strong, coordinated national commitment to inclusion, equity, and quality education for all learners, inspiring participants to work collaboratively toward building a truly inclusive and developed India.



Key Takeaways

- **PRASHAST 2.0** is targeting 100% first-round screening in government schools by September 2026 in mission mode, supported by clear timelines, teacher-led screening, and block-level assessment camps.
- **Teacher empowerment is central to inclusion.** Sustained, sensitisation and pedagogical training of general teachers—pre-service and in-service—is critical for effective classroom-level inclusion.
- **Shift from deficit to ability-based approaches** is essential and is to be supported by early intervention, accessible infrastructure, digital tools, and mindset change.
- **Systemic convergence** among MoE, CIET–NCERT, RCI, NIOS, NCTE and allied sectors is key to seamless screening, support, remediation, and certification.
- **Flexible pathways through NIOS** enable re-entry and continuity of learning for out-of-school CwSN.
- **Resource rooms and inclusive sports** strengthen holistic development, dignity, and participation beyond academics.
- **Technology and UDL**, through PM e Vidya ISL Channel 31 and *Kitaab Ek, Padhe Anek*, demonstrate scalable models for accessible and inclusive learning.

Glimpses of Day 2





Day 3

Theme: Specific Learning Disabilities, Neurodiversity, and Future Avenues for CwSN
Date :23 January 2026

Session 1 (10:00 am to 11:30 am)

1.1 : Context setting for the Day: Prof. Bharti Kaushik, Professor, CIET, NCERT

The session opened through a fundamental question: How do we recognize neurodiversity and behavioural differences in the child sitting right in front of us? Through this, she introduced the theme of the session on assessment tools for Neurodiverse Disorders especially Specific Learning Disabilities (SLD), Autism Spectrum Disorder. After welcoming all the speakers, she shared that the discussion would move from understanding assessment tools to addressing curricular challenges, modifications, and adaptations, in light of the flexibilities outlined in NEP 2020. She explained that the focus would include both formal and informal, structured and unstructured curricular activities, beginning with the foundational stage and Foundational Literacy and Numeracy. The session would then explore integrity issues and key concerns related to children with SLD, followed by insights from Inclusive Education Coordinators from Haryana and Kerala, various examination boards on support provisions, and finally organisations working on future avenues for CwSN and inclusive employment.



1.2: Assessment tools used to assess children with Neurodiverse Disorders specially SLD, Autism Spectrum Disorder, Issues & Challenges

- **Prof. Shefali Gulati, Child Neurology Division, Department of Paediatrics, AIIMS , New Delhi on AIIMS Tools.**
- **Dr Wasim Ahmad, Faculty in Special Education, National Institute for Empowerment of Persons with Intellectual Disability (NIEPID, Secunderabad).**

Dr Shefali spoke about assessment tools used to evaluate children with neurodiverse conditions and explained how a medical condition is recognised as a disability. She shared that neurodevelopmental disorders are conditions that appear during the developmental years, up to the age of 18. She highlighted that, according to the World Health Organisation, 15–20% of children worldwide live with disabilities, and nearly 85% of them are in developing countries. In India, 1.24% of children under the age of six are identified as having disabilities. She emphasised that early diagnosis is crucial to ensure every child reaches their maximum potential, and the education sector plays a vital role in this process. Supportive government policies are essential to strengthen the entire system. Prof. Gulati also mentioned that her team developed the AIIMS Infant Autism Screening Tool, along with mobile applications and e-modules for professionals. She highlighted various advocacy efforts and government initiatives aimed at supporting children with special needs and stressed the importance of the Ministry of Education continuing to empower professionals in this field.

Dr Asim discussed the wide range of tests and tools developed by NIEPID in the field of Intellectual and Developmental Disabilities (IDD). He explained key standardized Indian tools such as BASIC-MR, FACP, GLAD, ISAA, NITI, and ABAI, highlighting their purpose, domains, and use in identifying Intellectual Disability, Autism Spectrum Disorder, and Specific Learning

Disabilities (SLD). He elaborated how these tools are culturally appropriate, aligned with NCERT and CBSE/State Board curricula, and essential for diagnosis, intervention planning, and certification under the RPwD Act. In addition, NIEPID has designed vocational assessment tests to support employment readiness and independence. Following a lifestyle approach from early intervention through adulthood, NIEPID aims to empower individuals with intellectual disabilities through systematic screening, assessment, diagnosis, certification, training, and vocational training. The speaker emphasised that true independence in society comes when a person earns their livelihood, highlighting the importance of vocational independence. Overall, NIEPID's comprehensive approach ensures lifelong support focused on empowerment, skill development, and economic self-reliance.



Question & Answer Session

Q1. Can the checklist developed by AIIMS be integrated with or made readily available through the PRASHAST application, particularly to support early identification of “invisible” disabilities? Given that sensitisation of general teachers is a key component of PRASHAST, such a checklist could serve as a practical reference tool.

Answer. The AIIMS-developed checklist can be formally documented and shared for wider use. The checklist may be hosted on the official website and made accessible to all stakeholders, including teachers and education functionaries, to support early identification and informed referrals.

Q2. As Part II of PRASHAST involves categorisation of disabilities, can Primary Health Centres (PHCs) or medical professionals at the grassroots level be involved in the screening process in districts facing a shortage of Special Educators?

Answer. The coordination with the Ministry of Health could be explored, and District Early Intervention Centres (DEICs) were identified as the most appropriate institutional mechanism for such collaboration. However, it was also acknowledged that operationalising DEICs remains a challenge in several districts due to gaps in specialised paediatric expertise. While PHCs play a crucial role in primary healthcare, they are not uniformly trained for disability screening, underscoring the need for structured inter-ministerial planning and capacity building before such linkages can be effectively implemented.

Q3. Is SLD assessed under the domain of Sensory and Perceptual Abilities (SPA) in DTA-SLD tool?

Answer. In adults with Specific Learning Disabilities, certain sensory-perceptual and behavioural patterns tend to persist even after identification. These enduring patterns are therefore reflected in the assessment framework, as SLD in adults often manifests through stable behavioural and processing characteristics rather than transient difficulties.

Q4. If certain behavioural patterns persist in adults with SLD, under which domain are these assessed in the DTA-SLD tool?

Answer. The DTA-SLD is designed specifically for adults. By adulthood, individuals who become aware of their learning difficulties often develop effective coping mechanisms. As a result, academic difficulties may not be overtly observable in the same way as in childhood, and behavioural patterns are not mapped as a separate domain within the tool.

Q5. How, then, are behavioural concerns addressed in adults with SLD under this assessment framework?

Answer. The behavioural aspects are not within the scope of the DTA-SLD.

Q6. Most SLD assessment tools are benchmarked against academic achievement gaps. In cases where a child is diagnosed with SLD, undergoes remediation, and subsequently shows improved performance with reduced gaps, how should diagnosis be approached during re-assessment? Field experiences suggest that when gaps narrow, SLD may be misinterpreted as having transitioned into a general learning difficulty, although SLD is understood to be a lifelong condition.

Answer. In cases of *true* SLD diagnosed before the age of 18, remediation can significantly improve academic functioning and help the child cope more effectively with learning demands;

however, the underlying disability does not cease to exist. Remediation enhances performance but does not “cure” SLD. An analogy was drawn with intellectual disability, where targeted interventions may improve adaptive functioning, but the core cognitive profile remains unchanged. Similarly, improvement in academic outcomes after remediation should not be misconstrued as the resolution of SLD, but rather as evidence of effective support.

Q7. The SLD assessment tools developed by NIEPID use the NCERT curriculum as the academic benchmark. However, India has multiple school boards with wide variations in curricular rigor, including CBSE, State Boards, ICSE, IB, and IGCSE. Given the significant differences in learning levels across boards and regions—for example, between students in rural districts and those in elite urban schools—how is academic benchmarking ensured when using these tools across diverse educational contexts?

Answer. This is a recognised limitation of the current tools. Consequently, state-wise or board-wise benchmarking has not been undertaken at this stage. The tools have been developed and validated exclusively on students following the NCERT curriculum in CBSE-affiliated schools across the country. Expansion of validation studies to include State Boards and other curricula may be considered in the future.

Q8. Does the absence of curriculum-based benchmarking after 18 years affect the validity of the adult SLD assessment?

Answer. The adult SLD tool was developed to address this gap following a legal case. Before administering the test, all sensory and perceptual impairments are ruled out. Given overlaps among SLD conditions (e.g., dysgraphia and dyscalculia), the assessment follows a systematic exclusion process to ensure diagnostic validity.

1.3: National Curriculum Framework for School Education (NCF-SE), 2023: Equitable and Inclusive Education: Prof. Bharti Kaushik, Professor, CIET, NCERT, on behalf of Prof. Ranjana Arora, Head, Department of Curriculum Studies and Development, NCERT

The session focused on the National Education Policy (NEP) 2020 and the National Curriculum Framework (NCF) for School Education 2023, with special emphasis on Equity and Inclusion. Prof Bharti explained that NEP 2020 envisions a holistic, experiential, and learner-centric education system, followed by the release of the NCF for the Foundational Stage in 2022 and the NCF for School Education in 2023. Major paradigm shifts include multidisciplinary and holistic education, experiential and discussion-based learning, development of 21st-century skills, and the importance of “learning how to learn.” The NCF-SE 2023 promotes the reduction of content to core essentials while ensuring Foundational Literacy and Numeracy, early childhood care, use of the mother tongue, integration of arts, sports, and vocational education, and strengthening teacher education. Equity and inclusion are the cornerstones of the framework and advocates that every child is capable of learning and he/she must feel respected, valued, and safe in school environments. The role of school culture, leadership/school head, community engagement, and alignment with the RPwD Act 2016 were emphasised. Expectations from the system include

barrier-free physical access, use of home language and Indian Sign Language(ISL) where needed, safe and non-discriminatory environments, accessible curricular materials, flexible pedagogy, and varied assessment methods. Inclusive practices for students with disabilities through accommodations, assistive technologies, and Universal Design for Learning were discussed. The session concluded by highlighting the need for an inclusive school culture, equitable relationships, and new teaching-learning materials aligned with Panchkosh and cross-cutting themes such as Indian Knowledge Systems, multilingualism, environmental care, and joyful learning.



1.4: Inclusive Foundational Literacy & Numeracy (FLN) Curriculum for CwSN: Ms Archana Awasthi, Additional Secretary, DoSEL

Ms Archana discussed the importance of inclusivity at the foundational stage and highlighted that, in some cases, by the time a child reaches school at the age of six, it is already too late for effective support. She emphasised that the concept of inclusivity where all children are seen as equal learners must begin in the foundational stage itself, as children at this age are naturally open and accepting of diversity. At this level, the focus should be on early identification, especially of Intellectual Disabilities (ID). She stressed the empowerment of parents, health workers, and early childhood educators for timely screening and identification. The speaker also raised concerns about negative and incorrect labelling, giving the example of Parkinson’s disease, where many individuals are registered under disability despite the average onset age being around 50 years, making such classification inappropriate for children. Further, she discussed interventions for promoting inclusivity for children with Specific Learning Disabilities (SLD) and other special needs, such as the use of PRASHAST, NCERT Teaching Learning Materials (TLM) for students with disabilities, the Indian Sign Language (ISL) channel, ramps, and child-friendly toilets. She concluded that inclusivity at the foundational stage requires a system-wide response involving parents, early screening and identification systems, inclusive curriculum, accessible content, teacher capacity building, and effective use of technology. As she powerfully stated, “If the child cannot reach us, we need to reach the child.”



Session 2 (11:45 am to 1:00 pm)

2.1: Classroom interventions for Students with Specific Learning Disabilities to improve Learning Outcomes

- Ms Noopur Jhunjunwala, ChangeInk Foundation.
- Ms Geet Oberoi, Orkids Foundation, Delhi.

The session focused on “Nudging Behaviour Change for Inclusive Teaching” through a stackable micro-credential framework aimed at developing specific, observable classroom behaviours among teachers. The discussion highlighted the importance of early identification and screening of children with Specific Learning Disabilities (SLD), with teachers systematically tracking academic, executive, and socio-emotional challenges and collaborating with parents, special educators, and stakeholders. Emphasis was placed on remedial support, development and implementation of Individualised Education Plans (IEPs), and providing reasonable instructional, environmental, and examination accommodations. She stressed on inclusive teaching practices using multiple means of representation, flexible learning pathways, and inclusive assessments to benchmark learning outcomes. The role of assistive technology and AI-based tools in enhancing accessibility and participation was also discussed. The session concluded by underscoring policy mandates, administrative monitoring, and micro-credentials as key drivers for sustained behavioural change in teachers toward inclusive education practices.

Dr Geet Oberoi from Orkids Foundation focused on Demystifying Learning Disabilities and slow learners, autism, and ADHD. She began with the powerful tagline, “The disability might be invisible, but the child is not,” and illustrated it with her own example, sharing that although she has ADHD and dyscalculia, these are not immediately visible and often go unrecognised by others. The speaker emphasised that children who struggle with reading, writing, spelling, and maths are often wrongly labelled, whereas many of them have hidden disabilities despite having average or above-average intelligence. Learning disabilities were explained as neurological differences

affecting how children process information, not their ability to think. Key facts were shared on the large number of undiagnosed students with SLDs in India and the urgent need for trained special educators. Different types of learning disabilities, such as dyslexia, dyscalculia, dysgraphia, dyspraxia, and Non-Verbal Learning Disorder, were discussed along with their classroom impact. The speaker outlined the importance of early identification, proper evaluation, intervention, accommodations, and the use of assistive tools. Ms Geet said “If they are caught, they can be taught,” to highlight how early identification leads to effective intervention and learning. The Orkids “First Screen” multilingual app for early screening and intervention planning only for SLD is also available. The session concluded with a strong call for inclusive classrooms, tapping into the potential of neurodivergent learners, and equipping teachers through structured training programs for effective management of learning disabilities.





2.2: Inclusive Education Under Samagra Siksha and PM SHRI: Representative from the state of Haryana and Kerala

The speaker presented a comprehensive overview of the Inclusive Education Initiatives under Samagra Shiksha Abhiyan (SSA) in **Haryana**. The speaker outlined key initiatives such as the establishment of Inclusive Education resource centres, medical assessment camps for Children with Special Needs (CwSN), provision of home-based education for children with severe and profound disabilities, and distribution of large-print and Braille books. Enrollment data showed that over 21,000 divyang students are currently enrolled across government, aided, and private schools in the state. The role of special educators was emphasised and at present 360 special educators are deployed and over 1,300 additional posts sanctioned in compliance with Supreme Court directions. Coverage through block and district-level resource centres, structured training programs for teachers, administrators, parents, and community members, and exposure visits and celebrations such as World Disability Day were highlighted as key practices. The achievements of divyang students at national sports and cultural events were also shared. Rohit, a Class XI student from GMSSSS Lakhna Majra, Rohtak, with intellectual disability, won the Gold Medal in 5 km Cycling at the National Cycling Championship held in Bokaro, Jharkhand and Umesh Kumar, a Class IX student from GMSSSS Tauru, Nuh, with low vision, secured the Gold Medal in Judo (40 kg category) at the 14th National Para Judo Championship in Sri Ganganagar, Rajasthan. Additionally, a group of divyang students from Haryana won the Third Prize in Group Dance at the Anjali International Children and Youth Festival 2025 held in Bhubaneswar, Odisha. Haryana's Early Identification initiative under the NIPUN Mission and PRASHAST-1 screening for Classes 1–5 completed screening of 92% students and nearly 15% identified for early support. The session concluded with suggestions including strengthening sports and vocational education, revising passing criteria, and focus on prevention and early intervention with inter-ministerial support.

The Kerala state representative shared insights on Inclusive Education, outlining major initiatives and best practices under Samagra Shiksha Abhiyan. The discussion focused on strengthening inclusion for Children with Special Needs (CwSN), especially those who have high support needs, severely disabled, or undergoing long-term treatment. The speaker shared the

Home-Based Education (HBE) model, which aims to ensure inclusion and improve the socialisation of high support need children through regular home visits by teachers and peer groups, including the peer support initiative “Changathikootam,” which has shown positive emotional and learning outcomes for children through increased interaction with classmates. The speaker further highlighted Kerala’s innovative Virtual Classroom initiative under the Zero Rejection Policy, where real-time two-way classroom interaction is enabled through tablets and 360° cameras, with virtual classrooms established across all 168 Block Resource Centres (BRCs) to allow students to attend and interact from home. The session also covered the importance of Social Inclusion Programmes, including observance of International Day of Persons with Disabilities, talent shows, co-living camps, awareness campaigns, and parental empowerment programmes to build a non-discriminatory society that values the abilities of children with disabilities. The speaker concluded by highlighting Kerala’s participation in Inclusive Sports Fest held under the 67th Kerala State School Sports Fest on 22 October 2025, where 2000+ CwSN and 350 general students participated in 20 inclusive sports events, marking a major step toward inclusive education and sports excellence in the state.



Question & Answer Session

Q1. Given the limited awareness and sensitisation around Specific Learning Disabilities (SLDs), particularly in rural contexts, how will parents, especially in rural areas be supported to understand and address these challenges faced by their children?

Answer. Efforts are being made to strengthen awareness and sensitisation around SLDs among parents, teachers, and communities. The emphasis is on early identification and clear messaging that learning disabilities are not a reflection of a child's intelligence. Just as wearing spectacles supports visual difficulties, appropriate academic and pedagogical support enables children with SLDs to learn effectively. Recognising challenges early helps prevent stigma, mislabelling, and long-term learning gaps, ensuring that children who may otherwise appear "smart" are not denied the support they need to succeed.

Session 3 (2:00 pm to 4:30 pm)

3.1 : Supporting children with SLD and other neurodiverse disorders- Perspective from the School Education Boards:

- **Dr Pragya Verma on behalf of Mr Rahul Singh, Chairman, CBSE**
- **Dr J. Immanuel, Chairman, ICSE**
- **Ms Preeti Hingorani, Vice President, Cambridge International Education, India**
- **Mr Robin Keshaw, Partnership and Communications lead, Delhi - International Baccalaureate**

Dr Pragya Verma highlighted CBSE's commitment to equity, dignity, and fairness in education and assessment. He explained that barriers arise from systems rather than learners with neurodiversity and stressed the need for early identification, classroom accommodations, and fair assessments. Key policy anchors such as the RPwD Act 2016, RTE Act 2009, and NEP 2020 were discussed, along with CBSE's approach of inclusion by design through curriculum flexibility, pedagogy, and assessment reforms. Mandatory norms for schools under the CBSE Affiliation Bye-Laws were outlined, including accessible infrastructure, appointment of special educators, and non-discriminatory admission and participation of Children with Special Needs (CwSN). The importance of strength-based approaches, Universal Design for Learning (UDL), Individualised Education Plans (IEPs), and low-cost classroom accommodations were emphasised. CBSE's examination framework for providing concessions such as extra time, scribes, and assistive devices while maintaining academic standards were shared. These provisions witnessed enhanced participation of CwSN in the 2025 Board Exams. The session concluded with a vision for future, and focus on strengthening early screening, standardising school-level SOPs for accommodations, expanding teacher capacity building, and improving awareness of CBSE facilities to ensure meaningful inclusion and successful learning outcomes for all students.

Dr Joseph Emmanuel (CISCE), focused on ensuring every child's right to meaningful and equivalent education in regular schools regardless of ability. The discussion covered CISCE's initiatives such as awareness creation, barrier identification, differentiated instruction, IEP development, and the use of a handbook and guidelines for comprehensive support. Detailed examination accommodations under CISCE were shared, including subject flexibility, language exemptions, compensatory time, assistive devices, scribes, rest breaks, and non-penalisation of spelling and grammar errors. Special provisions for students with visual, locomotor, and autism spectrum conditions, as well as those with borderline intellectual functioning, were highlighted.

The 2025 ICSE and ISC examination data for students with special needs revealed encouraging performance trends. Key challenges such as attitudinal resistance, need for teacher training, and infrastructure gaps were discussed, and the way forward emphasised continuous capacity building, assistive technology integration, and stronger school-level policy implementation to ensure inclusive, equitable learning for all.

Ms Preeti Hingorani, focused on the importance of embedding Equity, Diversity, Inclusion, and Belonging (EDIB) in education system under the major theme Getting Started with Inclusive Education and Accessibility. The speaker explained that inclusive education engages all learners in meaningful and accessible learning and views individual differences as a source of strength. Key themes include removing physical, cultural, and cognitive barriers; ensuring equality of access in resources and assessments; and designing inclusive teaching materials with appropriate language, accessible layout, visuals, and contexts. Cambridge's EDIB strategy and commitments aligned with the UN Sustainable Development Goals were shared, highlighting accessibility across print, digital, and assessment platforms. Practical examples were provided on simplifying language, avoiding stereotypes, ensuring cultural relevance, and supporting learners through access arrangements and digital accessibility standards. The session also showcased initiatives such as accessible e-Books, accessible assessment arrangements, and inclusive curriculum updates like the inclusion of Goalball in Physical Education. She concluded with a call to action for schools to adopt whole-school approach, embed inclusive practices into daily teaching, and empower all students to participate confidently and equitably in learning.

Mr Robin Keshaw highlighted the International Baccalaureate mission-driven, student-focused approach and its commitment to inclusion as a core design principle. The speaker emphasised that learning diversity is an expected reality in classrooms and that inclusion is about removing barriers to learning rather than lowering academic standards. The IB's mandatory Access and Inclusion Policy and Programme Standards and Practices advocates differentiated instruction, collaborative planning, and Individual Learning Plans to meet diverse need of students. The session outlined provisions such as additional time, flexible breaks, modified assessments, assistive technologies, and regulated human assistance, all aimed at ensuring equal opportunity without altering academic content. Classroom and curricular provisions aligned with the IB Learner Profile were highlighted, promoting empathy, open-mindedness, and respect for differences. The presentation concluded by reaffirming IB's commitment to equitable access, inclusive pedagogy, and supportive assessment practices to enable all learners, including those with SLD and neurodiverse profiles, to succeed meaningfully in IB programmes.



3.2 Skill Education Pathways for Children with Special Needs (CwSN): Ms Asifa Parveen, Programme Manager, National Centre for Promotion of Employment for Disabled People (NCPEDP)

Ms Asifa focused on the urgent need to translate inclusive education policies into real livelihood outcomes for Children with Disabilities (CwDs). She highlighted the large gap between policy

provisions under the RPwD Act 2016, NEP 2020, and Samagra Shiksha and the low levels of inclusion in skilling and employment, citing data on school exclusion, low CwSN enrolment, and limited workplace representation. It was emphasised that the problem is not only access but the absence of structured skill pathways beginning in childhood. The session stressed the importance of early skill foundations through life skills, pre-vocational exposure, career orientation, and habit formation to build future employability. Systemic failures, such as a lack of early exposure, weak transitions from school to training to employment, and insufficient convergence among education, industry, and employment ecosystems, were discussed. The way forward included continuous career guidance and parent counselling, timely implementation of disability provisions, age-appropriate and personalised skill roadmaps, integration of assistive technology, training for teachers and educational administrators, formal transition planning, and stronger school industry, government linkages to ensure meaningful and sustainable employment outcomes for persons with disabilities.



3.3: Future Avenues for CwSN & opportunities for Inclusive Employment:

- **Ms. Saumya Mishra, Atypical Advantage- A livelihood platform providing opportunities for PwDs.**
- **Ms Sandhya Ramesh, General Manager- Diversity, Equity & Inclusion, Godrej Consumer Products.**
- **Ms. Arti Bhardwaj, Diversity & Inclusion and Employee Wellbeing Lead, NESTLE**
- **Ms Sonam Bhatia on behalf of Mr Kishore Kumar Thangavelu, Microsoft- Disability Support**
- **Mr Chandan Pant on behalf of Mr Deepak Mohan, Sr. PXT Partner, Amazon India, an Enforcing Diversity & Inclusion.**
- **Mr Akshay Tyagi, DGM, the Lalit, New Delhi- service sector**

Ms. Saumya Mishra shared that over the past few days, the focus had been on the identification and intervention of CwSN in schools. To complete the circle, she posed a simple yet powerful question: “What happens after school?” She emphasized that inclusive education finds its true success only when learning is translated into dignity, independence, and economic participation.

Ms Sandhya Ramesh spoke about building an inclusive ecosystem through the practices of Godrej Consumer Products. She shared that initially there was scepticism about how persons with hearing impairment or locomotor disabilities would work in a manufacturing environment. However, it has been encouraging to see how, in collaboration with the manufacturing teams, they co-created ways of working that truly empower the community while also delivering strong business outcomes. She cited the example of a national para-swimming champion who is now part of, one of their plants and she also mentioned that nearly 30% representation of persons with disabilities has been achieved in their operations. She emphasized the importance of safety and described a four-level safety matrix, including audio-visual alarms, geo-tagged smartwatches, a buddy system, and sensitization of administrative staff. She also highlighted supportive organizational policies such as safe accommodation and on-site sign language interpreters. She concluded by saying: “When inclusion meets business, new worlds open.”

Ms. Arti Bhardwaj began by stating the purpose of NESTLE is to “unlock the power of food to enhance the quality of life for everyone today and for generations to come.” She then traced their disability inclusion journey, which starts with the onboarding of persons with disabilities, and close alignment with senior leadership. The foundation was built on ensuring equal opportunities, strengthening healthcare benefits, and extending insurance coverage for assistive devices such as wheelchairs and prosthetics. To build an inclusive tomorrow, the organisation now provides future leaders with an immersive two-and-a-half-day inclusion program where they live and learn alongside persons with disabilities and their caregivers. She added that all regular leadership and flagship programs have this component embedded. She further shared their commitment that every factory or building they renovate follows the principles of universal design. She shared that what began with onboarding of two to three persons with disabilities for small projects has now grown to 23 employees working across the organisation. She highlighted key practices such as uniform modifications, use of sign language, pagers, personalised evacuation mock drills, a buddy system, and accessible utilities. She concluded by screening a video showcasing a person with a disability working at one of their factories. The session concluded with the highlight that safety and accessibility must go hand in hand in any inclusive setting.

Ms Sonam Bhatia outlined Microsoft’s mission to empower every person and every organisation to achieve more, with a special focus on the company’s approach to hiring persons with disabilities. She explained that Microsoft provides applicants with the option to request accessible accommodations and support services during the recruitment process, ensuring an equitable experience from the outset. She further shared that Microsoft’s inclusive hiring and workforce development initiatives integrate digital skills, AI, and Microsoft accessibility tools that employees can use in their day-to-day work. These initiatives are not charity-based but strategic workforce investments that recognise the strengths of persons with disabilities and enable long-term career

development. She concluded by highlighting that inclusion, when structured and intentional, benefits not only individuals but also organisations and the broader economy.

Mr Chandan Pant presented Amazon's approach to building an inclusive workplace for persons with disabilities, highlighting that disability inclusion is integrated into safety, training, technology, and organisational culture. He shared that Amazon's "AmPowered" initiative offers over 10 hours of e-learning content in Indian Sign Language (ISL) for Deaf and Hard of Hearing associates, and that specialised pilots for persons with intellectual disabilities have been running since 2019, with over 200 candidates onboarded and a target of training 1,000+ individuals in the next five years. For persons with locomotor disabilities, Amazon has partnered with Neomotion to provide customised electric wheelchairs (Neobolt) and has established disability programmes across Bengaluru and Chennai, with plans to expand to other cities. He also outlined inclusive workplace practices such as ISL-based safety SOPs, assistive communication tools, DEI immersion programmes, interpreters in fulfilment and sort centres, and accessible technologies to support productivity and well-being. The Amazon provides employment opportunities to approximately 3,000 persons with disabilities each year across multiple states. He then shared that the company's workforce representation includes 38% from Under Represented Communities and 8% persons with disabilities. He concluded that inclusion is not an add-on at Amazon, but a core responsibility of being a truly inclusive employer, ensuring that every associate regardless of ability can perform, grow, and belong.

Mr Akshay Tyagi emphasised that meaningful employment becomes possible only when trust is intentionally built into organisational systems. He shared that while talent is everywhere, opportunities are not, and "The Lalit" bridges this gap through its structured Green Pathways initiative, which engages persons with disabilities through training, internship, and an apprenticeship where participants choose departments aligned with their interests, leading to successful employment with or without formal education. He stressed that individuals join "The Lalit" not as a diversity heir but as professionals and valued team members to thrive in an environment the organisation collectively builds. "The Lalit" follows strong DEI policies, including medical coverage, reasonable accommodations, additional leave provisions, and a customisable inclusion approach across all diversity groups. He shared that over 300 persons with disabilities currently work at "The Lalit", and highlighted the pianist at the Summit venue as an example of excellence in action, stating that "when the music begins, disability disappears and excellence takes centre stage." He acknowledged Atypical Advantage for collaboration in bringing diverse talent onboard and noted that several team members have represented India and the organisation on national and international platforms. He also outlined initiatives such as Prahari for acid attack survivors and Project Apna Heeda supporting neurodivergent adults and persons with disabilities through skilling programmes. "The Lalit" has received national recognition four times, and also earned the status "the most accessible hotel in India for persons with disabilities", and showcased milestones such as India's first DJ using a wheelchair, launched at Kitty Su in 2011. He concluded by stating that inclusion is not about charity or sympathy, but about justice and systems and that it is defined by the choices we make today.





Session 4 (4:45pm to 5:25 pm)

4.1 Summarising the three-day Summit

Ms Ira Singhal, Deputy Secretary, DoSEL, summarized the key discussions and outcomes of the three-day summit, highlighting the shared vision, learnings, and way forward. She was joined by

Mr Ram Singh, Joint Director, DoSEL, who added valuable reflections on policy alignment and implementation at the ground level. Together, they emphasized the importance of sustained collaboration between schools, administrators, and stakeholders.



4.2 Special Remarks by the Hon'ble Minister of State for Education

Shri Jayant Chaudhary, Hon'ble Minister of State for Education emphasized the need for broader and sustained support from all stakeholders, noting that events like this Summit play a crucial role in bringing everyone together on a common platform. He appreciated the strong focus on the skilling aspect and highlighted that the main challenge is not merely identifying children with special needs, but accurately understanding the degree and nature of each child's disability, as every learner is different and no single tool fits all. He also stressed the importance of sports as a powerful medium for inclusion and development. He commended the PRASHAST App. He further noted that a large-scale effort is required for in-service teacher training to make inclusion effective on the ground. While appreciating that the Summit was held in New Delhi, he suggested that similar regional Summits should also be organized across other parts of India to widen outreach and impact.

Quoting sociologist Tom Shakespeare, Shri Jayant Chaudhary stated that "Disability is not an individual problem, but a mismatch between people and the environments in which they live." The

Minister emphasised that inclusion is not about fixing the child, but about transforming systems, including classrooms, curricula, attitudes, and learning pathways.

The Minister further stressed that early identification must be followed by meaningful academic and therapeutic support, availability of trained teachers, flexible curricula, and institutional readiness. Highlighting the central role of teachers, he emphasised the importance of strengthening inclusive pedagogy. He added that inclusive education must extend beyond schooling to form the foundation of inclusive skilling and employment, ensuring that education pathways connect meaningfully to livelihoods, dignity of work, and full participation in society.



4.3 Vote of Thanks

The Vote of Thanks was delivered by Ms. A. Srija, Economic Advisor, Department of School Education & Literacy (DoSEL). She expressed her heartfelt appreciation to all stakeholders whose dedication and collaboration made the Inclusive Education Summit 2026, held from 21–23 January 2026, a meaningful and successful event. She conveyed special gratitude to Shri Jayant Chaudhary, Hon'ble Minister of State for Education, for his inspiring leadership, encouragement, and unwavering support to the cause of inclusive education.

Ms. Srija also thanked the Department of Empowerment of Persons with Disabilities (DEPwD); MSJ&E; NCERT; EdCIL; media partners and representatives from States and Union Territories for their active participation and commitment throughout the three days. She acknowledged the valuable contributions of all speakers, panelists, exhibitors, and the organizing team for enriching the Summit with insightful deliberations, innovative practices, and impactful demonstrations of inclusive and assistive solutions. She concluded by appreciating every delegate and participant for their engagement and reaffirmed the collective resolve to take forward the vision of equitable, accessible, and quality education for all.

Key Takeaways

- **Early Identification is Non-Negotiable:** Timely screening and diagnosis of neurodiverse conditions, especially SLD and autism, is critical. Tools like PRASHAST

must be universalised and supported through strong inter-ministerial convergence involving education, health, and early childhood systems.

- **Teachers are the Backbone of Inclusion:** Inclusive education succeeds only when teachers are empowered with the right skills. Large-scale, continuous professional development in UDL, IEPs, assistive technology, and inclusive assessment practices is essential to move from intention to impact.
- **Curriculum & Assessment Must Be Flexible and Equitable:** NEP 2020 and NCF–SE 2023 provide a strong framework for inclusive, learner-centric education. Reducing content overload, ensuring FLN, using home languages, and offering accommodations across Boards are key to equitable learning outcomes.
- **School Culture Matters as Much as Policy:** True inclusion is not just about infrastructure, it is about dignity, safety, and belonging. School leadership, community engagement, and respectful classroom relationships are foundational for making every child feel valued.
- **Inclusion Must Lead to Livelihoods:** Education is meaningful only when it connects to independence and employment. Structured skill pathways, career guidance, and strong school–industry partnerships are essential to ensure dignified livelihoods for CwSN.
- **Collaboration Drives Sustainable Change:** No single stakeholder can deliver inclusion alone. Strong partnerships between government, boards, NGOs, corporates, and communities are the engine of systemic transformation.
- **Data, Monitoring & Accountability are Critical:** Tracking identification, interventions, accommodations, skilling, and employment outcomes is necessary to ensure transparency, learning, and continuous improvement.

Glimpses of Day 3





WAY FORWARD – From Dialogue to Impact

The Inclusive Education Summit 2026 has laid a strong foundation for moving from awareness to action. The way forward requires a system-wide approach that strengthens early identification, builds teacher capacity, and ensures inclusive curriculum and assessment practices aligned with NEP 2020 and NCF–SE 2023. Universalisation of screening tools such as PRASHAST, strengthening inter-sectoral convergence, and large-scale in-service training of teachers in inclusive pedagogy, Universal Design for Learning (UDL), and Individualised Education Plans (IEPs) will be critical to ensuring that every child is identified early and supported meaningfully in classrooms.

Equally important is the creation of barrier-free, safe, and responsive learning environments. Schools must be supported with accessible infrastructure, assistive technologies, multilingual and culturally relevant learning materials, and flexible assessment systems across all examination boards. Inclusive school cultures that promote dignity, belonging, and respect for diversity must be nurtured through leadership, community engagement, and strong policy implementation at the school level.

Finally, inclusion must extend beyond schooling to skilling and employment. Structured transition pathways from school to vocational training and livelihoods are essential for ensuring dignity, independence, and economic participation for Children with Special Needs (CwSN). Strong partnerships between schools, government, civil society, and industry should be institutionalised to build inclusive employment ecosystems. By aligning education with skills and work, the vision of inclusive education can be realised not only in classrooms, but in society at large.

[A Summit with a difference](#)

1. Feedback from IE Coordinators

1.1 Puducherry IE Coordinator

The three-day Inclusive Education Summit provided an excellent platform to showcase various national initiatives at one place. It helped in gaining clarity on inclusive education interventions and best practices. The UT expressed the need for continued support from the Ministry to effectively implement these initiatives locally. Such platforms strengthen coordination and execution at the regional level.

1.2 Himachal Pradesh IE Coordinator

The district coordinator attended the three-day summit and shared a very positive experience. The sessions were informative and provided valuable insights into inclusive education practices. The state is keen to implement the initiatives discussed during the summit. Overall, it was a meaningful and enriching experience.

1.3 Rajasthan IE Coordinator

The overall arrangements of the summit were good, and the experience of attending was enriching. The state suggested that such events should be organized every year. There was a request to provide Kitab Ek Padhe Anek kits to support implementation at the state level. Accommodation was the only concern highlighted.

1.4 Kerala IE Coordinator

The summit offered a new and enriching learning experience, especially regarding assistive devices and inclusive education practices. Participants gained substantial new information through the sessions. It was appreciated as a strong initiative by the Ministry of Education. The state suggested organizing such summits annually.

1.5 Haryana IE Coordinator

The summit was a good experience; however, limited time was provided for states to share their initiatives. The state suggested organizing future summits in different states, particularly where innovative initiatives are being implemented. Haryana highlighted its screening of around 7,00,000 students through the NIPUN SETU App. Such exposure would enhance field-level learning and experience sharing.

1.6 Sikkim IE coordinator

The three-day summit was a valuable opportunity bringing together national initiatives, institutes, NGOs, and multiple ministries on one platform. All arrangements were well managed, and the experience was informative. Kitab Ek Padhe Anek was appreciated as a good initiative. The state requested kits for all developed classes to support demonstrations and implementation at the state level.

2. Feedback from Ushers

2.1 It was the first time I witnessed sign language interpreters in action during the three-day IE Summit 2026, and the experience was truly eye-opening. Watching them communicate so seamlessly made me realize how powerful and necessary accessibility is in large public events. The summit helped me understand inclusion not just as a concept, but as something that must be practiced in every small detail. I felt proud to be part of an event that ensured everyone could participate with dignity and confidence. This experience has changed the way I look at communication and inclusion forever

2.2 During the summit, Farheen raised a very powerful question: *How can we help those who cannot see and those who cannot hear? How can teachers teach them effectively, and what kind of support should be provided?*

This opened up a meaningful discussion. Teachers from different States and Union Territories shared their real-life experiences of working with children with visual and hearing impairments. They spoke about using adapted teaching methods, assistive devices, peer support, and most importantly, patience and empathy.

As an usherer, listening to these conversations was truly inspiring. It showed me that inclusion is not just about policies, but about everyday actions taken by committed teachers. I felt proud to be part of a summit where learning, sharing, and care for every child were at the center of every discussion

2.3 Vanshika raised an important and innovative question: *How can we design machines and assistive devices for persons with disabilities such as tools for eating, communication, and daily activities and how can we best support them?* Her question shifted the focus toward technology

and creativity in inclusion. It encouraged participants to think about how engineering, design, and empathy can come together to improve independence and dignity. The discussion highlighted that support is not only about care, but about enabling people to do things on their own with confidence. As an usherer, I found this Summit very inspiring. It showed how young minds can bring fresh ideas that lead to real change. The summit truly became a space where innovation met compassion.

2.4 As a member of the event management team, I was very excited to learn about the KEPA textbooks. It was interesting to see how these resources are designed to support inclusive and accessible learning for all students.

Understanding how KEPA integrates real classroom needs into its materials gave me a new appreciation for how thoughtfully curriculum can be created. The session made me realize that textbooks are not just books, but powerful tools that can shape confidence, participation, and equal opportunities for learners.

Being part of this summit helped me see education from a broader, more inclusive perspective, and I feel proud to have contributed to an event that promotes such meaningful change.

3. Feedback from Camera persons

3.1 This was my first time covering an event like the IE Summit, and it was a truly eye-opening experience. I have filmed many programs before, but this one was very different in the best way. Watching people from diverse backgrounds come together to talk about inclusion, accessibility, and equal opportunities was deeply inspiring. Through my camera lens, I could see not just speakers and sessions, but real emotions, commitment, and hope.

This event changed the way I look at my role as a cameraperson. I realized that I wasn't just recording moments — I was capturing a movement toward a more inclusive and compassionate future.

4. Feedback by Dr Ram Niwas, Senior Consultant

The Inclusive Education Summit was a very well-run and successful event. A distinctive, 360-degree conversation that covered everything from policy to classroom realities to creative solutions was produced by the involvement of top digital companies, national legislators, and practitioners at the ground level. The summit's strongest point was the diversity of stakeholders, which promoted cooperative and useful dialogue.

The venue and organisation were flawless, and the dedication to setting an example of diversity through diverse panels and accessible features was admirable and genuine.

To build on this strong basis, the attention should now shift to actionable convergence. Future sessions should be designed to directly facilitate connections between state officials, practitioners, and IT companies. This is a crucial recommendation. Co-creating pilot projects or procurement methods for the proven assistive technology should be the aim.

Additionally, while national attendance was robust, establishing equal regional representation from all states and union territories will assure that initiatives are globally relevant.

5. Feedback by Dr Dipendra Kumar Pathak, Academic Consultant

The Inclusive Education Summit 2026 organised by the DoSEL, DEPwD, and the Department of Sports was a landmark event that substantially advanced the national dialogue on inclusive learning systems. The Summit successfully reinforced the Government's commitment to equitable

education for all learners. By bringing together educators, policymakers, practitioners, industry partners and civil society, the event emphasised that inclusion is a foundational element of India's educational vision, aligned with broader objectives of dignity, equal opportunity, and empowerment for every child — principles clearly underscored by the Honourable Union Education Minister Mr. Dharmendra Pradhan.

The most positive aspects of the Summit was its stakeholder representation which included inclusive education coordinators, industry partners, disability advocates, and government representatives, all engaged in discussion and enhanced the relevance of outcomes and reflected a collaborative spirit. The launch of exhibitions featuring assistive technologies and tech-enabled solutions for CwSN was a highly commendable initiative. These showcases helped bridge the gap between innovation and on-ground educational needs, signalling a move toward more practical and scalable support systems for learners with diverse needs. The Summit successfully articulated the need for early screening and support mechanisms. At the same time setting a timeline for training and screening of all the students in the school system.

Overall, the Inclusive Education Summit 2026 was a timely and impactful initiative. It not only strengthened the national commitment toward inclusive education but also laid the groundwork for collaborative efforts that can lead to measurable improvements for learners with diverse needs across the country.

6. Feedback by Dr Jyoti Joshi, Academic Consultant

The three-day Summit on Inclusive Education was highly informative, inspiring, and impactful. The theme on Specific Learning Disabilities, Neurodiversity, and future avenues for CwSN helped build a strong understanding and respect for diverse learners. The sessions on initiatives by DoSEL, DEPwD, and the Department of Sports clearly showed how different ministries are working together for inclusion. The focus on digital technologies and assistive devices was especially inspiring, as it highlighted how innovation can remove learning barriers.

The speakers were knowledgeable and engaging, and their real-life examples made the concepts easy to understand and relate to. The discussions on equity, accessibility, and early intervention tools and techniques were especially meaningful.

Overall, the summit helped enhance awareness and sensitivity towards inclusive education and motivated participants to contribute positively to building an inclusive learning environment for all students. It was a well-organised and enriching experience.

7. Feedback by Ms Saswati Mohapatra, Academic Consultant

The Inclusive Education summit enabled meaningful dialogue on inclusive and equitable education in alignment with the vision of the National Education Policy (NEP) 2020. The three-day Summit was particularly effective in allowing focused engagement with critical dimensions of inclusive education, including digital technologies and assistive devices, inter-ministerial initiatives, and emerging perspectives on Specific Learning Disabilities and neurodiversity.

8. Feedback by Ms Shivani Bansal Moghe, Academic Consultant

The Inclusive Education Summit was a very enriching experience for me. I got the opportunity to listen to stakeholders such as academicians, professionals from the sports field, government organisations, foundations, and corporate representatives. Each session helped me understand the

real meaning of inclusion and why it is so important in education today. There was so much to learn from everyone's experiences and initiatives.

I especially enjoyed capturing the sessions on camera and creating social media tweets, as it helped me engage more deeply with the event. The discussions gave me a practical understanding of inclusive education and made me more aware and sensitive towards the needs of diverse learners. Overall, the summit was well organised and truly meaningful, and I am grateful for the opportunity to be a part of it.

9. Feedback by Dr Bharath Narayanan B, Academic Consultant

The three-day Summit on Inclusive Education, organised by the Department of School Education and Literacy (DoSEL), was highly informative, inspiring, and impactful. The sessions provided deep insights into inclusive practices and the initiatives underway in DoSEL. The Department of Empowerment of Persons with Disabilities (DEPwD) emphasised the use of digital technologies, assistive devices for inclusive education, and innovative strategies to support learners with diverse needs.

The summit featured innovative deliberations by stakeholders from across India, including discussions on the clinical practices involved in the early identification of children with disabilities and the provision of early intervention. Speakers from different states emphasized the need for setting up resource centres and strengthening inclusive practices at the school level. Real-life examples shared during the sessions made the concepts easy to understand and relate to.

The discussions on equity, accessibility, and teacher preparedness were especially meaningful and highly relevant to today's classrooms. Overall, the summit enhanced awareness and sensitivity towards inclusive education and motivated participants to contribute positively to building an inclusive learning environment for all students. It was a well-organized and enriching experience, and I truly appreciate the efforts of the organizers.

10. Feedback from Dr Anchal Rani, Academic Consultant

This was my first opportunity to attend a national-level Inclusive Education Summit, and it helped me understand how different stakeholders work together to support Children with Special Needs. Sessions with school boards clarified how assessment, flexibility, and classroom support are planned for students with SLD and other neurodiverse conditions. The session on classroom interventions for SLD by Dr Geet Oberoi and discussions on SLD assessment tools and checklists for learners above 15 years were especially useful for understanding support at the secondary level. The summit also provided practical exposure beyond academics. Sessions on inclusive sports covered Paralympic sports, Special Olympics, and sports for children with hearing and visual impairments. Assistive technology demonstrations, including digital accessibility initiatives by Microsoft, showed how technology can support learning. UNICEF's session on disability-inclusive language and state presentations, particularly Andhra Pradesh's Autism Resource Centres, highlighted how structured initiatives can be implemented at scale. Such national platforms help States and UTs learn from each other, connect with multiple agencies, and plan realistic implementation of inclusive education initiatives in their own contexts.

Appendix A

[Inclusive Education Summit-Link of the three days event](#)

Day 1:

Day 2:

Day 3:

Appendix B

Schedule of three days
Inclusive Education Summit
Dates: 21st – 23rd January, 2026
Time: 9:30 PM to 5:30 PM

Appendix C

Participation List

Appendix D

PPTs of the Three Day Inclusive Education Summit

Appendix E

Social Media Banner of the Three Day Inclusive Education Summit

Appendix F

Tweets