



INTERNATIONAL CONFERENCE
ON REDEFINING ABILITIES



REDEFINING ABILITIES – “TOWARDS A VISION FOR INCLUSIVE AND EMPOWERED LIVING”

INDIA INTERNATIONAL CENTRE
NEW DELHI, INDIA
NOVEMBER 3-5, 2025

BOOK OF ABSTRACTS



CONCEPT NOTE

International Conference

“Redefining Abilities– Towards a Vision for Inclusive and Empowered Living”

Date: November 3–5, 2025

Venue: India International Centre, New Delhi, India

Introduction and Background

The pursuit of equity and access to opportunities for every individual, through the life-course, has been a challenge through the ages. Social, political, religious and other factors fostered biases against persons perceived to be *different*. It was only in the late 19th century and early 20th century enlightened opinions and initiatives started to emerge that recognized that society has a duty to ensure every man, woman and child, has a right to achieve their potential and to be meaningfully mainstreamed into the society.

Global consensus towards this end was articulated in The UN Convention on the Rights of Persons with Disabilities (UNCRPD), 2008 and further action reiterated in The 2030 Agenda for Sustainable Development.

As a part of their national development agenda governments have enacted legislation and launched interventions to ensure that no individual is excluded from living a fulfilling life. For instance, in India The Rights of Persons with Disabilities Act, 2016 provides a legal framework for ensuring Equality and Non-Discrimination, Employment Rights, Accessibility, Rehabilitation and Support for persons with differing levels of ability. In many countries civil society organizations and advocacy groups make significant contributions for meaningful inclusion of people with different abilities in all walks of life.

While much progress has been made, existing and emerging challenges for the goal of *inclusion* necessitate an appraisal of where we are at and to strategize to re-energise our efforts towards *universal inclusion* in the 21st century. Despite legislative progress, ground realities still reflect gaps in implementation, outreach, and awareness—especially for youth, women, and those in underserved areas. These challenges necessitate a renewed global conversation and strategy to actualize inclusive, empowered living for all.

About the Organizers

Amar Jyoti Charitable Trust, a pioneer in inclusive education for nearly four decades, operates in both Delhi and Gwalior. The path-breaking concept of putting together children with and without disabilities has been a torchbearer for institutions not only nationally but also internationally. Most students, with and without disabilities, are first-generation learners and are trained through an integrated methodology of English language labs, science labs, ICT classrooms, and computer training.

The holistic approach, which incorporates academics, medical facilities, pre-vocational skill development training, integrated sports, and cultural activities, has greatly helped in rehabilitating students with cross-disabilities, orthopedic challenges, hearing impairments, visual impairments, intellectual challenges, and deaf blindness. Medical care and rehabilitative services are provided free of cost to economically weaker sections of the society. The children with multiple categories of disabilities get required medical support, free of cost, from 30 voluntary doctors of different specialties on the campus.

For capacity building, Amar Jyoti is conducting several courses of repute. A four-and-a-half-year degree course in Physiotherapy and a Master's in Physiotherapy in affiliation with the University of Delhi; a Diploma Course in Special Education (DSE-MR, HI, VI) and short-term courses for in-service teachers, distance mode courses in special education affiliated with IGNOU and several skill development courses.

The institution has organized five National Inclusive Sports Meets. Amar Jyoti also introduced Abilympics – the Olympics of abilities for persons with disabilities in India.

The organization has been a recipient of various national and international laurels for its pioneering work in the field of inclusive education.

Rehabilitation International (RI), founded in 1922 with its secretariat located in New York City, is a worldwide organisation of people with disabilities, service providers, government agencies, academics, researchers and advocates working to improve the quality of life of people with disabilities. With member organisations in more than 100 countries and all regions of the world, RI also provides a forum for the exchange of experience and information on research and practice.

Its work is driven by seven specialized commissions that address key aspects of disability and rehabilitation. The Education Commission, Health and Function Commission, International Commission on Technology and Accessibility, the Leisure, Recreation & Physical Activities Commission, Policy and Service, Social Commission and Work and Employment Commission have experts & specialists on the concerned issues. Together, these commissions contribute to RI's mission of building an inclusive society for all.

Knowledge Partners

The organizers have collaborated with distinguished knowledge partners of repute. The knowledge partners include prestigious universities - University of Delhi, Ashoka University, Amity University, and Jamia Millia Islamia University. The India Inclusion Foundation which has been doing commendable work in creating awareness about the need and importance of an inclusive society, has also joined hands to ensure that this conference can achieve its vision for inclusive and Empowered Living. The knowledge partner(s) will enrich the academic, research, and practical dimensions of ***“Redefining Abilities”*** that will not only elevate the scholarly rigour and interdisciplinary scope of the conference but also ensure its relevance to real-world challenges and solutions in the field of disability, inclusion, and rehabilitation.

About the Conference

Amar Jyoti Charitable Trust and Rehabilitation International are proud to announce the International Conference ***Redefining Abilities – Towards a Vision for Inclusive and Empowered Living*** at the *India International Centre (IIC), New Delhi, India from November 3–5, 2025.*

This landmark event will bring together national and global thought leaders, policymakers, researchers, practitioners, and advocates to foster a 21st-century vision that redefines abilities, promotes inclusive innovation, and empowers persons with disabilities to lead equitable, resilient, and participatory lives.

The Conference is designed to foster a global shift towards a 21st-century vision that redefines abilities beyond medical or deficit-based models, embracing diversity, dignity, and the realization of full human potential by all.

Although significant progress has been made towards the meaningful inclusion of persons with disability in all walks of life, challenges remain. These include, but are not limited to, insufficient funding, inadequate networking and sharing of information about best practices, absence of a global or national platform to seek advice and information and so on.

Though various policies and legislations are in place the benefits have not reached a large number of youth and women with disabilities. The required barrier-free and technology-linked infrastructure for academic institutions of higher learning and skill development is often inadequate, leading to low intake in professional and other courses. Similarly, women, particularly in rural and tier two or three cities have not received the benefits or are not even aware of their legal rights. Media has not played its role to the desired extent. There is lack of concerted efforts for shaping young role models to enable building a foundation by meticulously planning awareness and advocacy. As a result, most initiatives remain unavailable at the grassroots levels.

The conference aims to promote inclusive innovation, cross-sectoral collaboration, and rights-based frameworks that empower persons with disabilities including women and youth as active contributors in education, employment, governance, social/cultural activities, and technology. The discussion in the conference shall be focused on the following sub-themes :

1. Emerging paradigms in inclusive education
2. Accessible rehabilitative initiatives
3. Advocacy and policies
4. Empowerment of women and youth with disabilities

The conference shall additionally address the urgent need to integrate research, policy, and practice through multi-stakeholder engagement.

Conference Format

The Conference will provide a dynamic platform to inspire systemic change and elevate national and global discourse on disability, inclusion, and empowerment. This will be achieved through keynote addresses by national and international experts, panel discussions, research presentations, interaction with role models and dialogue with startups in the field of disability and networking opportunities.

Expected Outcome

The conference seeks to contribute towards building a resilient and participatory society that upholds equity, accessibility, and sustainable development through sharing of national and global best practices, and encouraging transformative policy and practice.

By facilitating discussion and exchange of latest practices and trends in the field, we expect to be able to streamline plans for sensitization, creating awareness about different government initiatives, rights and legal protection for persons with disabilities. The conference seeks to build a resilient and participatory society that upholds equity, accessibility, and sustainable development for all.

Know The Organisers

Amar Jyoti Charitable Trust, a pioneer in inclusive education for nearly four decades, operates in both Delhi and Gwalior. The path-breaking concept of putting together children with and without disabilities has been a torch bearer for institutions not only nationally but also internationally. Most students, with and without disabilities, are first-generation learners and are trained through an integrated methodology of English language labs, science labs and ICT classrooms.

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Its work is driven by seven specialized commissions that address key aspects of disability and rehabilitation. The Education Commission, Health and Function Commission, International Commission on Technology and Accessibility, the Leisure, Recreation & Physical Activities Commission, Policy and Service, Social Commission and Work and Employment Commission have experts & specialists on concerned issues. These commissions have been working relentlessly over the years to ensure that persons with disabilities have a global voice and are recognized for their abilities. Together, these commissions contribute to RI's mission of building an inclusive society for all.

Blessings

It is my great pleasure to welcome you to the International Conference which shall enable national and international experts to share their experiences leading to a more inclusive and equitable world.

This conference holds special significance as it is being held in collaboration with The Rehabilitation International, a global leader in promoting the rights and inclusion of persons with disabilities internationally. We are also proud to be supported by the Rehabilitation Council of India (RCI), ensuring a rich blend of research, policy, and practice. Leading academic institutions and organisations like- The University of Delhi, Ashoka University, Amity University, Jamia Millia Islamia and India Inclusion Foundation have joined hands to ensure that the conference is grounded in robust research, innovative practices and latest developments in inclusive pedagogy and policy .

Through sessions by distinguished speakers, panel discussions and research presentations, we aim to foster meaningful dialogues and collaborations among stakeholders from diverse sectors. We believe that when we come together, we can create a world where every individual, regardless of challenges and abilities, can thrive and contribute to the society. Thus, helping us to co-create solutions that uphold rights and dignity of every person with disabilities. This will help us to move forward in our shared mission to build a truly inclusive and rights-based society.

Our theme— “Redefining Abilities: A Global Vision for Inclusive and Empowered Living”—highlights the urgent need to transform educational systems and reimagine learning as a space for empowerment and equity. This conference shall ensure that our dream of having person with and without disabilities on the same platform will come true.

We invite you to explore the website for program details, speaker information, and registration. Let this conference be more than an event, let it be a step forward in our shared mission to build a truly inclusive future.

Dr. (Mrs.) Uma Tuli

Founder & Managing Secretary

Amar Jyoti Charitable Trust, Delhi

Dear Members of Rehabilitation International, Dear Partners, interested community and guests

Almost 20 years after the adoption of the Convention on the Rights of Persons with Disabilities by the United Nations General Assembly, the Convention is highly accepted as a framework and guideline for societal inclusion of persons with disabilities. However, even the convention has been ratified by 192 and signed by 164 countries around the world and significant progress has been made, we are still far away from fully implementing the CRPD principles everywhere in the world.

Within this context, the international Conference “Redefining Abilities – A global Vision for Inclusive and Empowered Living”, held in Delhi (India) from November 3 to 5, 2025 will give us the opportunity to get recent information about the implementation process and an opportunity to discuss needs and strategies for further actions towards implementation.

The program will be structured around the following main topics:

- Advocacy and Policies
- Women and Youth with Disabilities
- Learning and Inclusive Education
- Access to Rehabilitation Initiatives

Distinguished international leaders and experts will contribute to the program that is open for participants from the regions as well as for an international auditory.

Rehabilitation International thanks Amar Jyoti Charitable Trust for hosting this RI Regional Conference. We appreciate the hard work of the organisation and the design of a highly qualified program.

We wish the conference a good success and all participants good discussions and networking as well as some joyful days in the vibrant city of Delhi with all its fantastic cultural sites.

Prof. Christoph Gutenbrunner
President, Rehabilitation International

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Keynote Speakers

Speaker's name- Dr. Uma Tuli

Affiliation/Designation: Founder and Managing Secretary, Amar Jyoti Charitable Trust,
Delhi, India, Former Chief Commissioner, Disabilities

“Holistic Empowerment of Persons with Disabilities”

Abstract

Holistic empowerment is enabling Persons with Disabilities to live with dignity, independence and purpose – Physically, socially and economically.

Pillars of this vision to be implemented are :

- Education for all
- Holistic approach for all-around development
- Skills & Employment
- Accessibility in infrastructure and technology
- Training of teachers and trainers to ensure education and employment for all.
- Ensure policy and effective implementation

The foundation of empowerment is based on creating awareness, acceptance and respect so that attitudes can be changed and people start seeing abilities not disability and look at rights not charity.

For holistic approach it is necessary to promote education, health care including rehabilitative services, skill training and inclusivity in all fields including sports and cultural activities.

There is a need not only redefine abilities but re-imagine a society where empowerment is natural, inclusion is effortless and people with disabilities stand as equal partners, creators, change makers and leaders.

Keywords- Holistic approach for all-round development, inclusive education, Training of teachers and trainers with multi-categories of disabilities, Role of technology, Foundation of holistic empowerment.

Speaker's Name: Prof Christoph Gutenbrunner

Affiliation/ Designation: MD, PhD, FRCP, SFEBPRM,
President of Rehabilitation International

Advocacy and Policies for Rehabilitation, Inclusion and Human Rights

Abstract

Rehabilitation International (RI) is a global advocate for rehabilitation, inclusion and human rights focusing on the implementation of the UN-Convention of the Rights of Persons with Disabilities. RI has more than 200 member organizations around the world based in around 100 countries. It works in consultative status of UN-ECOSOC and has official relations with UNESCO.

The UN-Convention of Persons with Disabilities (UN-CRPD) still is the most important document that helps to realize human rights for all persons with disabilities worldwide. It is very comprehensive and includes all relevant areas of life. However, it addresses to member states and needs interpretation in so far as the responsibility of the whole society must be addressed and civil society must be included.

Rehabilitation International is a global advocate for rehabilitation, inclusion and human rights. Its work is based on a two-side approach: to apply rehabilitation as an empowerment strategy for individuals to enable them to achieve optimal functioning. Inclusion is a societal strategy and obligation to allow everyone to enjoy all aspects of societal integration. Both strategies need to be seen together. They are based on human rights.

Thus, RI's policy agenda focusses on three main messages: rehabilitation services must be available everywhere and accessible for all persons who need. The strategy does not only mean health related services but also individual empowerment in education, employment, and many other areas of life. Society must be inclusive for persons with disability in all aspects starting from the physical environment up to societal attitudes and awareness aspect.

Some examples of RI's policies will be presented, e.g. in the field of inclusive education, health equity, mental health and labor, and the provision of rehabilitation services. The inclusion of young people with disabilities in RI's work will be reported too.

As the rights of persons with disabilities in many countries and areas of life still are not realized, strong advocacy is essential. RI is going to intensify its work at the level of UN and its agencies but also intends to intensify the exchange with its member organizations in order support them in the implementation at country level.

Speaker's Name: Prof. Richard Rose

Affiliation, and Designation: Emeritus Professor of Inclusive Education, University of Northampton, UK.

Including Voices:

Respecting the Experiences of People from Marginalised Communities

Abstract

While many national governments have formulated policies for the promotion of education that is more equitable and inclusive, recent progress towards inclusion has been slow. Economic pressures following the global Covid-19 Pandemic has pushed some administrations in the direction of limiting actions for the support of marginalised communities. In some countries, including my own, the rates of exclusion from school have increased and there is reluctance on the part of some schools to accept those students who are perceived to challenge current systems. If inclusive education is to gain traction, this may require a reappraisal of how societies move forward to challenge exclusion.

In this session I will suggest that current approaches to providing education for those of greatest need is at times inhibited through ineffective and inefficient, though well intentioned systems. In some instances, professional decisions are made with a limited focus upon the individuality of those for whom these systems were designed. Narrow interpretation of the causes of exclusion, and an appreciation of how these systems may be improved requires a renewed focus upon the voices of individuals and a possible realignment of the relationships that exist between individuals, families and professional services.

Listening to the voices of individuals and families from marginalised communities may be regarded as a first step to ensuring that needs are understood in order that appropriate support mechanisms can be applied. However, such an approach must move beyond passive listening, to an understanding of the roles that may be adopted by all parties involved. Self-advocacy alone is likely to have minimal impact and requires a unified approach between service providers and receivers if an inclusive education system that can meet the needs of all learners is to be achieved.

Plenary Speakers

Speaker's Name: Mr. Akhil Paul

Affiliation/Designation: Chief Mentor- Sense India/ 2nd Vice President- ICEVI Global/
Board Member- DbI

Title: Emerging Paradigms in Inclusive Education of Deafblind Learners

Abstract

Inclusive education has undergone a significant paradigm shift in recent decades, especially with respect to learners with complex disabilities such as deafblindness. Traditionally, education for deafblind children was primarily provided in segregated special schools, with a focus on basic literacy and daily living skills. Learners were often perceived through a deficit lens, and their participation in mainstream education was limited. Assessments were standardized and rigid, leaving little room for individual progress, while parental involvement remained passive.

Emerging paradigms, however, are reshaping this landscape. Grounded in rights-based frameworks such as the UN Convention on the Rights of Persons with Disabilities (UNCRPD), the Sustainable Development Goals (SDGs), and India's Rights of Persons with Disabilities (RPwD) Act, 2016, inclusive education for deafblind learners is increasingly recognized as a right rather than a privilege. Schools are adopting Universal Design for Learning (UDL), which emphasizes flexible curricula, multiple modes of representation, and personalized engagement. Learners are now viewed as capable individuals with unique communication and learning styles.

Communication is at the core of this shift. Instead of relying solely on traditional modes such as braille or formal sign systems, multi-modal approaches that incorporate tactile signing, haptic communication, augmentative and alternative communication (AAC), and assistive technology are being embraced. The rise of digital tools, AI-enabled applications, and accessible mainstream technologies further expands opportunities for participation and learning.

The role of teachers has also evolved. Inclusive education increasingly relies on collaborative teaching models where general educators, special educators, therapists, and interpreters work together. Teacher training is moving away from one-off workshops toward competency-based, continuous professional development that prepares educators to manage diversity in classrooms. Similarly, parents are recognized as co-educators, actively contributing to the Individualized Education Plan (IEP) process.

Peer interaction and social participation are emphasized through structured buddy systems, inclusive play, and social-emotional learning approaches. Early identification and preschool inclusion are prioritized, improving long-term outcomes for children with deafblindness. Finally, the outcome focus has broadened from mere academic achievement to participation, independence, and empowerment, with an emphasis on the agency and leadership of deafblind learners themselves.

Inclusive education for deafblind learners is moving from segregation and charity-based approaches toward ecosystems that value participation, dignity, and self-determination. These emerging paradigms represent not just educational reform but a societal shift toward genuine inclusion.

Speaker's Name/ Affiliation/ Designation : Prof Anil K. Aneja, Director, Centre for Disability Studies, University of Delhi & Prof. Bipin K. Tiwary, O.S.D., Centre for Disability Studies, University of Delhi

Challenges vs Changes: Evolving Dimensions of Inclusion in Higher Education Institutions

Abstract

This paper examines the critical missing link in disability inclusion within Indian higher education systems, arguing that true inclusion must be embraced as a guiding philosophy rather than mere implementation as a strategy. Despite progressive legislations like the Rights of Persons with Disabilities Act (2016) and the comprehensive University Grants Commission guidelines (2022), inclusion in higher education remains largely aspirational. The study identifies a persistent disconnect between policy intent and on-ground realities as students transition from relatively supported primary schooling to largely inaccessible universities. Key systemic gaps are analysed, including non-accessible admission procedures, inadequate infrastructure and assistive technologies, exclusionary curricula and pedagogy, and pervasive attitudinal barriers.

The higher education segment emerges as the most vulnerable link in the educational pipeline—deficits here severely compromise subsequent opportunities such as employment and civic participation for persons with disabilities. By contrasting India's situation with global benchmarks (for example, the United States, United Kingdom, and Australia where enforceable mandates, dedicated funding like assistive technology grants, and Universal Design for Learning have significantly raised participation rates), the paper highlights actionable insights.

A case study of the University of Delhi illustrates how making inclusion an everyday institutional commitment, embedded through universal design principles and a culture of accessibility, can effectively operationalize the philosophy of inclusion. Building on this, the paper proposes a comprehensive roadmap for reform: rendering inclusion measures legally binding with audits and accountability, bolstering financial and technological support systems, mandating disability-oriented training and inclusive pedagogy, strengthening transitional support from school to college, and enhancing representation of persons with disabilities in faculty and governance. The findings underscore that reframing inclusion as a fundamental ethos of higher education, rather than an add-on policy, is essential to bridging the implementation gap and achieving genuine educational equity.

Speaker's Name: Dr. Anjee Agarwal

Affiliation/Designation: Co-Founder & Executive Director, Samarthyam –Centre for Universal Accessibility.

Bridging the Physical–Digital Divide: Ensuring Universal Accessibility

Abstract

In an increasingly digitized world, accessibility is no longer limited to ramps and tactile pathways—it must extend to virtual spaces, digital services, and online participation. The physical-digital divide continues to marginalize persons with disabilities, older persons, and those from low-connectivity regions. As governments and organizations worldwide accelerate digital transformation, universal accessibility must be the cornerstone of inclusive development.

This presentation explores the intersection of physical and digital accessibility—how built environments, ICT platforms, and service delivery systems can work together to ensure “access for all.” Drawing from the principles of Universal Design and the Jakarta Declaration 2023–2032, the session underscores how accessibility is a human right and a prerequisite for achieving the Sustainable Development Goals (SDGs).

The talk will highlight innovative frameworks that integrate assistive technologies, inclusive communication systems, and user-centered digital design with barrier-free physical infrastructure. Real-world case studies from Asia-Pacific will illustrate how cities, universities, and public services are reimagining accessibility through collaborative action between governments, private sector, and Organizations of Persons with Disabilities (OPDs).

For scholars, the session offers critical insights into inclusive urban and digital research methodologies. For practitioners, it provides tools and approaches to co-design accessible physical-digital ecosystems. For policymakers, it presents actionable recommendations to

institutionalize accessibility standards within national digital and urban development agendas.

Ultimately, the session aims to inspire a paradigm shift—from viewing accessibility as an afterthought to embedding it as a foundational principle across all sectors—bridging not only spaces and technologies but also the aspirations of every individual to live, learn, and thrive equally.

Speaker's Name: Prof. (Dr.) Jayanti Pujari

Affiliation/Designation: Professor, AIRS, Amity University Uttar Pradesh

Co-Author's Name: Dr. Sampurna Guha

Affiliation/Designation: Assistant professor, AIRS, Amity University Uttar Pradesh

Co-Author's Name: Dr. Anusuya K Yadav

Affiliation/Designation: Associate professor, AIRS, Amity University Uttar Pradesh

Awareness of Legal Inheritance Rights among Women with Disabilities in India

Abstract

Women with Disabilities (WWDs) in India encounter multifaceted barriers in exercising their Legal Inheritance Rights, primarily stemming from socio-cultural norms, patriarchal structures, and restricted access to legal information. These women experience a dual marginalization arising both from their gender and their disability status thereby compounding their challenges in asserting and realizing their rightful legal entitlements. The present study involved two major objectives: 1) To assess the level of awareness among Women with Disabilities (WWDs) in India regarding their Legal Inheritance Rights and 2) To identify and analyse the challenges encountered by Women with Disabilities (WWDs) in exercising their legal inheritance rights in Indian context. Both quantitative and qualitative approaches were applied to ensure comprehensive data triangulation. Quantitative data were collected through a semi-structured interview schedule, while qualitative insights were obtained via Focus Group Discussions (FGDs). The study encompassed a sample of 400 Women with Disabilities (WWDs) (N = 400), representing four major categories of disabilities viz. cognitive, sensory (hearing and visual impairment), and locomotor disabilities. Participants were drawn from five states across India to ensure regional and disability-wise representation. The study revealed that limited efforts were made by stakeholders of women with intellectual and cognitive disabilities category regarding legal inheritance rights. Their limited awareness reflected deep-rooted issues of exclusion and dependence. In contrast, women with sensory disabilities actively advocated for their legal rights and exhibited higher awareness levels reflecting stronger empowerment and socio-legal engagement. The study findings highlight an urgent need to strengthen awareness initiatives on Legal Inheritance Rights among WWD. Structured training programs employing a multi-modal approach should be developed to enhance decision-making abilities, and legal self-advocacy. The study underscores the necessity of developing a comprehensive Legal Inheritance Rights (LIR) Training Manual to support consistent dissemination of information and capacity-building among WWD and stakeholders.

Keywords: Empowerment, Inclusion, Legal Inheritance Rights, Legal Rights Awareness, Women with Disabilities

Speaker's Name: Prof. Asha Hans

Affiliation/Designation:

Disability, Gender and the Trajectories of Power

Abstract

Speaker's Name: Dr. Bhushan Punani

Affiliation/Designation: General Secretary/ Blind People's Association (India)

Power of Human Rights Laws in Promoting Equity in Education for Children with Disabilities

Abstract

Many countries have taken the lead in evolving, enacting and implementing a variety of legislation for ensuring coverage of children with disabilities in all special as well as inclusive modes of education. It is desirable to trace the genesis of legislative approach and enlists various such measures taken for ensuring that every such child is in whatsoever schools and attains appropriate education. This information may be used as an advocacy tool ensuring that legislative, policy and programmatic measures are taken in respective developing countries for ensuring effective adoption and implementation of concept of appropriate quality education of each such child.

Due to advocacy efforts of Disabled Peoples' Organizations, intervention of Human Rights Organizations, State Machinery and bold judgments of adjudicating authorities including the Apex Courts, it is mandatory in many countries now to ensure appropriate education of such children at all levels of education. Many countries have evolved appropriate legislations and adopted policies on imparting free and compulsory education to such children at all levels of constitution, legislation, policies & schemes. We need to study all these provisions and to prevail upon the respective Governments to ensure that each such child is ensured free and appropriate education. The focus shall be ensuring enrollment and retention in each mode and at all levels of education and with complete provision of educational devices, technology, accessible environment, text material and services of qualified teachers. Letting their education not be merely an academic discussion, we must respect their rights and ensure their access to appropriate and effective education.

Our experience of working in developing countries has taught us that pillars on ensuring rights-based education of such children are adoption of international declarations, enactment of legislation, evolving of rules, issuing of appropriate notifications, effective implementation and sensitization of educators. We need to promote interministerial coordination, well planned self-advocacy, seeking intervention of courts and creating awareness, empowering and enabling them for ensuring that such rights and initiatives are respected by all stakeholders.

Speaker's Name: Mr. Dipendra Minocha

Affiliation/Designation: Director, Developing Countries Program, DAISY Consortium

Script scripting revolution

Abstract:

There are two major developments related to education and livelihood opportunities for persons with print disabilities:

1. In mainstream education, exploration, critical thinking and articulation have become more important as learning outcome than memory. Vast body of information is available to all. Children get assignments in form of project work to gather and explore information and present their findings. Memorising facts and figures from textbooks and writing them in answer sheets is losing its importance.
2. Persons with blindness and low vision are able to have written communication with all. They can get access to the same vast body of knowledge and information as available to the rest of the world.

However, this vast body of information cannot be provided to children as hard copy braille. They will need to use devices to directly read and write digital text. Capability to read and write both in braille and print script have become essential.

Basic skills required among children with blindness and low vision are:

Typing speed of 40 words per minute both in English and native language of education.

Writing assignments and examinations themselves without being dependent on scribes/writers.

This cannot be achieved over night. It needs short and long term strategy. Online examination systems and question papers need to be made accessible. Devices such as tablets/smart phones with keyboards or computers need to be provided to children along with training. Mainstream school teachers and parents need to be trained to incorporate these in teaching and learning methodology in inclusive and special classrooms.

This is a revolution that can be achieved by investing just USD200 to USD 500 per student along with some cost for the training. If we do not make this investment, we will continue to have educated persons with print disabilities who would not be employable.

Speaker's Name: V. R. Ferose

Affiliation/Designation:

**Reimagining Inclusion: How AI Can Transform Employment for Persons
with Disabilities**

Abstract

As artificial intelligence rapidly reshapes the world of work, it presents both an unprecedented opportunity and a profound challenge for inclusion. In this talk, V. R. Ferose — a global advocate for disability inclusion and founder of several pioneering initiatives that have transformed corporate hiring practices — explores how AI can become a powerful equalizer for persons with disabilities.

Drawing from real-world examples and his experience in building inclusive ecosystems, Ferose highlights how technology, when designed with empathy and accessibility at its core, can break barriers that have long excluded millions from meaningful employment. At the same time, he challenges us to confront the biases embedded in data and algorithms that risk deepening inequities if left unchecked.

This session invites business leaders, policymakers, technologists, educators and citizens alike to reimagine the world of work — one where AI amplifies human potential, creates inclusive pathways to employment, and ultimately enables a future where everyone belongs and thrives.

Speaker's Name: Ar Dr Josph Kwan

Affiliation/Designation: MH Duniv Rehabilitation International, Vice-President (Asia Pacific)

Access to Rehabilitative Initiatives - Inclusive Education Symbol Design Competition

Abstract

Rehabilitation International (RI) invite submissions for a 21st Century *“International Symbol of Inclusive Education”* to represent core values of rights and inclusion, equity and independence, diversity, physical and virtual accessibility for all, including people with disabilities.

Inclusive education is *“a process that helps to overcome barriers limiting the presence, participation, and achievement of learners”*. Everyone has the right to an inclusive environment and inclusive education, as established in international conventions and declarations. An inclusive educational institution transforms this right into practice.

Becoming an inclusive educational institution requires strong leadership from the educational institution in promoting inclusive and accepting attitudes and inclusive practices. It is also important that the institution has sufficient competence and is organized in such a way that inclusion is possible in daily activities. The same principles and conditions that underpin an inclusive school can also be largely applied to kindergartens and universities.

When practice meets the requirements for inclusion, the institution can be rewarded with **a visual symbol, a global symbol**. Those looking for an inclusive educational institution can look for the symbol and will know that this institution has acquired the competence and standard that meet international inclusive education norms.

The competition is also an opportunity for all designers interested in promoting design for all - awareness and accessibility and participation for all.

While RI will reward and promote the winning entries, the success of the competition will be far-reaching if the symbol is adopted by the International Organization for Standardization (ISO). As such, competition winning design may be submitted to ISO/TC 145 "Graphical Symbols" Work Group for its consideration for adoption as a new **ISO Inclusive Education Symbol of Accessibility**.

The success of the symbol (or suite of symbols) in reflecting concepts of inclusive education, diversity, equity, independence, and physical and virtual accessibility, such that it can be used to effectively identify educational facilities as being accessible and welcoming for everyone.

Competitors are to engage with persons with disabilities or with at least local disabled persons' organizations (DPOs) or non-government organizations (NGOs) working with/for people with disabilities, or others whom this competition is intended to benefit. Such engagement could be in the form of dialogues and interviews to seek their views and aspirations on the proposed symbol or a suite of symbols. Ideally, the individuals and DPOs who are consulted should represent the wide diversity of people who are conducting or involved in Inclusive Education including, but not limited to, those with a range of mobility, vision, hearing, strength, stamina, dexterity and cognitive abilities.

The Competition is announced and launched on **15 September 2025** and the deadline for submission of design entries is **15 November 2025**.

Speaker's Name: Ms. Kinnari Desai

Affiliation/Designation: Deputy Director-Inclusion & Accessibility, Blind Peoples' Association (India)

Women's Empowerment: Pathways to Inclusive Social Change

Abstract

What happens when a girl is told all her life that she cannot achieve anything because she is disabled? In Varanasi, 400 such girls with disabilities have chosen to prove this narrative wrong. Through the Self-Employment Project of Blind People's Association, supported by the Arvind Mafatlal Foundation, these young women have been trained in cutting and tailoring and provided with sewing machines—transforming not only their livelihoods but also their identities.

For decades, women with disabilities in India, particularly in rural and semi-urban regions, have faced layered challenges of poverty, gender bias, and social stigma. Many are denied education, hidden within households, and treated as lifelong dependents. This project challenges these deeply rooted socio-cultural barriers by equipping women with both technical skills and a collective platform for solidarity, healing, and leadership.

The outcomes go beyond economic gain. Each of the 400 sewing machines represents a story of resilience, dignity, and newfound agency. Women are now earning, contributing to household income, and gaining respect in their communities. A significant policy-level impact has also emerged: district authorities, for the first time, have begun to recognize women with disabilities as active participants in development and have initiated their inclusion in government programs.

For scholars, this case offers insights into gender-disability studies, social inclusion frameworks, and grassroots empowerment models. For practitioners, it demonstrates scalable methods of livelihood generation that blend skill-building with psychosocial support. For policymakers, it signals the urgent need for systemic inclusion of women with disabilities in mainstream programs.

This is not merely a livelihood project—it is a movement towards dignity, empowerment, and social transformation, led by women who were once written off but are now rewriting their future.

Speaker's Name: Prof. Madan Mohan Kundu

Affiliation/Designation: Ph.D., FNRCA, CRC, NCC, LRC Former Chair and Professor,
Southern University, USA, Deputy Vice President, Rehabilitation International,
North American Region

**Impact of Articles 24, 25, and 27 of the UN-CRPD on Rehabilitation Outcomes:
An International Perspective**

Abstract

The World Report on Disability states that there are 3.8 billion people worldwide, of whom 1.3 billion (16%) are people with disabilities (PWD). This calls for focused efforts on emergencies in healthcare (Article 25), education and training (Article 24), and work and employment (Article 27) within the UN-CRPD's rehabilitation outcomes, highlighting the rights of PWD to be on an equal basis in accessible and inclusive environments. Consequently, civil society faces two major challenges: (1) to enhance the skills and competencies related to Employability and Placeability skills of PWD for the workforce, and (2) to improve the skills and competencies of professionals serving them. To address these challenges and achieve rehabilitation outcomes, the following concepts will be outlined: A Systems Approach to Placement (SAP) has two diagnostic and therapeutic instruments, Self-Assessment for Students and Counselors (SAP-SASC) and Intake Assessment and Outcome Evaluation (SAP-IAOE). SAP has been translated into six languages. Data were collected from the USA (N = 275). The internal consistency reliability, measured by Cronbach's Alpha, ranged from 0.89 to 0.95 for SAP-SASC, which will be presented in detail. Exploratory Factor Analyses identified the underlying dimensions of 80 items in SAP-SASC. Additional replication in Japan (N = 479) and Taiwan (N = 116) resulted in a six-factor solution with 70 items. Based on Systems Theory, the SAP model builds upon the human-organizational-environmental-cultural dynamism involved in the job placement process for PWD. Recommendations will be presented to leverage the provisions of the UN-CRPD, WHO, ILO, ICF, and relevant Federal, State, and local laws to improve employment outcomes and quality of life for PWD.

262 words.

Keywords: UN-CRPD, Person with Disabilities, Work and Employment, Systems Approach to Placement (SAP), Rehabilitation Outcomes

Speaker's Name: Dr. Mallika Nadda

Affiliation/Designation: President, Special Olympics Bharat

Role of inclusive sports in empowering children and youth with disabilities

Abstract

“Redefining Abilities Towards a Vision for Inclusive and Empowered Living,” highlights the transformative work of Special Olympics Bharat in promoting inclusion through sport, health, and education. It emphasizes that true empowerment comes from recognizing and nurturing the potential of every child—both with and without intellectual disabilities.

Through Unified Sports, children train and compete as teammates, breaking social barriers and fostering mutual respect and understanding. The organization's holistic approach focuses not only on athletic development but also on confidence, leadership, and teamwork. Its health initiative, the **Healthy Athlete Program**, addresses unmet medical needs, ensuring that athletes are healthy and ready to participate fully.

Education remains a cornerstone of this mission. In collaboration with the **Ministry of Education**, Special Olympics Bharat has launched Unified Coach Training programs across India, successfully registering **2000 trained coaches** who are embedding inclusion within schools nationwide. The **“Each One Reach One”** campaign further strengthens community participation, ensuring that inclusion grows organically through collective effort.

Together, these initiatives are redefining abilities and advancing a vision of empowered, inclusive living, where every child, regardless of ability, can stand strong, proud, and fully included in society.

Speaker's Name : Ms. Nandini Rawal

Affiliation/Designation: Executive Director, Blind People's Association (India)

Taking Inclusion Seriously

Abstract

Every child is an inseparable part of family and community. She has the same right to learn and contribute. Thus, inclusion starts with family and then at different levels of the community. It doesn't happen automatically, it requires planning at all levels, from policy to practice. It starts with the acceptance of parents and all stakeholders. Then follows an understanding of their needs.

All children can learn, and all children can communicate and this is true for children with disabilities including severe disabilities. Children with congenital disabilities or who have acquired disabilities within the first 3 years of life find it difficult to achieve milestones like other non-disabled children but if provided needed intervention at that early age, they can learn and achieve to the utmost.

The inclusion of children with disabilities in society is possible but it requires first a change of perception, a recognition that children with disabilities hold the same rights as others; that they can be agents of change and self-determination, not merely the beneficiaries of charity.

The paper will focus on various levels and aspects of inclusion, school readiness programs, and approaches to achieve the same. The paper will also focus on children with severe and multiple disabilities and how they can be included in the mainstream with some support from society and rehabilitation professionals. It will discuss government policies in place and their impact on the inclusion of children.

Speaker's Name: Mr. Samir Ghosh

Affiliation/Designation: Social Policy Analyst

District Disability Convergence Plan

Abstract

The Central and State Governments are spending large amounts for the development of rural areas and improving the living conditions of the people. Several programmes have been launched to achieve these objectives. Many of the programmes planned and executed by different ministries /departments/ agencies have almost similar objectives and targeting the same groups/areas. These programmes are for creating employment opportunities, social security measures, providing basic minimum services, building infrastructure and managing land and water resources for sustainable development and thereby alleviating poverty. This strategy is facilitating the village economy to emerge from subsistence to self-sustenance.

In order to use resources efficiently and involve the local governments actively, i.e., to apply the principle of subsidiary in practice, co-existence of horizontal coordination and vertical consolidation are instrumental, where local governments and other planning entities work together and plan development together. They are implementing various rural development programmes through a set of guidelines and by separate set of administrative and institutional mechanisms. In order to facilitate the horizontal planning process at various local governments' level, the tendency to build scheme-specific guidelines needs to be modified to bring uniformity in planning, sanctioning, release of funds, implementation and monitoring and evaluation of the programmes. Interestingly, all the guidelines stipulate inter programme coordination and convergence. Broad procedures and processes are similar in many ways in these programmes. But the approval system and implementing agencies are different. In this context, the Ministry of Rural Development has taken a major initiative to converge its various programmes with programmes implemented within the Ministry and other Ministries like agriculture, environment & forest, etc.

Convergence at the grassroots implies integrated grassroots planning and implementation. Convergence planning can achieve multiple goals such as maximization of returns from the investment, appropriate utilization of existing resources, promotion of public private-community partnerships, sustainable development, meeting the unmet needs of the community and emergence of good governance. With the passing of The Rights of Persons with Disabilities (RPD) Act 2016, it is mandated that 5% percentage of funds be allocated across the verticals. However, experiences have shown that the allocated fund remains unutilized or underutilized and many a times not utilized properly due to lack of knowledge of the nuances of persons with disabilities. Convergence include pooling of resources, both human and capital, transfer of productive and eco-friendly technologies and value addition through provision of backward & forward linkages. The achievement of objectives without compromising on essential conditionalities of the converging programmes will form the bottom line of partnership(s).

Speaker's Name: Prof. Sudesh Mukhopadhyay

Affiliation/Designation: Former Chairperson, Rehabilitation Council of India & Head,
Department of Inclusive Education at NIEPA/ NUEPA

INCLUSIVE EDUCATION: PERSPECTIVES FOR THE 21ST CENTURY

Innovations in the field of disability

Early Childhood Care and Education: Ensuring Empowerment and Inclusion

Abstract

Let me start with the Declaration of Salamanca (1994¹), since considerable progress has been made in moving towards a broader definition of inclusion as equitable access to quality ECCE for all children (rather than only those with “special needs”); this has included developing national multisectoral ECCE policies, strategic plans, laws and normative frameworks; fostering cooperation, networks and partnerships among ECCE stakeholders; and promoting curricula, pedagogies, teacher training, and environments that support inclusive ECCE practice. Here I am presenting the scenario across the Globe in the Table Below to justify my wording of the *Topic of this paper*:

Table 1: Countries Covered for the World of Learning: Lessons from 52 Countries

Serial	Continents	Countries
1	Africa: Northern & Sub-Saharan	Algeria, Egypt, Ethiopia, Kenya, Libya, Nigeria, and South Africa.
2	Asia: Central	Kazakhstan, Russia, Turkmenistan, Turkey and Uzbekistan,
3	Asia: Eastern & South Eastern Asia	China, Indonesia, Japan, the Philippines, South Korea, Thailand
4	Asia: Southern Asia	Bangladesh, India, Malaysia, Pakistan, Singapore, and Sri Lanka
5	Asia: Western & Middle East	Iran, Israel, Jordan, Lebanon, Saudi Arabia, United Arab Emirates,
6	Latin America and the Caribbean	Argentina, Brazil, Colombia, Cuba, Guatemala, Haiti, Mexico, Peru, and Venezuela
7	Oceania	Australia, Fiji Islands, New Zealand, Papua New Guinea, Solomon Islands
8	Europe North America	Canada, Finland, France, Germany, Spain, Sweden, the United Kingdom, and the USA.

Source: <https://etma-india.in/dist/images/pdf/the-world-of-learning-for-website.pdf>

¹ Right-to-education.org/sites/right-to-education.org/files/resource-attachments/UNESCO_background_paper_ECCE_inclusivity_2019_EN%20.pdf

Today, ECCE in all these countries uses terms such as Kindergarten, Nursery, Pre-Primary, Early Childhood Care and Education, and so on. Though ECCE (irrespective of the term used refers to the care and education of 0-6 years and is structurally located in multiple ways in the education ladder.

This paper is intended to reiterate the importance of ECCE in every living being's life, especially Humans! This is the stage of identifying the capabilities of a child and nurturing the potential. The family may be classified for statistical purposes to serve different purposes, but childhood is important irrespective of the socially created terms such as rural, urban, socio-economic disadvantaged/advantaged, abled, disabled, talented and gifted, etc. Hence, the Inclusivity and Empowerment process starts on this Important Base, and the paper intends to share the components, competencies, provisions and Practices to share a reality check for *Sustainable Development Goal (SDG) Target 4.2: By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education.*

Speaker's Name: Professor Vandana Saxena

Affiliation/Designation: CIE, Department of Education, University of Delhi, INDIA

Synergising Schools for Enhanced Learning Curves of Children with Disability

Abstract

Advocacy for inclusion is a multifaceted complex process. There are multiple layers of exclusion deeply seeded in the attitude and belief systems of the people which create exclusionary practices inherent in the institutional ethos. Though there is a persistent effort to establish the current practices as inclusive, the complexity of exclusion often remains unanswered. This requires creating policies that are not only effective but also realistic, acceptable and likely to have long-term success. It necessitates a systematic and evidence-based approach. According to the UDISE data of last three years, while only about thirty-two percent of the total children with disability are enrolled in the preparatory stage, there is a gradual increase (2022-23: 55%; 2023-24: 58%; 2024-25: 68%) in the retention and progression across different stages in school. National Education Policy adopted in 2020 is founded in the basic principle of quality education for all. Alongside, it is of critical reference to note that, the UDISE data indicates that only 12.7% teachers in schools are trained to teach children with disability. The policy has recognised this issue of teacher preparation for providing equitable learning experiences to children with disability and has recommended various affirmative actions to enrich the school ecology with inclusive learning opportunities. The policy has proposed a continuum from pre-service to in-service teacher preparation with initiatives like Integrated Teacher Education Programme (ITEP), National Professional Standards for Teachers (NPST), and National Mentor Mission (NMM) intricately woven with Adult Education and Community Engagement for effective implementation. These three ingenuities with an intersectionality across other domains such as primary education in home-language; focused provisions for Socially and Economically Disadvantaged Groups (SEDGs); and Vocational Education will facilitate the process of negotiating the multi-layered barriers in providing quality education to children with disability.

Keywords: Inclusion; Continuous Professional Development (CPD); Community Preparation; Belief System and Mindset.

Speaker's Name: Prof. Veera Gupta

Affiliation/Designation: Professor, NIEPA

UDL: A tool for Inclusive Education

Abstract

Making Inclusive Education a Reality Through Universal Design for Learning (UDL)

Inclusive education has been widely endorsed through academic research, international conventions, national legislation, and executive policies issued by education directorates in recent years. However, the transition from policy to practice remains incomplete. The key to bridging this gap lies in the implementation of Universal Design for Learning (UDL). It is a framework that transforms inclusive education from an abstract ideal into a tangible classroom experience. UDL provides a flexible approach to teaching that accommodates diverse learning needs, including various types of impairments. By offering multiple ways to present information, engage students, and assess understanding, UDL ensures that learning is accessible and effective for all. The paper illustrates how UDL can be applied in junior-level subjects, emphasizing that:

- The materials used in inclusive lesson plans are similar to those in individualized education plans (IEPs).
- The difference lies in how these materials are managed and utilized.
- Skills that teachers must be trained to develop.

To support UDL in everyday teaching, the paper identifies critical gaps in current educational policies such as Lack of structured teacher training on UDL methods, Inadequate funding and resource allocation and absence of clear implementation guidelines and accountability mechanisms.

Importantly, the paper argues that funding for UDL should not be viewed through the lens of special education alone. Instead, it should be seen as an investment in improving learning outcomes for the entire student population. Because teaching concepts through multiple sensory channels leads to faster and deeper understanding, longer retention and broader accessibility. Finally, the paper offers valuable insights for educators and policymakers by explaining the "what" and "how" of UDL. It highlights the areas where policy reform is needed. It also advocates for inclusive funding models that benefit all learners.

Theme Wise Research Presentations

**Theme :
Emerging Paradigms in Inclusive Education**

Author's Name: Ms. Asha

Affiliation/Designation: Occupational Therapist, Department of Occupational Therapy,
Amar Jyoti Charitable Trust

The Implication of occupational performance coaching (OPC) on diverse population

Abstract

Occupational Performance Coaching (OPC) is a promising intervention model, particularly in India, as it targets enhancing children's and parents' participation in meaningful occupations through therapist-guided, parent-identified strategies. With its increasing application across diverse populations and settings, this review synthesizes recent experimental and randomized controlled trial (RCT) evidence from 2019 to 2024 to inform clinical practice and future research. The study examines OPC's effectiveness, implementation, and contextual factors affecting outcomes in various cultural and service-delivery settings.

A comprehensive review was conducted using Forty-nine studies selected out of Ninety-seven studies of experimental and RCT studies focusing on OPC as a principal intervention. Populations studied included children with neurodisabilities, adults with chronic conditions, caregivers, community volunteers, and university students. Both quantitative outcomes and qualitative insights were analyzed. Recent evidence supports OPC's effectiveness in improving occupational performance, participation, self-care behaviors, and mental health across diverse groups. OPC adapts well to different cultural contexts and service models, with process evaluations emphasizing fidelity, therapist flexibility, and culturally responsive delivery. However, most studies were small-scale or pilot trials, and long-term effects and cost-effectiveness remain underexplored.

The studies reviewed include a cluster RCT assessing social participation in children with neuro-disabilities; RCTs with adults managing multiple sclerosis and heart failure showing improved daily activities and reduced depression; and mixed-method studies with mothers in India and community volunteers enhancing parenting competence and children's inclusion. Smaller studies with university students, preschoolers, parents of picky eaters, and stroke survivors further underline OPC's feasibility and positive outcomes.

OPC is an effective, evidence-based coaching model for diverse populations. Its successful implementation depends on addressing cultural and contextual factors, ensuring therapist training, and maintaining intervention fidelity. Future research should focus on large-scale, multi-site RCTs with longer follow-up periods and economic evaluations to strengthen OPC's evidence base.

Keywords- *occupational performance coaching (OPC), neuro-diversities, randomized control trial (RCT), contextual factors, review*

Author's Name: Ms. Anjale Chopra

Affiliation/Designation: Special Educator, Independent Candidate Bangalore, India

Emerging Paradigms in Inclusive Education: Transformative Pathways for Equity and Participation

Abstract

This paper explores the evolving paradigms in inclusive education, emphasizing a shift from integration models toward holistic, equity-centered approaches that value diversity and participation. A descriptive and qualitative methodology grounded in policy analysis and literature review was employed. Frameworks from both global and national perspectives—such as the National Education Policy (NEP 2020), the Rights of Persons with Disabilities (RPwD Act 2016), and UNESCO's *Global Education Monitoring Report (2020)*—were synthesized.

Findings reveal a transition toward Universal Design for Learning (UDL), Individualized Education Plans (IEPs), assistive technology, and socio-emotional inclusion. Teachers' preparedness and collaboration with families emerge as critical to effective practice. Technology integration and learner-centered pedagogy expand accessibility and engagement.

The study concludes that inclusive education is not merely about accommodating differences but about transforming educational systems to ensure belonging, equity, and empowerment. A paradigm shift toward participatory, justice-oriented practice is essential to achieve inclusion for all learners.

Keywords: inclusive education, Universal Design for Learning, equity, participation, diversity

Introduction

Inclusive education is both a moral and social imperative. It calls for transforming schools into equitable learning environments where every learner—regardless of ability, language, or background—feels a sense of belonging. No longer limited to integrating children with disabilities, inclusive education now promotes diversity as a strength.

The objective of this paper is to analyze the emerging paradigms reshaping inclusive education, focusing on frameworks that emphasize Universal Design for Learning (UDL), collaboration, technology, and emotional well-being.

Methodology

A descriptive, qualitative approach was adopted. Secondary sources—including national policies, government reports, and international literature—were analyzed. The NEP (2020), RPwD Act (2016), and UNESCO's inclusion frameworks provided the foundation for this conceptual study.

Document analysis and thematic synthesis identified key trends. Ethical rigor was maintained by accurately representing all sources and perspectives. The approach values participatory viewpoints, recognizing teachers, learners, and families as co-constructors of inclusive practice.

Results (Initial Findings)

Five major paradigms are emerging in inclusive education:

- 1. **Universal Design for Learning (UDL):** Flexibly designs instruction to meet diverse needs.
- 2. **Collaborative Pedagogy:** Builds partnerships among educators, parents, and learners.
- 3. **Socio-Emotional Inclusion:** Integrates empathy, resilience, and mindfulness into teaching.
- 4. **Technology-Enhanced Learning:** Uses assistive and digital tools to ensure accessibility.
- 5. **Rights-Based and Participatory Approaches:** Frame inclusion as a social-justice movement grounded in community participation.

Table 1
Emerging Paradigms and Their Key Features

Paradigm	Description	Core Impact
Universal Design for Learning (UDL)	Framework promoting flexible teaching and assessment for diverse learners.	Increases accessibility and engagement.
Collaborative Pedagogy	Joint planning and co-teaching among educators.	Improves outcomes and teamwork.
Socio-Emotional Inclusion	Incorporates emotional literacy and well-being practices.	Builds empathy and belonging.
Technology-Enhanced Learning	Employs assistive and digital tools.	Expands participation and autonomy.
Rights-Based Approach	Emphasizes equality, justice, and learner voice.	Promotes empowerment and systemic reform.

Discussion

Global research confirms that inclusion demands system-wide transformation rather than isolated adjustments. Implementing UDL and differentiated instruction ensures that every learner can access and demonstrate knowledge.

Teacher training and reflective practice remain the backbone of inclusive reform. Collaboration between general and special educators fosters flexible instruction. The integration of emotional and digital inclusion enhances engagement and long-term success.

Figure 1

Core Elements of Inclusive Education



Figure 1. Core Elements of Inclusive Education

Core Elements of Inclusive Education

(Insert visual: four interconnected circles labeled Equity & Access, Participation & Belonging, Collaboration & Empowerment, Systemic Transformation.)

UNESCO Speech Extract

“Inclusive education is not a privilege for a few; it is the right of every child. When we design learning spaces where all children can succeed, we create societies that value equity, compassion, and shared humanity.”
— UNESCO Global Education Monitoring Report (2020)

Conclusion

Inclusive education transcends academic integration—it nurtures belonging, acceptance, and shared humanity. The journey toward inclusion demands empathy, preparedness, and collaborative reform. When teachers, families, and policymakers work together, education becomes a force for equity and hope.

Acknowledgments

My heartfelt gratitude goes to all educators, learners, and families who continue to champion inclusive practices with compassion and courage.

Motivational Quote

“Inclusive education is not about teaching every child the same way; it is about ensuring every child finds a way to learn, belong, and lead.” — Anjale Kayship

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Fostering Inclusivity through Music and Yoga in Education

Abstract

Inclusive education is changing from traditional to holistic education that helps accomplish the different academic, emotional, and social needs of students. Music and yoga are two traditional therapies that are recognized for their potential to improve inclusive classrooms. This study investigates how these therapies facilitate student engagement, emotion regulation, and emotional wellness, utilizing a qualitative research methodology in which classrooms were observed and teachers, therapists, and students participated in informal interviews, with the data analyzed for themes. The results indicate that music therapy contributes to self-expression, motivation, and friendship-making, and yoga therapy enhances concentration, decreases stress, and fosters a sense of belonging, thereby making the learning environment more supportive and responsive; this is an indication that it may be worthwhile to prepare teachers, adapt curriculum, and conduct further research to incorporate music and yoga therapy as sustainable strategies for inclusive education.

Key Terms: Inclusive education, Classical Ragas, Music, Yoga, holistic Development, Paradigm Shift

Background:

The goal is to look into how yoga and music therapy can be used in inclusive education. Traditional teaching methods are making room for more complete ways of learning that meet the different thinking, social, and emotional needs of students. Yoga and music therapy are two compelling and promising approaches that can help boost wellbeing and participation in inclusive classrooms.

Purpose

To encourage holistic growth by enhancing students' social, emotional, physical, and cognitive abilities through yoga and music listening.

- To support a range of learning requirements by utilizing yoga and music as flexible methods to improve self-control, memory, attention, and emotional expression.

Methods- 25 children were included in this study by Purposive sampling This study used a mixed qualitative and quantitative approach. Teachers, therapists, and students took part in semi-structured interviews and classroom observations to collect information. The research looked at how yoga and music therapy affect inclusive practices, and it used thematic analysis to identify patterns and themes.

Results:

Learning music helps kids think better, listen more carefully, understand emotions, get creative, feel more confident, and connect with others. These skills give children a well-rounded foundation that gets them ready for whatever comes their way later in life.

In the same way, practicing yoga helps kids grow in all areas by making them stronger and more flexible, improving how they move their bodies, and teaching them to be more aware and focused. The combination of these strategies created a more encouraging, involved, and compassionate learning environment.

Implications:

Findings show that combining music and yoga therapy can improve inclusive education by meeting students' academic and emotional needs. The study suggests that teachers should receive training, the curriculum should be modified, and more research is needed on long-term ways to include these therapies in different school settings.

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Implementation of behaviour management programme in the classroom affects the learning behaviour of children with intellectual disabilities

Abstract

Background

Children with intellectual disabilities are characterized by significant limitations in both intellectual functioning and adaptive behaviour. In the lack of training and ignorance, many children learn maladaptive behaviours that disrupt their learning and social interaction. behaviour Management Programmes (BMPs) are structured interventions designed to develop appropriate behavioural responses, skill development, and engagement in learning activities. This study helps to find the effectiveness of management programmes in the learning behaviours of children with intellectual disability, and the problems in implementing such programmes.

Methods

This research study was conducted with 20 children with mild intellectual disabilities between the ages of 6-12 years. The pre-test/post-test research design was used for this study. The Behavioural Assessment Scale for Indian Children with Mental Retardation was administered before and after the Behaviour Management Intervention programme for about a 12-week duration. The BMP focused on addressing problem behaviours and building a platform for skill-based learning through different direct and indirect behaviour management techniques.

Key Findings

The findings of this study focus on the improvement children displayed after the implementation of BMP in academic skills such as motor skills, language, reading, writing, and numeracy. On average, the group's academic achievement scores increased by 8 points after 12 weeks. The frequency of problem behaviours—such as aggression, hyperactivity, tantrums, and attention deficit behaviour—was reduced by approximately 38%. This research study provides evidence that BMP supports the academic and behavioural growth of children with intellectual disabilities.

Conclusions

The use of Classroom Behaviour Management Programmes can significantly improve learning behaviours and reduce the occurrence of disruptive behaviours for children with intellectual disabilities. The findings justify the consideration of integrating BMPs as part of inclusive education strategies to improve learning outcomes and ultimately social inclusion for children with intellectual disabilities.

Keywords: behaviour management, intellectual disabilities, academic achievement, classroom intervention, problem behaviour, inclusive education

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Psychosocial Interventions as Predictors of Parental Resilience and Child Mental Health in Inclusive Education Settings

Abstract

Background: Parents of children with Neurodevelopmental Disabilities (NDDs) face high caregiving and psychological stress that typically disempowers family functioning and child adjustment. Emerging inclusive education reforms highlight the need to empower parents through systematic psychosocial interventions that build resilience and indirectly promote child mental health. Evidence, though, is dispersed and no earlier review quantitatively synthesized the predictive link between psychosocial interventions, parental resilience and child outcomes within inclusive environments.

Objective: To critically appraise psychosocial intervention studies with parents of children with Neurodevelopmental Disabilities (NDDs) and to measure the pooled effect size of such interventions on child mental health and parental resilience.

Methods: Following PRISMA 2020 guidelines, five databases (Scopus, PubMed, Web of Science, PsycINFO and ERIC) were searched for studies published between 2013 and 2025. Eligible articles included peer-reviewed empirical studies with intervention or longitudinal designs, reporting quantitative measures of parental resilience and/or child psychological outcomes within inclusive or community-based educational contexts. Methodological quality was appraised using the Joanna Briggs Institute (JBI) checklist.

Results: Thirty-two studies met inclusion criteria. Psychosocial interventions mainly cognitive-behavioral, mindfulness-based and parent-mediated group programs showed a moderate positive effect on parental resilience and a moderate negative effect on parental stress/depression. Improvements in parental coping predicted significant gains in child emotional regulation and social competence.

Conclusion: Psychosocial interventions have a profound impact in increasing parental resilience and indirectly enhancing children's mental health in inclusive education environments. Incorporation of such evidence-based modules within teacher-parent partnerships and inclusive policy frameworks can strengthen family wellbeing and sustainable inclusion.

Keywords: *Psychosocial Intervention, Parental Resilience, Child Mental Health, Inclusive Education, Neurodevelopmental Disabilities.*

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Development of mental visual images pertaining to understanding of concept of mathematics: supporting primary learners with dyscalculia

Abstract

The use of visualization techniques is always significant in math at higher level at school level as well as at college level. Students often face challenges to understand math concepts at primary level which leads to become high challenges as their level of grades go up. This study focuses on finding some alternative ways to teach maths to primary school children with dyscalculia, a learning difficulty that makes dealing with numbers and basic arithmetic a challenge. Many learners with dyscalculia struggle to understand abstract mathematical concepts. This study focusses on use of visualisation techniques with basic concepts of mathematics which they need at higher level of grades so that it can bridge that gap. A visualization tool is developed through which students of Grade 5 were trained to use these visualization techniques for better understanding of mathematical concepts. By connecting with these methods, it was observed that it can reduce cognitive load and build confidence. The research explores how visual learning strategies improve understanding of basic operations such as addition, subtraction, multiplication, and division. It has also focussed on factorization, highest common factor and least common multiple which are their foundation blocks. This study also highlights measurable improvements in comprehension, engagement, motivation and retention of concepts. The findings emphasise that using visually rich teaching approaches is not just helpful—it is essential for creating an inclusive learning environment that supports neurodiverse learners and lays a strong foundation for mathematical literacy. Additionally, these techniques can be used by General educators, special educators as well as by all learners regardless of their ability level.

Keywords: visualization techniques, Primary level, Mathematical concepts, Children with dyscalculia

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Understanding Relational Learning Spaces for Learning Geography by Students with Physical Disabilities at Higher Education

Abstract

The discipline of Geography in higher education has historically been constructed as a field of study to be pursued by students, who can participate in physically demanding laboratory work and field-based activities. This perception has contributed to the systemic exclusion of students with physical disabilities, despite their expressed interest in pursuing the discipline. Such exclusion raises critical questions about equity, accessibility, and the pedagogical imagination of Geography and allied fields such as Geology and Geoscience. This conceptual paper interrogates the possibilities of inclusion by adopting the framework of *relational learning spaces*, which conceptualizes learning not merely as occurring in physical settings but as socially and materially constituted through relationships among learners, educators, technologies, and institutional practices. Methodologically, the paper undertakes a review of scholarly literature in Geography and related disciplines, to illustrate both the barriers faced by students with disabilities and the transformative potential of relational approaches. The objectives are three-fold: (i) to critically examine the mainstream assumptions underpinning Geography education; (ii) to explore how relational learning spaces can reconfigure pedagogical practices for inclusivity; and (iii) to propose strategies for making Geography more accessible through adapted instruments, modified exercises, and collaborative teaching-learning engagements. The paper concludes that adopting a relational framework has the potential remove the conventional notions of 'mainstream' in Geography, thereby fostering equitable participation and enriching disciplinary learning for all students.

Keywords: Relational learning, relational learning spaces, inclusive geography education, physical disabilities, accessibility.

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Teacher's consciousness for Persons with Disabilities in Higher Education and its Unique Relationship with Disability Inclusion

Abstract

RPwD Act (2016) and NPE (2020) impacted not only the educational practices and thought, but also on culture of colleges and universities in India. Today in the digital era is leading educational institutions to huge transformation and a radical change in their ways of doing, acting, and training. In the framework of higher education area, a more inclusive environment is being demanded from the colleges and universities, as evidenced in different national and international declarations and Policies. Furthermore, Sustainable Development Goal (SDG) 4 on education of the Agenda 2030 calls for ensuring an inclusive and equitable quality education and promoting lifelong learning opportunities for all levels including higher education, by 2030. It indicates importance of inclusion and equity as the foundation for quality education and learning.

Persons with disabilities have often found facing many challenges in higher education; however, various higher education institutions got ways of providing access to higher education. Advancements have occurred in ensuring access, but there remains a significant need for increased awareness about acts policies and access of higher education for persons with disabilities in higher education, as well as training to combat stigma and discrimination. Simultaneously, higher education expectations inherently demand greater cognitive abilities. Certain disabilities, particularly those that entail profound cognitive limitations, encounter significant barriers in fulfilling these elevated intellectual requirements, even when reasonable accommodations are provided. Thus, we explore the significance of teacher consciousness in the context of higher education and its unique relationship with disability and inclusion. Additionally, we evaluate viewpoints on the involvement of individuals with disabilities in various facets of higher education.

Key words : persons with disabilities, barriers, higher education, inclusion,

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Assessing and Planning Interventions for Students with Learning Disabilities with Comorbid Conditions: Teacher Challenges in Inclusive School Settings

Abstract

The framework for inclusive education in India stipulates that students diagnosed with Specific Learning Disabilities (SLDs), who also present concurrent emotional or behavioural challenges such as anxiety, depression, and attention difficulties, ought to undergo suitable assessments and receive tailored interventions. Nonetheless, the challenges experienced by educators in recognizing and addressing these multifaceted needs frequently remain inadequately addressed. This research utilizes a qualitative methodology to explore the lived experiences, perspectives, and obstacles encountered by teachers in Indian inclusive classrooms who are responsible for evaluating and formulating interventions for students with SLDs and associated comorbid conditions. Data collection was conducted via semi-structured in-depth interviews with 15 general and 15 special educators operating within inclusive educational environments in Delhi through purposive sampling. The responses of the participants were recorded and analysed using thematic coding to derive recurring themes pertaining to impediments in assessment, intervention strategy formulation, and execution. Principal findings indicate that a considerable number of teachers encounter difficulties in differentiating between the manifestations of learning disabilities and emotional or behavioural comorbidities, primarily due to a lack of training in developmental psychology and inadequate access to culturally and linguistically suitable screening instruments. Educators express feelings of unpreparedness in interpreting behavioural data, frequently attributing emotional or attentional issues to either student personality traits or familial context rather than acknowledging them as comorbid conditions. Additional significant hurdles comprise inflexible curricula and assessment frameworks that permit minimal adaptability in pedagogical approaches; elevated student-teacher ratios that hinder personalized assistance; insufficient specialist resources, such as school psychologists; and challenges in collaborating with parents or mental health practitioners. The study concludes that improving teacher preparation, both pre-service and in-service, through the inclusion of specific modules on comorbidity, ensuring availability of localized, validated assessment tools, and fortifying school-level support systems encompassing specialist collaboration and parental involvement, are imperative for effective and precise assessment and intervention planning. These reforms are essential so that students with SLDs and concomitant emotional or behaviour disorders are not set back by the Indian approach to inclusive education.

Keywords: Specific Learning Disabilities; Comorbidity; Inclusive Education;

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Child Autism and Parental Wellbeing: Conceptual Insights into Quality

Abstract

Purpose

This conceptual paper explores the interrelationship between child autism and parental quality of life, emphasizing emotional, social, and health-related dimensions of caregiving within family and community ecosystems

Design/methodology/approach

The framework integrates stress–coping theory, family systems theory, and resilience theory to define clear conceptual boundaries linking individual, familial, and systemic influences. It identifies potential variables—parental stress, coping efficacy, resilience, social support quality, and access to inclusive services—for future empirical testing and model validation.

Findings

The proposed model delineates interconnected pathways in which autism-related caregiving stress affects parental wellbeing, mediated by resilience and moderated by social and institutional support. By linking psychological stress–coping mechanisms with family adaptability and resource accessibility, the framework provides a multi-theoretical perspective on parental quality of life.

Research implications

Future empirical research should test these conceptual linkages through mixed-method and longitudinal designs, validating the identified constructs. Moreover, the framework extends its applicability to inclusive education professionals, emphasizing how educational, social, and community interventions can complement healthcare and family-based supports to improve parental wellbeing and child outcomes.

Practical implications

The paper underscores the importance of multi-sectoral, family-centered strategies that integrate healthcare, education, and social policy initiatives. Such collaborative approaches can reduce caregiver stress, strengthen resilience, and enhance parental quality of life through inclusive educational systems and accessible community networks.

Originality/value

This study uniquely clarifies theoretical linkages across psychological, familial, and systemic frameworks, positioning child autism as a family-wide and societal concern. By specifying theoretical boundaries and future validation variables, it provides a holistic conceptual foundation to guide empirical inquiry and interdisciplinary professional practice.

Keywords:

Child autism, parental quality of life, resilience, family systems, inclusive education

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Dyscalculia and Its Impact on Mathematical Learning and Inclusive Education: A Review

Abstract

This study aimed to comprehensively review the cognitive, emotional, and educational dimensions of dyscalculia, with a focus on its impact on mathematical learning and inclusion in mainstream education. Dyscalculia, a specific learning disability affecting number sense, arithmetic operations, and numerical reasoning, disrupts foundational cognitive processes essential for academic success and everyday functioning. The review highlights how persistent difficulties in understanding numerical relationships, manipulating quantities, and interpreting symbolic representations impede academic achievement, emotional well-being, and learner self-efficacy.

A descriptive review research design was adopted in accordance with the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) framework. A total of 95 peer-reviewed studies published between 2014 and 2025 were identified from databases. Based on relevance and quality criteria, 45 studies were selected for detailed analysis. These studies examined the cognitive processing profiles, emotional correlates, and educational outcomes of children aged 6–14 years diagnosed with or at risk for dyscalculia. Both quantitative and qualitative data were reviewed to identify trends in intervention effectiveness, assessment approaches, and inclusive pedagogical strategies.

Findings revealed that children with dyscalculia consistently exhibited deficits in magnitude estimation, symbolic number processing, spatial reasoning, and retrieval of arithmetic facts from long-term memory. These cognitive challenges were closely associated with lowered mathematical self-efficacy, elevated math anxiety, and avoidance behaviors, leading to reduced engagement and long-term academic underperformance.

Evidence-based interventions demonstrated the efficacy of the Concrete–Representational–Abstract (CRA) instructional model, multisensory and visual–spatial teaching methods, and technology-assisted tools offering adaptive feedback. Cognitive training focusing on working memory and executive functions further enhanced problem-solving and conceptual understanding.

This review was limited to English-language publications and secondary data sources. It identified notable gaps in standardized screening tools, diagnostic uniformity, and culturally responsive instructional frameworks for mathematical learning disabilities. Future research should adopt longitudinal and cross-cultural methodologies to strengthen the reliability and generalizability of intervention outcomes.

This study contributes a novel synthesis connecting dyscalculia, cognitive processing, and inclusive education, framing dyscalculia as a critical yet underrecognized factor in educational equity. The findings emphasize the necessity of early screening, individualized intervention, and collaborative, evidence-informed pedagogies to foster mathematical resilience and inclusivity in classrooms.

Keywords: *Dyscalculia; Mathematical Learning Disability; Number Sense; Cognitive Processing; Inclusive Education; Intervention*

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Parental Perspective on School Readiness and Inclusion of Students with Deafblindness in Mainstreams Government schools in Seven States of India

Abstract

School readiness is a critical transition for any child, requiring collaborative efforts among families, educators, and support systems. Children with deafblindness due to their dual sensory loss have restricted cognitive, speech, motor, and social development. Consequently, they require much more comprehensive and coordinated efforts for inclusion in mainstream education system. Their parents often mothers play pivotal roles in fostering essential skills in them this transition.

This study, based on in-depth interviews with 20 parents of children with deafblindness in mainstream government schools across seven Indian states, explores parental perspectives on school readiness. Findings reveal that limited knowledge and inadequate support systems both in their immediate and extended environment create multiple barriers for parents. Some of the barriers that they encounter include preparing the child in daily activities like toileting and feeding, building seating tolerance, facilitating orientation and mobility, and promoting communication and socialization. These difficulties vary based on the age, type and severity of deafblindness.

Parents often seek professional rehabilitation services to prepare their children for school. With their guidance, they employ innovative, age-appropriate strategies—such as role-playing, integrating children into daily activities, play-based method and so forth. These strategies are first implemented at home and later in neighborhood settings. The study concludes that through innovative and collaborative efforts among parents, NGOs, and school systems the school readiness for children with deafblindness can be strengthened. This would eventually result in improved access and retention of these marginalised children.

Keywords:- School readiness, deafblindness, caregivers, barriers, access, inclusion.

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“Universal Design for Learning as a Paradigm Shift in Inclusive Classrooms”

Abstract

Inclusive education has emerged as a global priority, aiming to ensure equitable access, participation, and achievement for all learners irrespective of their abilities, backgrounds, or learning styles. Within this context, the Universal Design for Learning (UDL) framework has gained increasing attention as a transformative paradigm for designing inclusive classrooms. Grounded in cognitive neuroscience and educational research, UDL emphasizes proactive curricular planning through three core principles: multiple means of representation, multiple means of action and expression, and multiple means of engagement. This review synthesizes international literature to examine how UDL is being adopted across different educational systems and its effectiveness in addressing learner diversity. The findings suggest that UDL offers significant potential for enhancing accessibility, student engagement, and equity in learning outcomes. Empirical studies indicate that UDL-based practices foster flexible pathways for learning, support differentiated instruction and empower teachers to respond to varied needs within general classrooms. Furthermore, the integration of information and communication technologies has amplified the reach of UDL by enabling multimodal learning opportunities and assistive interventions. However, the review also highlights persistent challenges in its implementation, including limited teacher preparation, resource constraints, misalignment with traditional assessment systems, and policy-practice gaps. While countries in North America and Europe demonstrate more structured adoption of UDL, developing contexts such as India are only beginning to embed UDL principles, often through policy initiatives like the National Education Policy (NEP, 2020). The paper concludes that UDL represents more than a teaching strategy; it is a paradigm shift that redefines inclusive pedagogy from a deficit-based model to one that views learner diversity as a resource. For its widespread impact, systemic reforms in teacher education, curriculum design, and assessment practices are required, alongside research that contextualizes UDL for diverse socio-cultural settings. Future directions should prioritize cross-disciplinary collaboration, ICT integration, and localized evidence-based practices to ensure that UDL contributes meaningfully to inclusive education worldwide.

Keywords: Universal Design for Learning, Inclusive Education, Differentiated Instruction, Learner Diversity, Educational Paradigms

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Using E-Learning and A.I. as an Effective Tool to Teach Learners with Autism

Abstract

Introduction

Inclusive education is a cornerstone for building equitable societies. E-learning and Artificial Intelligence (A.I.) are emerging as effective tools for supporting neurodivergent learners through interactive, adaptive strategies. This study examines the potential of e-learning platforms in reinforcing language, social, and vocational skills among children and young adults on the autism spectrum, integrating principles of Universal Design for Learning to enhance engagement and accessibility.

Methodology

A qualitative case study approach was employed over six years with 15 participants, including students with autism and the author's neurodivergent son. Concepts were introduced through traditional instruction, then reinforced via the e-learning platform EdQueries.com, worksheets, and activity-based resources. A.I. tool in built in the platform, tracked progress and supported individualized learning plans.

Results

Students demonstrated increased engagement when lessons were gamified and multisensory. The platform offered tiered learning levels covering practical life skills such as hygiene, workplace etiquette, social communication, money management, and time management. Badges and certificates further motivate regular participation.

Discussion

Findings align with existing research on technology-enhanced learning for neurodivergent populations. The blend of traditional teaching and A.I.-enabled e-learning shows potential to address resource gaps and foster inclusive learning environments.

Conclusion

E-learning supported by A.I. enhances accessibility, engagement, and skill acquisition for learners with autism. This model is scalable and offers promising directions for inclusive education practices and policy development.

Keywords

Autism, E-learning, Artificial Intelligence, Inclusive Education, Gamification

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Linking Learning to Livelihoods: Gaps in inclusive education and employment pathways for persons with hearing impairment

Abstract

Introduction: Inclusive education has been globally acknowledged as a framework for equity and participation, particularly for persons with hearing impairment (PHI). Despite expanded access to education, systemic barriers hinder the transition of PHI from schools to sustainable employment, reinforcing cycles of social and economic marginalisation. This study explores the misalignment between inclusive education and employment opportunities in India. This is important, especially in view of the guidelines concerning identification of post with benchmark disabilities in November 2024. The Gazette of India notification published on January 4, 2021, identified 3566 suitable posts for all 21 disabilities. But the fact remains that persons with disabilities, especially HI, PHI (as for the research topic), have not been able to avail these opportunities.

Methodology: A mixed-methods design was employed, combining secondary research with primary data collection. Secondary sources included peer-reviewed journals, policy documents, and international models. Primary data were gathered through semi-structured interviews, focus groups, and 45 students with hearing impairment, 10 special educators, 10 inclusive teachers, 8 employers, and 5 NGO/school representatives. Thematic analysis was applied to identify patterns in educational practices, vocational pathways, and labour market integration.

Results: Findings reveal significant gaps in policy coherence, inadequate teacher preparation for hearing-inclusive pedagogy, insufficient pre-vocational exposure, and limited implementation of Individual Vocational Plans (IVPs). Curriculum misalignment with labour market demands emerged as a recurring concern, with students and employers both noting the lack of industry-relevant training. Additionally, the absence of synergy across school, higher education, and employment sectors, along with weak industry collaboration and limited employer sensitisation, restricts workforce participation of PHI.

Discussion: In contrast to integrated international benchmarks such as Germany's Dual Education System and Singapore's School-to-Work Transition Programme, India's model-transitional planning of NIEPID, though well framed, needs to be implemented.

Conclusion: The study calls for an integrated framework aligning inclusive education, soft skill training, vocational training, and employment to ensure sustainable livelihoods, empowerment, and social inclusion for PHI.

Keywords: Inclusive education, persons with hearing impairment(PHI), vocational training, teacher training, cross-disabilities, social inclusion, individual vocational plans (IVPs)

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**Empowering Children with Disabilities through Integrated Therapeutic Interventions:
A Case Study-Based Evaluation of Delhi's District Resource Centers**

Abstract

The Directorate of Education (DoE), Government of the National Capital Territory of Delhi, has pioneered a transformative model to strengthen inclusive education through the establishment of District Resource Centres (DRCs) for children with disabilities (CwDs). At present, 24 DRCs are operational across 15 districts, providing specialized support to more than 20,000 CwDs enrolled in Delhi Government Schools.

Each DRC serves as a multidisciplinary hub offering physiotherapy, occupational therapy, speech and language therapy, and clinical or rehabilitation psychological counseling. These integrated therapeutic services are meticulously designed to meet the individual developmental and functional needs of each child. The intervention process begins with systematic student identification and referral, followed by comprehensive assessment, individualized education plan (IEP) formulation, structured intervention, and continuous monitoring. Since 2021, over 1,26, 800 sessions encompassing therapy, remedial teaching, and parental guidance have been successfully conducted.

Therapeutic interventions have demonstrated profound benefits—enhancing speech and language development, improving fine and gross motor coordination, strengthening neuromuscular control, and advancing cognitive and problem-solving skills. They further nurture self-regulation, adaptive behavior, and social-emotional competence, which collectively contribute to better classroom participation and improved academic outcomes. Over time, these interventions empower CwDs to develop essential life skills and foster personal–social independence, enabling them to transition meaningfully into community life.

The paper shall include the process involved and relevant components for the onset of the Resource Centre along with an analytical overview of the DRC model's structure, implementation, and outcomes, exemplified through the success story of student named Owais having Autism Spectrum Disorder, who, through sustained therapeutic engagement, exhibited remarkable gains in speech, mobility, and social interaction. The findings reaffirm that DRCs epitomize a holistic, equitable, and empowering approach to inclusive education—bridging therapy and learning to transform potential into performance.

Keywords:

Inclusive Education; Children With Disabilities; District Resource Centres; Therapeutic Intervention; Occupational Therapy; Physiotherapy; Speech Therapy; Case Study; Empowerment; Life Skills Development

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Pilot Study of the Interactive Assessment of Reading Tool (A.R.T.) for Baseline Assessment of Reading Skills

Abstract

Assessment is the process of gathering data about students' learning needs, strengths, and concern areas. There are several standardized and non-standardized assessment tools that support in assessing academic skills of children with specific learning disabilities. The present pilot study is aimed at studying the effectiveness of the interactive Assessment of Reading Tool (A.R.T.) towards gathering the baseline reading data of children with specific learning disabilities studying in primary grades. Purposive sampling was used, and a small group of children (N=5) having specific learning disabilities was identified from primary grades in the schools of Delhi NCR. The scope of this study extends to designing the assessment tool in both printed and digital formats. Incorporating a digital format alongside the traditional print version is expected to enhance students' attention and engagement, thereby facilitating the collection of more reliable and authentic reading assessment data. The tool was administered in the classroom setting, and demographic details was obtained from special educators. The tool assesses the several elements of reading skills that includes word recognition skills, fluency, vocabulary, and comprehension. Data was gathered and analysed to determine the tool's reliability, feasibility and its utility in gathering baseline reading performance of children with Specific Learning Disabilities in primary grade. The findings of the study supported in refining, modifying the instructions, assessment elements and scoring procedures of the tool. In order to design effective intervention plans based on precise, accurate present academic levels, it is essential to formulate and administer inclusive assessment tools.

Keywords- Assessment, Children with Specific Learning Disability, Pilot Study, Reading skills, Tool

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Uhuru: From Care to Capacitation

Comparative Learnings from Residential Cycles in Training towards Assisted Living

Abstract

The Uhuru Programme for Residential Training in Assisted Living for Neurodiverse Individuals reimagines assisted living not as custodial care, but as a pathway to capacitation, autonomy, and belonging. Responding to the enduring question of families—"What after me?"—Uhuru positions assisted living as a trainable life skill that can be cultivated through rhythm, repetition, and community. This study presents comparative learnings from five residential cohorts between April and September 2025, including two 26-day immersions and three compact 7-day Uhuru 2.0 cycles with 53 participants. The research examines how varying durations and formats influence the development of competencies in activities of daily living (ADL), community participation, emotional regulation, vocational engagement, communication, leadership, and public space navigation. Findings reveal measurable growth across key domains. In Activities of Daily Living (ADL), independence rose from 70% in initial cycles to nearly 90% in longer immersions. Community participation and leadership scores showed marked increases, with over 75% of participants independently initiating group routines or mentoring peers. Emotional regulation improved through festival-based pedagogy. Communication gains were equally significant—over 90% of participants engaged in spontaneous peer interactions during shorter cycles. Returnees demonstrated "memory in motion," carrying forward skills and mentoring newcomers, reinforcing the programme's model of peer-led inclusion. By situating assisted living training within the lived rhythms of community life, Uhuru offers a replicable and scalable blueprint where independence and interdependence coexist—charting a tangible response to "What after me?" through lived capacitation.

Keywords: assisted living, neurodiversity, inclusion, arts-based pedagogy, community living

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Understanding Universal Design for Learning (UDL) Among Middle School Teachers: Awareness, Practice, and Enablers

Abstract

This study examined the awareness, understanding, and classroom application of Universal Design for Learning (UDL) among middle school teachers in Delhi, as well as the factors influencing its implementation. Using a convergent mixed-methods approach, data were collected from 100 government and private middle school teachers through surveys and 25 in-depth interviews with teachers, school leaders, and special educators. The UDL Knowledge and Practice Scale and scenario-based vignettes were used to assess conceptual understanding and applied practice. The results showed that 54% of teachers had heard of UDL, however only 35% understood its principles and checkpoints. Teachers who had taken part in inclusive education training more recently were much more likely to adopt UDL strategies into their lesson plans, including multiple means of representation as well as flexible assessments. The key enabling factors were peer networks and supportive school leadership, and the main constraints cited were large class sizes, limited resources, and rigid assessment structures. The qualitative component described how most teachers preferred generic differentiation to a more UDL-oriented approach to planning, and many asked for simple, contextualized templates and resource banks. Given the results, the study recommends a Delhi-specific UDL toolkit and professional development modules. The research indicates that both actionable and sustained professional support, together with school engagement, makes it possible for primary teachers to move from a theoretical conception of UDL to everyday practices in their classrooms, ultimately supporting more inclusive middle schooling in urban India.

Keywords: Curriculum adaption, inclusive pedagogy, teacher awareness, universal design for learning

Theme :
Empowerment of Women & Youth
with Disabilities

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Affiliation/Designation: Professor, University of Michigan

Project Empower and Employ (EMP2): An Intervention Development for Youth with Disabilities

Abstract

Background

Youth with disabilities often face limited access to employment readiness services. These interrelated challenges reflect systemic gaps in educational and employment readiness supports. Project Empower and Employ (EMP2) addresses this urgent need through the development and feasibility testing of a manualized, person-centered, strengths-based, interdisciplinary intervention designed for implementation within school-based settings to enhance employment readiness, academic success, and resilience among youth with disabilities in school-based settings.

Methods

Through community-based participatory approach, the study aimed to gather input and feedback from community stakeholders to inform the development of a comprehensive, preventative intervention program. We conducted focus groups with 45 stakeholders (3-5 members per group), including youth, educators, service providers, educators, and employers, to ensure that multiple perspectives informed program design. Each focus group lasted for 90 minutes. Focus groups were recorded and transcribed for thematic analysis.

Key findings

The focus group discussion fostered collaborative dialogue about the barriers, priorities, and contextual factors shaping transition and employment outcomes. Stakeholders shared first-hand insights into the challenges youth face in navigating school and work readiness, as well as practical recommendations for creating more inclusive, engaging, and supportive pathways to employment. Some of the key themes identified include: (1) Wraparound supports are essential; (2) Interview preparation, accommodation requests, and mentorship are key curriculum needs; (3) Job fit and fair compensation remain major barriers; (4) Employers need training to build inclusive workplaces.

Conclusion

Findings highlight the urgent need for integrated, strengths-based approaches that address both individual and systemic barriers to employment for youth with disabilities. By combining tailored career readiness training, wraparound supports, and employer engagement, Project EMP2 aims to disrupt the school-to-prison pipeline and promote equitable pathways to competitive integrated employment and community inclusion.

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Exploring Teacher's Knowledge and Challenges Towards Inclusive Education in Primary and Secondary Education

Abstract

The term inclusion refers to the celebration of unity in diversity, whereas inclusive education means bringing all children together into a common classroom. Inclusive education aims to provide equal educational opportunities to all children without any form of discrimination, irrespective of class, caste, religion, disabilities, or socio-economic background. The study was conducted with the objective of exploring teachers' knowledge and challenges towards inclusive education. It involved 140 teachers, including both primary and secondary school teachers residing in Karnataka. A self-structured tool was used to collect the information. The results indicated that a majority (65.45%) of secondary school teachers possessed moderate to above-average favorable attitudes towards inclusive education, while a majority (58.48%) of primary school teachers possessed below-average to moderate favorable attitudes. There were highly significant differences between the knowledge levels of secondary and primary school teachers towards inclusive education. The challenges reported by both groups included time consumption, lack of manpower, lack of training and difficulties in implementing group teaching methods for students with special needs. Teachers often relied on individualized methods and simplified learning content to support such students. In addition, the study revealed that teachers experienced problems with the teaching process in inclusive classrooms, which negatively affected the overall productivity of the teaching-learning process. Lack of training and limited resources were also reported by both primary and secondary school teachers. The study concludes that while individualized teaching supports students with special needs, difficulties in inclusive classrooms reduce teaching-learning effectiveness. It is recommended that teachers receive training in inclusive strategies and have access to sufficient resources in order to enhance classroom productivity.

Keywords: *Inclusive education, Problems, Challenges, Disability*

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Redefining Abilities Enabling Women and Youth with Disabilities to Learn and Thrive

Abstract

Introduction

Globally, women with disabilities face higher **unemployment** and limited access to **education**, with 98% of youth in developing countries out of school (UN, 2020; MIUSA, 2022). In India, only 23% of women with disabilities are employed, and nearly 70% live in rural areas with few opportunities (Census of India, 2011; NHRC, 2019). These figures highlight the struggle for **dignity, independence, and inclusion**.

Methodology

The study highlights **community-led initiatives** offering digital literacy, financial skills, life coaching, and vocational training. Learning to use a smartphone or computer builds **confidence and independence**. Participants gain the ability to make choices, participate in decisions, and develop self-worth.

One such initiative trains women and youth as **Screening and Health Educators**, teaching breast and cervical cancer awareness, menstrual health, self-breast exams, and preventive care. Many now lead **village sessions**, turning lived experience into **leadership and empathy-driven education**. Outcomes were assessed through pre- and post-training surveys.

Results & Discussion

The initiative has reached over 3,000 people, creating awareness and conversations about women's health. Following a **“women helping women” model**, participants educate and support others, enter the **medical field for the first time**, earn income, and gain confidence. These efforts build **inclusive, caring communities**, making health, empowerment, and **social equity** a reality.

Conclusion

This model demonstrates measurable impact in empowerment, health literacy, and inclusion, offering a practical, adaptable approach to **equity, accessible healthcare, and sustainable social change**.

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Inclusive Athletics: Journey of a woman para-athlete

Abstract

This case study examines the role of inclusive athletics in shaping the journey of a student with visual impairment (VI), studying at Ashoka University. She is a national-level para-athlete swimmer and a state-level chess champion. Based on in-depth semi-structured interviews and personal narratives, the findings reveal that participating in sports has significantly enhanced her confidence, social recognition, and sense of validation. Drawing on Foucault's (1977) framework of power, surveillance, and regulation of bodies, the data analysis highlights sports as an arena of both resistance and resilience. In addition, her experiences - extending beyond university settings - reveal the social and structural challenges she faces as a woman with disability in sports, including the non-availability of trained coaches, financial uncertainty in the absence of institutional support, and experiences of gender discrimination. Her experiences demonstrate how sports can serve as a powerful tool for combating ableism in higher education, women's empowerment, and shaping identity. The study concludes by emphasising the need for stronger institutional mechanisms and support structures across higher education to ensure equity and accessibility in sports, particularly for women para-athletes.

Keywords: Inclusive athletics, visual impairment, ableism, higher education.

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समावेशी और सशक्त समाज : हिंदी कहानियों में विकलांग महिलाओं के सशक्तीकरण और चुनौतियाँ

Abstract

यह शोध हिंदी कहानियों में विकलांग महिलाओं के अनुभवों, संघर्षों और सशक्तीकरण की प्रक्रियाओं को समझने का प्रयास करता है। विकलांगता और लिंग-दोनों सामाजिक निर्मित श्रेणियाँ हैं, जिनकी अंतर्संबद्धता साहित्यिक विमर्श को अधिक समावेशी दृष्टिकोण प्रदान करती है।

अध्ययन का उद्देश्य यह जानना है कि हिंदी की कहानियाँ में किस प्रकार विकलांग महिला पात्रों के सामाजिक बहिष्कार, लैंगिक असमानता और पारिवारिक दबावों के बीच शिक्षा, आत्मनिर्भरता और आत्मसम्मान की खोज को प्रस्तुत करते हैं। इस शोध में विकलांगता विमर्श संबंधित चुनी हुई कहानियों का गुणात्मक विश्लेषण किया गया है।

अध्ययन से यह स्पष्ट होता है कि विकलांग महिला पात्र समाज की रूढ़ियों को चुनौती देते हुए अपनी पहचान और गरिमा के लिए संघर्षरत हैं। हिंदी साहित्य न केवल उनके अनुभवों को स्वर देता है, बल्कि समावेशी शिक्षा, नीति निर्माण और सशक्त समाज की दिशा में विचारोत्तेजक भूमिका निभाता है।

Methodology:

यह शोध गुणात्मक सामग्री विश्लेषण पर आधारित है। चयनित कहानियों और उपन्यासों का अध्ययन सामाजिक, लैंगिक और सांस्कृतिक संदर्भों में किया गया है।

Results:

अध्ययन से यह निष्कर्ष निकलता है कि विकलांग महिलाएँ सामाजिक उपेक्षा के बावजूद आत्म-सम्मान और शिक्षा के माध्यम से सशक्त बनने की दिशा में प्रयत्नशील हैं।

Discussion:

परिणामों का समकालीन विकलांगता अध्ययन और नारीवाद के सिद्धांतों के संदर्भ में रखकर साहित्य में सशक्तीकरण की प्रक्रिया को समझाया गया है। यह शोध साहित्य की सामाजिक परिवर्तनकारी भूमिका को भी रेखांकित करता है।

Conclusion:

यह अध्ययन हिंदी कहानियों को विकलांग महिलाओं के अनुभव, संघर्ष और सामाजिक समावेशन के महत्वपूर्ण स्रोत के रूप में स्थापित करता है। भविष्य में इस क्षेत्र में व्यापक शोध और समावेशी नीतियों के विकास की आवश्यकता है।

Keywords:

विकलांग महिलाएँ, सशक्तीकरण, हिंदी साहित्य, सामाजिक समावेशन, समावेशी शिक्षा

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Gender, Disability, and Inclusion: An Inquiry into the Experiences and Support Needs of Girls with Intellectual Disabilities in Inclusive Education- A Review Paper

Abstract

Background:

Girls with intellectual disabilities (ID) in India face intersecting forms of marginalization shaped by gender norms, socio-cultural stigma, poverty, and disability. Despite inclusive education policies, many are either excluded or superficially enrolled, with little participation or supportive infrastructure or services.

Aims & Objectives:

This study examines how gender and disability intersect to affect the educational access, participation, and learning outcomes of girls with mild to moderate ID. It focuses especially on identifying gaps in support systems such as teacher readiness, infrastructure, curriculum adaptation, sex education, and emotional well-being.

Methodology:

A mixed-methods review was conducted to synthesize existing evidence on school attendance, classroom participation, literacy and numeracy learning, and perceptions of safety and facilities among girls aged 8–14 years with mild to moderate intellectual disabilities. Relevant quantitative and qualitative studies were identified through database searches and analyzed using descriptive synthesis and thematic analysis.

Findings:

While inclusive settings promote peer interaction and belonging, major barriers persist: gender bias, overprotection, low academic expectations, limited involvement in co-curricular activities, unsafe or non-gender-sensitive infrastructure, minimal curriculum adaptation, and lack of sexual and reproductive health education. Teacher training and differentiated instruction are inadequate.

Conclusion & Implications:

Meaningful inclusion for girls with ID requires systemic, intersectional interventions: building teacher capacity, improving infrastructure, adapting curriculum, integrating gender-sensitive health education, and fostering school-family partnerships. Crucially, girls with ID must be included in decision-making about their education.

Keywords: Intellectual Disability · Inclusive Education · Girls with Disabilities · Gender & Disability Educational Barriers · Teacher Training · Intersectionality

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To find out the prevalence of depression, anxiety and stress among medical and para medical college students – Cross Sectional study

Abstract

The purpose of this study is to investigate the prevalence and patterns of depression, anxiety, and stress among medical and paramedical college students, aiming to identify key mental health challenges in this demographic.

Mental health disorders are a major contributor to global disability, with depression, anxiety, and stress particularly common among college students. It is estimated that 12% to 50% of students meet diagnostic criteria for at least one mental disorder, which can impact academic performance, personal well-being, and future outcomes. Depression, affecting over 300 million people worldwide, is a leading cause of disability and suicide, often co-occurring with anxiety. Anxiety, marked by persistent worry, affects around 21.6% of students and can worsen if untreated. Stress, prevalent in 62.5% of medical students, often results from academic, financial, and social pressures, impacting both physical and mental health. These findings indicate a need for improved mental health support.

A cross-sectional study was conducted over four months with 367 students aged 18–25 years, selected through convenience sampling from Santosh College of Medical and Paramedical, Ghaziabad. Data were collected through direct interaction using the Depression, Anxiety, and Stress Scale-42 (DASS-42). Students unwilling to participate or with visual impairments were excluded.

Findings showed moderate depression in both genders, with males scoring higher from the second year ($M = 3.14$, $SD = 1.29$). Anxiety was higher in females during the first and third years ($M = 3.64$, $SD = 1.42$). Stress was more prevalent among females ($M = 2.27$, $SD = 1.22$).

Keywords: Mental health, academic performance, anxiety, depression, stress

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Understanding Inclusion through the narratives of PWDs: A Study

Abstract

Inclusion is a process of participation, where society or system try to ensure that each and every member of society, participate in all activities where all can explore as per their need, interest and capability. In the present era government is investing huge funds to establish quantitative and qualitative inclusive set up in society for PWD's. This paper aims to explore how individuals with disabilities perceive the practical efforts made by the government and society to support them, where they found themselves as individuals navigating the complex web of policies and the practical realities of their implementation at the ground level etc. No one can feel and tell the truth about disability and inclusion except those people who live in the world of disability in real.

Through the narratives of people with disability we may ensure this reality. It's essential to know by them only because they may reflect about some low-cost inclusive set-ups with great results. Actually they are the true researchers which reflect on the pin point area where we need to work etc. This paper help to enlighten the path of disability through narratives.

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Self -Defence Training and the Empowerment of Visually Impaired Women in Indian Educational Institutions

Abstract

In India, women with visual impairments face various challenges, such as gender discrimination, social barriers, and the issue of personal safety. Self-defense training is considered one of the most important strategies that have been developed to help not only build up the confidence of the students in inclusive education but also their independence and resilience. The aim of this review is to present the empowering potential of self-defense training for women with visual impairments in schools and colleges through highlighting policy frameworks and research evidence. Empowerment self-defense practice leads to increased self-efficacy and agency in women with disabilities according to research studies conducted in both global and Indian contexts (Hollander, 2014; Gupta & Bhan, 2025). Nevertheless, there are still gaps in the areas of accessibility, policy commitment, and educator readiness that hinder the full implementation of the self-defense training program (Senjam et al., 2023). The review of the literature indicates that self-defense training should be included in the curricula designed for the visually impaired as a basic life skill. Prioritizing such programs in educational policy can transform safety initiatives into tools of empowerment and equality, enabling visually impaired women to lead independent and dignified lives.

Keywords: *Self-defense, empowerment, visual impairment, inclusion, education..*

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Double Discrimination and Its Impact on Women with Disabilities

Abstract

Disabled women occupy a particularly vulnerable position at the point of convergence of gendered and disabling regimes of oppression. Their experiences are extended by double discrimination, which is the simultaneous experience of patriarchy as well as disability exclusion, invariably denying them access to education, labor force, health care, social participation opportunities, and freedom of choice. Intersectional marginalization is also compounded by structural violence, epistemic invisibility, and policy invisibility which legitimize their marginalization from feminist and disability rights. Utilizing a qualitative and interpretive approach to methodological framework, this paper will problematize legal frameworks, policy documents and empirical studies to examine the social-legal, economic, and cultural determinants perpetuating women with disabilities' multi-layered subordination. Analyzing in an intersectional and rights-based framework, we locate women's experiences within the broader discourses on justice, inclusion, and human rights. Analysis gives the justification for a paradigmatic shift from welfare-based paradigms to agency-based and justice-based frameworks that interpret women with disabilities as autonomous rights-holding citizens. The research aims to contribute to academic discourse of intersectionality and inclusive development by centering women's everyday experiences with disability as valuable sites of resistance and social change.

Keywords: Double Discrimination and Women with Disabilities.

Theme :
Accessible Rehabilitative Initiatives

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Effect of Vestibular Training on Gait and Quality of Life in Parkinsonism: A Randomized Control Trial

Abstract

Background: Parkinson's disease (PD) is a progressive, chronic neurological disorder that affects around 10 million people worldwide. In addition to movement difficulties, it is defined by behavioural, cognitive, autonomic, and sensory impairments. When motor-related issues occur, it is common to experience autonomic dysfunction, fatigue, indifference, sensory abnormalities, sleep difficulties, depression, cognitive impairment, and, ultimately, a deterioration in overall life quality. Gait and balance impairments in Parkinson's disease present considerable therapeutic challenges, as they increase the risk of falls and play a major role in disability and physical decline. Furthermore, pain is a common but frequently underrecognized symptom of Parkinson's disease, which can substantially diminish patients' quality of life.

Study Design: A Randomized Control Trial

Aim: To investigate the efficacy of vestibular training in improving gait and enhancing quality of life.

Objective: To evaluate the outcome of the vestibular training on gait and quality of life in individual with parkinsonism by using pre-assessment and post-assessment using outcome measures GARSM and PDQ-39.

Methods: A total of 36 participants included in the study through the random sampling, divided into 2 groups, experimental and control group. In experimental group vestibular rehabilitation was given to the participants for 12 weeks, 3 days/week. Participants were recruited from, Indian Head Injury Foundation, AASC multi-speciality centre, as per inclusion and exclusion criteria. Participants were given an informed consent form outlining the goals and method of the study prior to its commitment.

Result: The experimental group exhibited a noteworthy improvement in PDQ-39 scores post-intervention, with a mean reduction from 54.68 (± 18.578) to 40.647 (± 14.515), which suggests a marked enhancement in the quality of life for individuals participating in the intervention. Statistically, this change was supported by a paired t-test result ($t = 10.795$, $p = 0.000$), indicating that the intervention significantly altered quality of life metrics in this population.

Conclusion: In conclusion, this study reinforces the importance of integrating specialized rehabilitation protocols into standard care for patients with Parkinson's disease, advocating for further research to maintain and expand upon these findings to ensure optimal health and mobility outcomes in this vulnerable population.

Keywords: GARSM, Parkinson disease, , PDQ-39, Vestibular rehabilitation

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Development of mental visual images pertaining to understanding of concept of mathematics: supporting primary learners with dyscalculia

Abstract

The use of visualization techniques is always significant in math at higher level at school level as well as at college level. Students often face challenges to understand math concepts at primary level which leads to become high challenges as their level of grades go up. This study focuses on finding some alternative ways to teach maths to primary school children with dyscalculia, a learning difficulty that makes dealing with numbers and basic arithmetic a challenge. Many learners with dyscalculia struggle to understand abstract mathematical concepts. This study focusses on use of visualisation techniques with basic concepts of mathematics which they need at higher level of grades so that it can bridge that gap. A visualization tool is developed through which students of Grade 5 were trained to use these visualization techniques for better understanding of mathematical concepts. By connecting with these methods, it was observed that it can reduce cognitive load and build confidence. The research explores how visual learning strategies improve understanding of basic operations such as addition, subtraction, multiplication, and division. It has also focussed on factorization, highest common factor and least common multiple which are their foundation blocks. This study also highlights measurable improvements in comprehension, engagement, motivation and retention of concepts. The findings emphasise that using visually rich teaching approaches is not just helpful—it is essential for creating an inclusive learning environment that supports neurodiverse learners and lays a strong foundation for mathematical literacy. Additionally, these techniques can be used by General educators, special educators as well as by all learners regardless of their ability level.

Keywords: visualization techniques, Primary level, Mathematical concepts, Children with dyscalculia

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Disability and Access in Indian Hospitals: A View from Within the System

Abstract

Introduction: It has been nearly 10 years since the enactment of the Rights of Persons with Disabilities Act (RPDA) 2016, yet accessibility remains a major issue. Accessible infrastructure is a basic right for every person with a disability. The Government of India, Ministry of Health and Family Welfare, released a draft on Accessibility Standards for Healthcare in June 2022. However, it is commonly observed that these standards are not routinely implemented.

Health Professionals with disabilities (Including doctors, nurses, dentists, physiotherapists, and other support staff) are best positioned to evaluate and report on the accessibility standards in their institutions and the challenges faced by patients with disabilities. While several studies from Western countries have explored these issues, none have been conducted in India. Moreover, existing research typically reflects the perspectives of physicians without disabilities and not those of physicians with disabilities.

So, this study was conducted with the objective to assess accessibility gaps in health facilities through the lived experiences of health professionals with disabilities and to examine any differences in accessibility standards between government and private hospitals.

Methodology: A descriptive, cross-sectional study was conducted to examine accessibility for patients with disabilities in the Indian Health Care Institutions. The study was conducted between June- September 2025, excluding non-practising doctors, students, and AYUSH practitioners. Using convenience sampling, 50-75 practising doctors, residents, and nurses with disabilities were recruited through the "Doctors with Disabilities Agents of Change" organisation. A Google Forms questionnaire based on accessibility guidelines was shared on the WhatsApp group and collected socio-demographic data and institutional accessibility information. Data was analyzed using descriptive statistics.

Results: In this study, a total of 52 responses were obtained. One of the response did not meet the Inclusion criteria, so it was excluded. The average age of participants was 36.4 ± 8.2 years, from which 14 were females and 37 males. We obtained responses from the various fields of health care providers- Medical graduates and post graduates, Nursing staff, Physiotherapist and Dentist. Only 31% agree that there is an appropriate gradient (1:20, 4.76°) and railings on both sides of the ramps. A mere 4% agree to the presence of a warning barrier to warn under stairways or escalators for visually impaired persons. 59% of the healthcare providers say that the walkways and floors are not constructed with non-slip material and are not visually distinguishable from surrounding surfaces. Only 36% say that there is sufficient space inside for wheelchair maneuvering. 27% say that they have a height adjustable examination table, while only a minor 10% say that they have a wheelchair-accessible weighing scale. Satisfaction index was 50.3. Themes derived from open ended question on suggestions to improve accessibility were stringent implementation, policy changes, awareness, dedicated support staff, Use of innovative technology and improved staff.

Discussion: In the previous studies conducted in the West, Attitudinal barriers, political barriers, financial barriers, health system barriers, physical barriers, and communication barrier have been identified. In a study of physician reported to make special arrangement for the wheelchair user from the back entrance. Another physician asked wheelchair user to get himself weighed at mall due to absence of wheelchair accessible weighing scale.

Conclusion: Current level of accessibility standards in Indian hospitals is not good. Awareness is there among the health care providers regarding the requirements and the needs of their patients with disability but the guidelines have not been implemented. The deadline for implementation has long gone and strict actions should be taken so that they get implemented.

Keywords: Accessibility gaps, Indian hospitals, Lived experience, Health care provider with disability, Patients with disability

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Psychosocial Impact on Caregivers Raising Children with Disability versus Typically Developing Children in India

Abstract

Introduction: Raising children, especially those with disabilities, poses significant psychosocial challenges for caregivers, exacerbated in the Indian socio-cultural context by stigma, financial strain, and infrastructural barriers. This study aimed to evaluate and compare depression, anxiety, stress levels, and health-related quality of life between caregivers of children with disabilities and those of typically developing children in India.

Methodology: A cross-sectional comparative study was conducted involving 194 caregivers (94 caregivers of children with disabilities and 100 caregivers of typically developing children). Hindi versions of the Depression Anxiety Stress Scale-42 (DASS-42) and the Rand SF-36 Health Survey were employed to assess psychosocial health and quality of life. Statistical analyses included independent t-tests and two-way ANOVA to analyze group differences considering gender and socioeconomic status.

Results: Caregivers of children with disabilities showed significantly poorer quality of life in emotional wellbeing, role limitations due to emotional problems, social functioning, and general health compared to caregivers of typically developing children. They also reported moderate to extremely severe levels of depression, anxiety, and stress, which were influenced by male child gender, lower socioeconomic status, and disability type (notably cerebral palsy).

Conclusion: The study highlights the profound psychosocial burden on caregivers of children with disabilities in India, influenced by socio-cultural factors such as gender bias and economic challenges. These findings underscore the need for targeted support to improve caregiver wellbeing, thereby enhancing rehabilitation outcomes for children with disabilities.

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NEP 2020 and Deaf education in India: Moving towards equity and inclusion

Abstract

The National Education Policy (NEP) 2020 represents a transformative shift in the educational discourse of India highlighting inclusion and accessibility as fundamental principles for equitable and quality education. The transformative vision of the policy addresses historic exclusion of deaf learners and emphasises on reconsideration of pedagogical practices, accessibility and revisiting curriculum for providing accessible and equitable education for them. The policy recognises and underscores the integration of Indian Sign Language (ISL) in the curriculum and teaching learning resources. Further it highlights the importance of early identification and intervention, teacher preparation for inclusive classrooms and incorporation of assistive technologies to develop multimodal learning environment for deaf learners. NEP 2020 is in compliance with Rights of persons with Disabilities Act 2016 which ensures significant steps to cater the needs of deaf learners in classrooms. The policy undermines the deficit model of deaf education foregrounding human rights model which advocates linguistic diversity and promotes genuine social inclusion of Deaf community. The present paper explores the potentialities and challenges of NEP 2020 in actualising the inclusion of deaf learners in India. It critically examines the gaps between policy intentions and implementation realities for accessible and quality education for deaf learners. The paper argues that there is a need of systematic configuration of educational practices which recognise sign language as primary language for teaching and deaf culture as an integral part of Deaf community for genuine inclusion of deaf learners.

Keywords: NEP 2020, Deaf Education, Inclusion, Indian Sign Language (ISL), Accessibility

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Promoting Two-Way Communication in Neurodivergent Children Using Alternative Communication Journals

Abstract

This descriptive study examines a rights-based communication intervention using alternative communication journals for neurodivergent children aged 5 to 11 years with delayed language development. Approximately 20 to 30 children participated. The intervention aimed to bridge communication gaps by helping children recall and share past experiences, including events at school and home, that they otherwise struggled to express. Parents, teachers, therapists, and children collaborated to create personalized journals serving as augmentative and alternative communication (AAC) tools. Daily experiences were documented through photographs, line drawings, and written entries, and later shared during structured sessions such as show-and-tell to promote reciprocal communication between home and school. Sharing these experiences through video and audio calls also enhanced extended family involvement. Consistent use of the communication journal improved expressive language, narrative skills, and social engagement. Children gradually developed the ability to communicate autonomously about personal experiences without relying on the communication journal. Emotional regulation and confidence in sharing both positive and challenging experiences also increased. The communication journal effectively supported neurodivergent children with delayed language development by facilitating expression, emotional management, and independent communication. The findings highlight the value of family-centered, collaborative approaches in autonomous language development. Further research is recommended to evaluate the intervention with larger groups and across diverse cultural contexts to determine its wider applicability.

Keywords: alternative communication journal, neurodivergent children, delayed language development, expressive language, emotional regulation, family-centered practice

Theme :
Advocacy and Policies

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Mentoring for Inclusion: An emerging paradigm for creating equitable learning ecologies for CWSN

Abstract

The National Education Policy 2020 emphasises that teachers need not only knowledge of their subject matter and an understanding of educational goals but also the relevant skills to address the special requirements of CWSN children. As a result, secondary specialisations in special education could be developed for subject teachers or generalist teachers during or after their pre-service training (para 5.21). To assess the preparedness of school teachers in providing equal educational opportunities for CWSN, a qualitative exploratory study was conducted. The sample size consisted of thirty participants. Data was collected from thirty teachers across three levels—Primary (PRT), Trained Graduate (TGT), and Post Graduate (PGT)—from six different Kendriya Vidyalaya and Delhi Directorate of Education schools, teaching in public schools affiliated with the CBSE board. The data was gathered through in-depth semi-structured interviews. Thematic Analysis was conducted on the collected data. The findings revealed that although the teachers were using stage-specific pedagogy for a typical stage but within a stage, similar pedagogy was used for every student in the class. The learning needs of students were not catered to on a regular basis. They had little (almost nil) clarity about neurological and physical diversity. Without any orientation about their specific role in the education of CWSN, they were sending the CWSN to a special educator after taking attendance. It was also observed that the level of question papers was different for CWSN. They were asked basic questions with a low difficulty level. This means that learning curves were highly compromised. No wonder most CWSN gradually drop out of school even before completing free and compulsory education till grade eight. A collaborative professional approach with a clear distinction about the role of every stakeholder needs to be established. The study proposes that both segments of teacher preparation-in-service as well as pre-service should be recalibrated as per the vision of NEP 2020 for inclusive education. Establishing a focused mentoring process for in-service teachers, as mandated by NEP 2020, can bring in the required synergy for facilitating quality learning of CWSN.

Keywords: NEP 2020, Mentoring, Equitable Learning Ecology, and School Teachers

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The Emerging Role of Recreational Pedagogy in Fostering 21st-Century Skills in Inclusive Education

Abstract

Recreational pedagogy integrates leisure, play, sports, arts, and creative expression into learning to promote enjoyment, engagement, and holistic growth. It provides an effective pathway for developing 21st-century skills such as creativity, collaboration, critical thinking, communication, digital literacy, and social-emotional learning. The National Education Policy (NEP) 2020 underscores these competencies while advocating for inclusive, equitable, and experiential education that serves learners from diverse backgrounds and abilities (Gadavala & Buddhadev, n.d.; Rangarajan et al., 2025).

This paper presented a narrative review with systematic elements examining the emerging role of recreational pedagogy in fostering 21st-century skills within inclusive education. The research problem addressed is the limited integration of recreational pedagogical approaches in inclusive educational contexts, despite strong policy advocacy. A comprehensive literature search was conducted across ERIC, Scopus, Google Scholar, and Taylor & Francis databases to identify relevant studies and policy documents published in English between 2000 and 2025. Key search terms included combinations of recreational pedagogy, play-based learning, arts and sports in education, 21st-century skills, inclusive education, and NEP 2020.

Peer-reviewed articles, books, policy documents, and reports discussing recreational pedagogy and their relevance to 21st-century skill development were included. Studies unrelated to education, non-English publications, and purely medical contexts were excluded. Data were thematically synthesized based on theoretical foundations, applications, policy alignment, benefits, challenges, and gaps.

The review revealed that recreational pedagogy enhances inclusivity, learner engagement, and holistic skill development, aligning closely with NEP 2020's vision for 21st-century skill and inclusive education.

Keywords- recreational activities, recreational pedagogy, 21st century skills, inclusive education

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Empowerment Initiatives for Students with Disabilities: Reality or Fallacy?

Abstract

This study examines the reality of empowerment initiatives for students with disabilities (SwDs) in higher education, focusing on the experiences of students at University of Delhi. Although numerous programs, scholarships, and aids exist to support SwDs and make their lives easier, many students continue to face barriers in sustaining themselves economically and in pursuing academics. These barriers include lack of hostel facilities, high accommodation costs in PGs, difficulties in procuring laptops, recorders, books etc. The presence of such barriers makes it more challenging for them to attend classes and feel included among their peers, consequence being low attendance and inability to continue with higher education.

The present study was conducted just after the COVID lockdowns were lifted, during the period February, 2022—May, 2022. The study used a qualitative methodology, including group discussions, in-depth interviews, and participant observation with 21 undergraduate and post-graduate students from various departments of university of Delhi. Data was analysed using Braun and Clarke's thematic approach. Results revealed that lack of awareness was not confined to students; many faculty members and the administrative staff responsible for providing support measures were also unaware of the available resources, highlighting a gap between the idea of empowerment on paper and its realization on the ground. The resources and policies required to meet nearly 80 percent of their assistive needs have been advocated and planned, but due to the lack of knowledge and inadequate sensitization, SwDs still feel like they are a long way from 'belonging' in their educational institutions.

Keywords: higher education, empowerment, policy, inclusion, accessibility

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Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative research in psychology*, 3(2), 77-101.

<https://doi.org/10.1191/1478088706qp063oa>

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Rigmarole In Rehabilitation And Displacement Of Persons With Disabilities In Education And Employment: Case studies

Abstract

Introduction: Meanings, definitions and concept of Rehabilitation leading to main focus of the research Case Studies of de-habilitated and displaced PWD.s: The reversal of aims, meanings and values of Rehabilitation:-

“rehabilitation” refers to a process aimed at enabling persons with disabilities to attain and maintain optimal, physical, sensory, intellectual, psychological environmental or social function levels;
(2.(za) RPWD. Act, 2016)

“Rehabilitation refers to a process aimed at enabling persons With Disabilities to reach and maintain their physical, sensory, intellectual, psychiatric or social functional levels.”
(2.(W) PWD. Act, 1995)

“Rehabilitation means to restore to former privileges, rights, ranks Etc. to make fit after disablement, illness or imprisonment for earning a living or playing a part in the world.”
(Twentieth Century Chambers Dictionary.)

“The term rehabilitation refers to any process, procedure, or programme that enables a disabled individual to function at a more independent and satisfying level. This functioning should include all aspects-physical, mental, emotional, social, educational and vocational-of the individual's life.”
(Encyclopedia Of Special Education, Volume-3, P.1329.)

“The appropriate Government and the local authorities shall within their economic capacity and development, undertake or cause to be undertaken services and programmes of rehabilitation, particularly in the areas of health, education and employment for all persons with disabilities.”
(27.(1) RPWD. Act, 2016.)

Various dimensions of rehabilitation- social, medical, educational, emotional, and vocational Etc.

Community Based Rehabilitation (CBR.)- To reestablish / readjust / resettle / restore / enable and rehabilitate a disabled person in the same community in which he / she existed before acquisition of his / her disability.

Methodology—Descriptive, Discussion and the Case Study methods would be employed.

Aims and objectives-

1. Creating awareness for the need of rehabilitation of PWD.s in education and employment by providing “Reasonable Accommodation” as per their requirements.
2. Prevention of dehabilitation and displacement of PWD.s from education, employment, enabling their full and effective participation in society by eradication of barriers.

Key Words—

Rigmarole, Rehabilitation, displacement, Barriers, “Reasonable Accommodation,”

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Unlocking Potential: Empowering Women and Youth with Disabilities through Economic Inclusion

Abstract

This abstract explores the pathways for empowering women and youth with disabilities by focusing on their socio-economic inclusion. Despite being a vast reservoir of potential, this group experiences disproportionately high rates of unemployment, poverty, and social exclusion due to attitudinal, infrastructural, and institutional barriers. The existing body of research consistently outlines the profound economic marginalization faced by women and youth with disabilities, who encounter a "double disadvantage" at the intersection of disability with gender and age. Prevailing research highlights significant barriers, including inaccessible infrastructure, prejudicial employer attitudes, and a critical gap in inclusive education and vocational training. However, a growing body of intersectional scholarship argues for a rights-based model that acknowledges the compounded discrimination faced at the crossroads of disability, gender, and youth. While this literature effectively diagnoses the problems, there remains a gap in comprehensive frameworks that integrate individual capacity-building with systemic change as interdependent strategies for empowerment. A semi-structured interview was carried out with 10 women with disabilities. The data were analyzed to identify key barriers, enabling factors, and strategic intervention points. The analysis demonstrates that sustainable economic empowerment is not achievable through isolated interventions. We argue that effective empowerment requires a dual approach: first, building individual capacity through inclusive education, digital literacy, and market-relevant skills training; and second, creating an enabling environment by implementing anti-discrimination laws, promoting accessible workplaces, and fostering inclusive social protection systems. The active involvement of organizations of persons with disabilities (OPDs), particularly those led by women and youth, is identified as a crucial catalyst for change. By prioritizing their economic and social empowerment, we can unlock significant human potential and drive inclusive growth. This study employs a qualitative, multi-method approach. Therefore, we conclude that only by simultaneously investing in individual potential and dismantling systemic barriers can we genuinely unlock the economic potential of women and youth with disabilities, leading to their full and effective participation in society.

Keywords: Empowerment, Women, Discrimination, Inclusion

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**A critical review of literature on sexuality education for disabled youth
aligned with NEP 2020**

Abstract

Comprehensive Sexuality Education (CSE) is a curriculum-based process that equips young people with essential knowledge, skills, attitudes, and values regarding the cognitive, emotional, physical, and social aspects of sexuality. It aims to empower youth to make informed choices about their sexual and reproductive health, understand relationships, and uphold consent and bodily autonomy (UNESCO, 2024; Joseph et al., 2022). Disabled youth are particularly vulnerable due to barriers such as social stigma, lack of accessible education, and increased risks of abuse and exploitation, often leading to their exclusion from traditional sexuality education (Paulauskaite et al., 2022; Sharma & Sivakami, 2018).

This study critically reviewed 28 qualitative and policy documents published between 2008 and 2025, focusing on India's policy landscape. The objectives were to synthesize empirical and unpublished literature, identify barriers and facilitators affecting access to CSE, and evaluate its alignment with India's NEP 2020. A systematic search was conducted across PubMed, Scopus, Web of Science, and Google Scholar, followed by thematic analysis. The review triangulated findings with key policy frameworks, including the Rights of Persons with Disabilities Act (2016) and the National Curriculum Framework (2023). Results highlighted persistent issues such as stigma, curriculum inaccessibility, and teacher training gaps, countered by promising rights-based pedagogies, Universal Design for Learning, and digital technologies. Despite NEP 2020's commitment to inclusion, the specific needs of disabled youth in sexuality education remain unaddressed, emphasizing the urgent need for targeted curriculum reforms, educator training, and intersectional policies for equitable access and quality.

Keywords: inclusive education, sexuality education, disability rights

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Understanding Disability through reflections: A study

Abstract

This research paper aims to highlight the visual behavior of staff and higher authorities toward disabled employees/officers with a higher degree of disability in a government organization, compared to other government employees and officers with lesser disabilities. There is a noticeable difference in how these two groups are treated. Generally, employees/officers with higher disabilities are given less important responsibilities, regardless of their efficiency. Sometimes, they are assigned no responsibilities or work at all and are often seen as idle individuals who secured jobs only due to government reservation policies. This issue exists at all levels, from Group 3 to Group A. Additionally, during transfers or postings, employees/officers with higher disabilities are rarely considered for fieldwork and are instead placed in departments or organizations deemed less significant.

Key words : Reflection, Disability, Attitude and behavior

Methodology: It will be a qualitative study based on reflection of PWD's. Thematic descriptive method will be used to analyse the data.

Sample size: 8 case studies (four males and four females)

All the research participants are working in government sector. Research participants are from four types of disability. As: Visually impaired, OH, Hearing Impaired, Low vision.

Conclusion: This study explores the influence of leaders' behavior on employees' work productivity. It also examines invisible barriers that hinder progress toward an inclusive society and offers insights for personal self-reflection.

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Grief and Its Associations with Metacognition and Emotional Expressions Among Children with Special Needs: A Systematic Review

Abstract

This study aimed to systematically examine the associations between grief, metacognition, and emotional expression among children with special needs, with an emphasis on the cognitive and emotional dimensions often overlooked in inclusive education and counseling.

A systematic review was conducted in accordance with the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines. Out of one hundred and five peer-reviewed studies published between 2015 and 2025, forty-five studies were selected for detailed analysis. These studies explored how both acknowledged and unacknowledged grief influenced metacognitive functions such as self-awareness and self-regulation, along with emotional literacy in children aged 6–18 years with intellectual disabilities, autism spectrum disorder, and communicative or adaptive challenges.

The review found that children with special needs exhibited unique and often atypical grief responses, characterized by limited metacognitive awareness, difficulties in emotional articulation, and reduced self-regulatory capacity. Grief was shown to disrupt cognitive coping mechanisms and hinder classroom adaptation. Intervention-based studies revealed that structured programs—such as metacognitive strategy training, emotional literacy enhancement, and technology-assisted therapies—were effective in improving emotional regulation and reflective thinking.

This review was limited to English-language publications and secondary data analysis. The findings highlighted significant gaps in validated assessment tools and culturally responsive frameworks addressing unacknowledged grief in special populations. Future empirical research should focus on longitudinal designs and cross-cultural validations to strengthen intervention effectiveness. Educators, counselors, and caregivers should adopt family- and school-based frameworks that integrate grief awareness, emotional literacy, and metacognitive skill-building into inclusive educational practices. Holistic, compassionate, and evidence-informed approaches are vital for recognizing and supporting grief among children with special needs.

This study contributes a novel synthesis linking grief, metacognition, and emotional expression in special needs education, framing grief as a critical yet neglected determinant of children's mental health and learning. The findings underscore the urgency of developing inclusive, culturally sensitive, and research-backed interventions to enhance both emotional and cognitive resilience in special education settings.

Keywords: Grief; Children with Special Needs; Metacognition; Emotional Expression; Inclusive Education; Systematic Review

**List of Innovators
in the field of rehabilitation and accessibility**

1. Aether Biomedical

As an organization, we are driven by our vision of providing custom solutions for upper limb amputees to help them restore their freedom and independence. We believe that enhancing their autonomy can help users realize their true potential and take back the power in their lives.

Our mission at Aether Biomedical is to offer a bionic hand for all. Everything we do brings us closer to our goal of providing users with the best possible value without compromising quality. We plan to achieve this by utilizing the latest advancements in biomedical technology, from the inception of our ideas, through product design and production, all the way to the roll-out to the users we serve worldwide.

In this effort, we have created the Zeus V1 & VS, a high-functioning, multi-articulating bionic hand - but that's only the start. In the future, we plan to expand our product line and technological innovation in efforts to spread access to prostheses across the globe and reinvigorate amputees with strength and confidence.



2. lifeandlimb.ai

lifeandlimb.ai is an assistive technology startup focused on developing affordable, AI-driven bionic and myoelectric prosthetic hands designed to restore natural hand function for upper-limb amputees. Our flagship product, BIONICLI, combines advanced sensor technology, 3D printing, and machine learning algorithms to deliver a lightweight, customizable, and responsive prosthetic solution.

Traditional myoelectric prostheses typically cost over 8–10 lakh, making them inaccessible to most users in India. BIONICLI is developed at less than one-fourth of this cost, while maintaining comparable functionality and durability. The device enables essential Activities of Daily Living (ADL) such as gripping, holding, and writing, and is adaptable for diverse occupational needs.

Through indigenous development, additive manufacturing, and AI-based signal interpretation, we aim to serve over 1.5 million upper-limb amputees in India and 30 million globally, ensuring accessibility, comfort, and dignity. lifeandlimb.ai envisions redefining prosthetic innovation through inclusion, affordability, and technology-driven empathy.



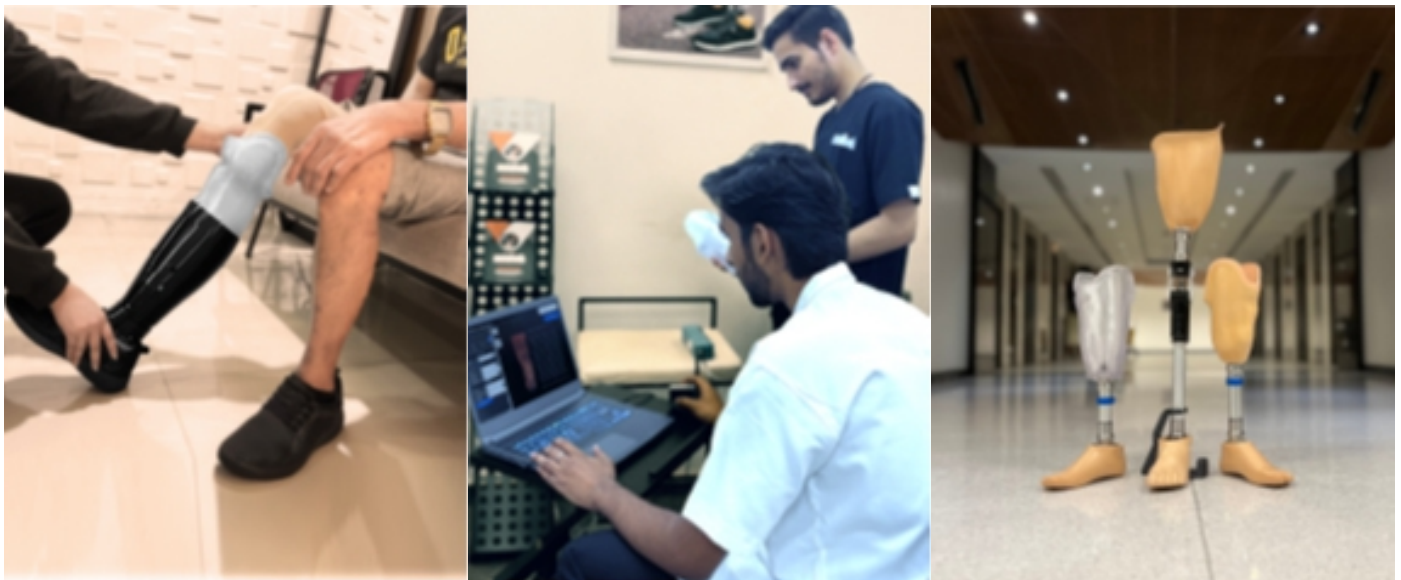
3. Instalimb: Revolutionizing Prosthetic Care with Digital Precision

Instalimb is transforming the world of prosthetics through cutting-edge digital technology. By combining 3D scanning, AI-driven design, and 3D printing, Instalimb delivers highly customized, lightweight, and comfortable prosthetic sockets with unmatched accuracy and speed. Gone are the days of messy plaster casting—Instalimb’s advanced digital workflow ensures a perfect fit tailored to each individual’s unique anatomy.

Our mission is simple yet powerful: to help bridge the gap for the 53 million people worldwide who need prosthetic legs, of which only 10% currently have access. Guided by our core values of social change, innovation, and inclusivity, Instalimb strives to make quality prosthetic care accessible to everyone, regardless of background or geography.

Operating across Japan, India, and the Philippines, Instalimb is redefining global prosthetic standards through compassion, design excellence, and forward-thinking technology. Every prosthesis we create is more than a device—it’s a symbol of empowerment and possibility.

Instalimb: Where innovation meets humanity.



4. P&O International Pvt. Ltd

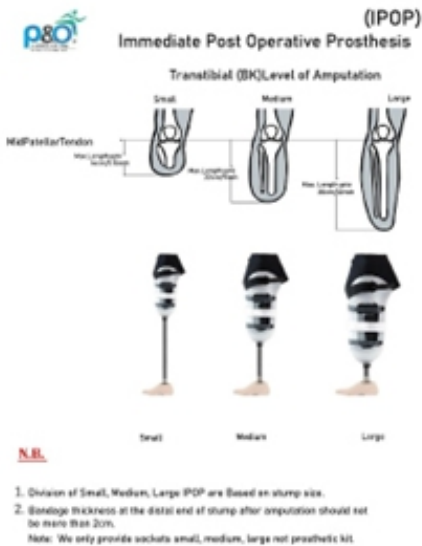
P&O International Pvt. Ltd. is one of India’s most trusted and advanced organizations in the field of Prosthetics and Orthotics, dedicated to transforming lives through innovation, compassion, and precision. With decades of expertise, we specialize in providing artificial limbs, orthotic braces, and customized prosthetic solutions that restore mobility, confidence, and independence to people across the nation.

At P&O International, we believe every individual deserves the right to move freely and live life without limitations. Our team of certified prosthetists and orthotists use state-of-the-art technology, including bionic systems, myoelectric prostheses, carbon fiber components, and digital fitting techniques, to ensure every device is tailored to meet the unique needs of each patient.

From below-knee and above-knee prostheses to upper-limb, myoelectric, and pediatric solutions, we are committed to delivering world-class care and rehabilitation support. Our centers are equipped with modern facilities, advanced gait training setups, and expert guidance for complete patient satisfaction.

Driven by our motto — “Empowering Lives, One Step at a Time,” — P&O International continues to set new benchmarks in hi-tech prosthetic care in India. We are proud to be a part of countless inspiring journeys of recovery, resilience, and renewed hope.

P&O International – Redefining Mobility. Restoring Lives.



5. IndicAI - Learning English for Hearing Impaired Students

Indic-Sign app teaches English, lip movements and Indian Sign Language of more than 400 most-used words in daily life. It has fun-mini lessons that feel like a game.

There are over 63 million deaf and hard-of-hearing people in India, and Indic-Sign emerges as an enabler for communication in this community through technology.

This path-breaking app uses a unique pictographic method by using multiple images to teach English, lip movements of words and hand signs of every word in a guided and progressive manner. You can track your learning progress continuously. You can also switch between animation characters and adjust their speed.

The Indic-Sign app can be used in various contexts

- 1) In the classroom by teachers and students as a complementary learning resource
- 2) At home families with hearing and speech-impaired people
- 3) Also at work

Indic-Sign is for everyone and apart from being fun, you will realize the hand signs are so intuitive that they will improve your non-verbal communication too. Take at least a mini-lesson of 6 words every day.

Download Indic-Sign and get started



Indic-ai

Let's Learn Indian Sign Language



Start Learning

English to Sign Translation

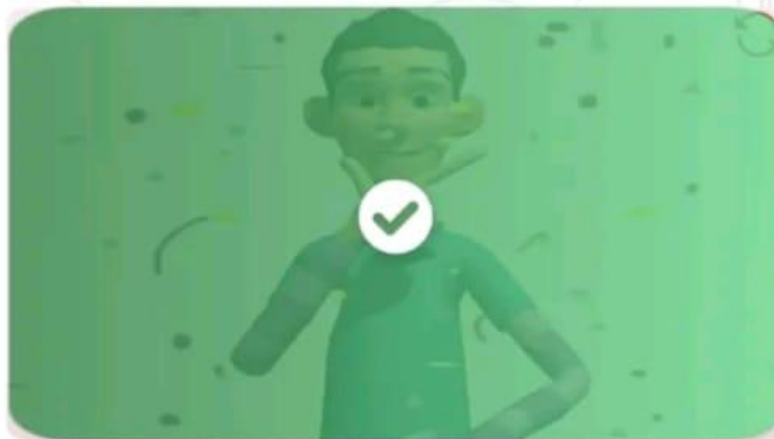
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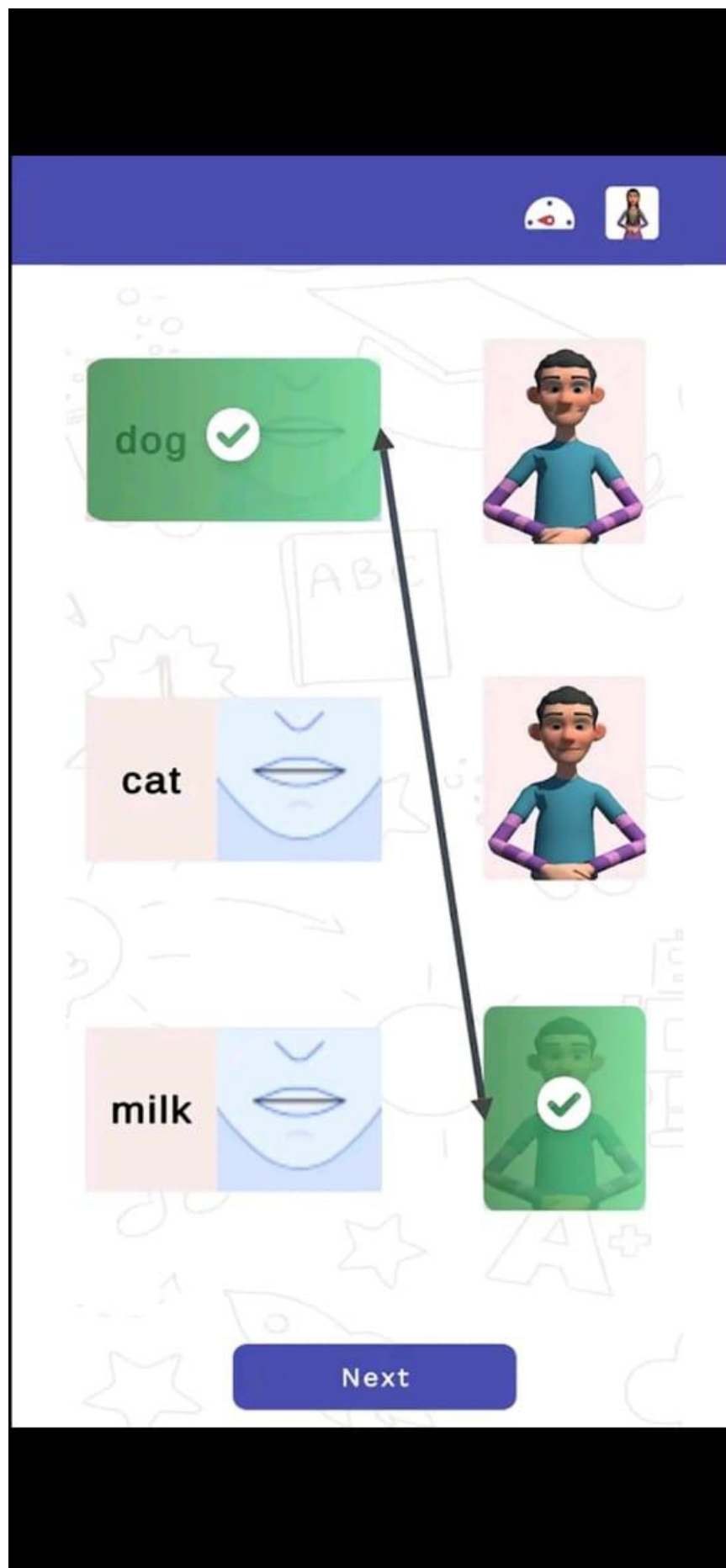
Slow Speed



Select Correct Answer



Next



Quiz 14



Slow Speed



Arrange In Correct Order



h e l p

Next

Quiz 13



Slow Speed



Arrange In Correct Order



h e l p

p

Next



Select Correct Answer

d



g



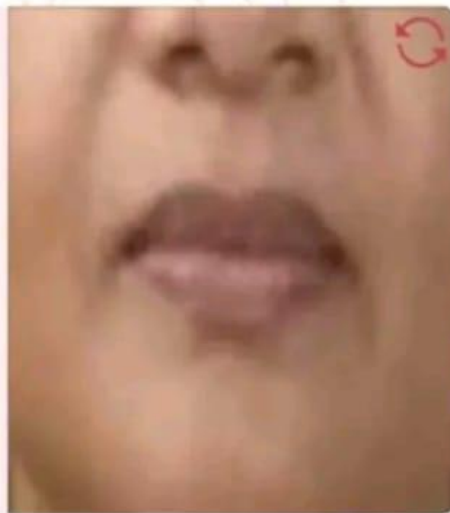
Next



Slow Speed



help



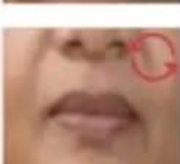
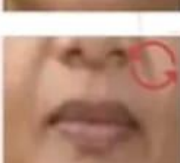
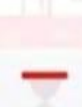
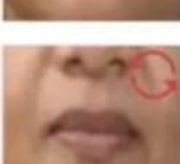
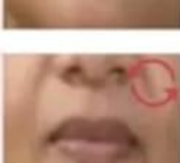
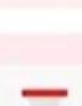
Next



English 4

Word Learned : 3

Word Mastered : 0

	happy		
	sad		
	hot		
	cold		
	fast		
	slow		
	tall		
	short		

List of Committees

ADVISORY COMMITTEE

S. No	Name	Designation
1	Dr. Uma Tuli	Founder and Managing Secretary, AJCT
2	Prof. Christoph Gutenbrunner	President, Rehabilitation International
3	Dr. A K Datta	President, AJCT
4	Mr. Akhil Paul	Founder & Director, Sense International (India)
5	Prof. Asha Hans	Chair Social Commission and Women and Girls Commission, RI
6	Dr. Bhushan Punani	General Secretary, Blind People's Association (BPA), Ahmedabad, India
7	Mr. Dipendra Minocha	Director, Developing Countries Program, DAISY Consortium
8	Mr. Jitendra tuli	Trustee, AJCT
9	Dr. Joseph Kwan	Vice President, RI Asia Pacific Region
10	Prof. Madan Kundu	Deputy Vice President RI North America & Canada Region
11	Dr. Mallika Nadda	President, Special Olympics Bharat
12	Prof. Mazhar Asif	Vice Chancellor, Jamia Millia Islamia
13	Ms. Seema Tuli	Trustee/Director Academics, AJCT
14	Dr. Sharad Sinha	Prof. & Head Department of Education, NIE, N.C.E.R.T
15	Prof. Sudesh Mukhopadhyay	Former Chairperson, Rehabilitation Council of India(RCI)
16	Dr. Sudhansh Malhotra	Trustee, AJCT

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1	Dr. Uma Tuli	Founder and Managing Secretary, AJCT
2	Prof. Christoph Gutenbrunner	President, Rehabilitation International
3	Prof. Anil Kumar Aneja	Head, Department of English, University of Delhi
4	Prof. Anupam Ahuja	Former Professor & Head, DEGSN, NCERT
5	Dr. Ajay Kumar Diwan	Trustee/Medical superintendent, AJCT
6	Prof. Bipin Kumar Tiwary	Professor, Department of Political Science, University of Delhi
7	Mr. Dipendra Minocha	Director, Developing Countries, DAISY Consortium
8	Ms. Ekta Jha	Joint Director – Sports Special Olympics Bharat
9	Dr. Jayanti Pujari	Director, Amity Institute Of Rehabilitation Sciences
10	Dr. Joseph Kwan	Vice President, RI Asia & Pacific Region
11	Prof. Madan Kundu	Deputy Vice President, RI North America Canada Region
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13	Mrs. Mohini Mathur	Vice President, AJCT
14	Ms. Reena Gupta	Senior Director, Office of Learning Support, Ashoka University
15	Prof. Renu Malviya	Former Professor Lady Irwin College University of Delhi
16	Ms. Seema Tuli	Director Academics/Trustee, AJCT
17	Dr. Sudhansh Malhotra	Trustee, AJCT
18	Mr. T.D. Dhariyal	Former Chief Commissioner for Persons with Disabilities
19	Prof. Vandana Saxena	Professor at CIE, Delhi University
20	Prof. Veera Gupta	Professor, Department of Educational Policy, NIEPA
20	Mr. Vivek Tuli	Trustee, AJCT

TECHNICAL COMMITTEE

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2	Prof. Bipin K. Tiwary	Nodal Officer, PwD, University of Delhi
3	Dr. Anjlee Agarwal	Co Founder and Executive Director, Samarthyam Accessibility, Mobility and WASH specialist
4	Prof. Asha Hans	Chair Social Commission / Women and Girls Commission, RI
5	Mr. Hiroshi Kuwamura	Vice Chair RI International Commission on Technology and Accessibility
6	Dr. Jayanti Pujari	Director, Amity Institute Of Rehabilitation Sciences
7	Dr. Joseph Kwan	Vice President, RI Asia & Pacific Region
8	Prof. Madan Kundu	Deputy Vice President RI North America & Canada Region
9	Dr. Mohd. Faijullah Khan	Associate Professor, Special Education (Learning Disability/ Visual Impairment), IASE, Faculty of Education, Jamia Millia Islamia
10	Prof. Renu Malviya	Professor Dept. Of Education, Lady Irwin College University of Delhi
11	Prof. Richard Rose	Professor Emeritus of Inclusive Education, University of Northampton
12	Prof. Sudesh Mukhopadhyay	Former Chairperson, Rehabilitation Council of India (RCI)
13	Ms. Tone Mørk	Vice Chair RI Education Commission
14	Mr. V.R Feroze	Senior. Vice president and head of SAP academy for engineering and founder of India Inclusion foundation
15	Prof. Vandana Saxena	Professor CIE, Delhi University
16	Prof. Veera Gupta	Professor, Department of Educational Policy, NIEPA
17	Ms. Reena Gupta	Senior Director - Office of Learning Support Ashoka University

Panel Discussion

Panel Discussion

SITARE ZAMEEN PAR: Families Who Turned Love into Light and Challenges into Change

Outline

Stories of courage, compassion, and conviction — where families transform adversity into advocacy and inspire a more inclusive world. This session celebrates not only resilience but the quiet, everyday heroism of families who have turned challenges into change.

Concept Note

Some stars shine in the sky — and some walk among us.

“Sitare Zameen Par” celebrates those extraordinary parents and children with disabilities who have illuminated countless lives through their love, determination, and belief in inclusion.

Each family’s journey is a story of transformation — of how love becomes light, and light becomes change. They have faced barriers, broken stereotypes, and redefined what it means to live with dignity and purpose. Through tears and triumphs, they remind us that inclusion is not just a policy — it is a promise that begins at home and radiates through the heart of a community.

This panel brings together such remarkable families — the Sitare of our world — who prove that when we choose empathy over pity, action over silence, and belief over fear, we create a society where every child can shine. Their stories remind us that love is the first step toward inclusion — and inclusion, in turn, becomes the language of hope.

Objectives

- To highlight real-life stories of parents and children with disabilities who have created social, emotional, and educational impact.
- To celebrate the strength of family bonds as the foundation of inclusion and empowerment.
- To inspire educators, policymakers, and communities to view families as partners in inclusion, not mere participants.
- To generate actionable insights for building compassionate, family-centered approaches in inclusive education.

Session Flow (1 Hour)

1. Opening (10 minutes)

- Short introductory video or montage titled “Meet Our Sitare” — glimpses of the families’ lives, their laughter, their strength, their love.
- Moderator’s welcome: “These stars do not shine above us, but beside us — lighting our path toward inclusion.”

The moderator sets an emotional tone, reminding the audience that this session is not just about challenges but about courage, connection, and celebration.

2. From Struggle to Spark (15 minutes)

Families share defining moments in their journeys — moments where pain became purpose and hope became action.

Discussion prompts:

- What turning point gave you strength to advocate for your child or community?
- How has your experience shaped your understanding of love and resilience?
- What message would you share with families just beginning their journey?

3. Inclusion in Everyday Life (15 minutes)

Families discuss what inclusion truly means in daily life — in classrooms, at playgrounds, and within communities. This part focuses on real stories of acceptance, small victories, and the ripple effect of empathy.

Discussion prompts:

- How do you build inclusion at home or in your community?
- How have schools, teachers, or friends made a difference in your journey?
- What changes do you wish to see in how society views disability?

4. Light That Inspires Change (10 minutes)

Each family shares a heartfelt message — their light — for educators, policymakers, and society at large. The segment highlights how individual courage becomes a collective force for change.

Prompts:

- How did your story create awareness or inspire others?
- What gives you hope for the future of inclusive education?

5. Audience Interaction (5 minutes)

The moderator invites reflections and questions from the audience — encouraging empathy and dialogue. Audience members may share how the stories resonated with their own experiences.

6. Closing & Takeaway (5 minutes)

Moderator concludes with an emotional reflection:

“Each of these families reminds us that inclusion begins with love. Their journeys prove that no challenge is too great when faced together. As we leave today, may we carry their light within us — to teach, to lead, and to build a world where every child shines without limits.”

Optional: End with a soft instrumental piece or short video montage titled 'Let Every Child Shine' — celebrating the smiles, achievements, and spirit of the families.

End Note: A Celebration of Love and Light

“Sitare Zameen Par” is more than a panel — it is a celebration of families who remind us that love can be the most powerful form of activism. Their journeys teach us that inclusion begins not with systems, but with the human heart. When love turns into light, and light turns into change — the world itself becomes a kinder place.

INTERNATIONAL CONFERENCE

Redefining Abilities: Towards A Vision for
Inclusive and Empowered Living

PANEL DISCUSSION

SITARE ZAMEEN PAR :

Families who turned love into light
and challenges into change!

Date:
Nov 5th
2025



Mr. Vedant Sharma



Mr. Aroush Datta



Mr. Naman Mishra



Mrs. Rupali Sharma



Mrs. Sumita Datta



Mrs. Manisha Mishra



Mr. Ferose V R
MODERATOR

Knowledge Partners



University
of Delhi



Ashoka
University



Jamia Millia
Islamia



Amity
University



India Inclusion
Foundation



Rehabilitation
Council of India



TENTATIVE CONFERENCE PROGRAMME
Redefining Abilities: Towards A Vision for Inclusive & Empowered Living
Venue: Multipurpose Hall (Kamaladevi Complex)- India International Centre
November 3-5, 2025



DAY 1

TIME	ACTIVITY	LOCATION
08:30-9:30	Registration	Registration Desk

TIME	KEYNOTE ADDRESSES	TOPIC	LOCATION
11:30-12:00	Prof. Christoph Gutenbrunner President, RI	Advocacy and Policies for Rehabilitation, Inclusion, and Human Rights	Multipurpose Hall
12:00- 12:30	Dr Uma Tuli, Founder & Managing Secretary, Amar Jyoti Charitable Trust	Holistic Empowerment of Persons with Disabilities	
12:30-13:00	Prof. Richard Rose, Professor Emeritus of Inclusive Education, University of Northampton	Including Voices: Respecting the Experiences of people from the marginalised communities	
13:00-14:00	LUNCH		Rose Garden

**PLENARY SESSION-
INCLUSIVE EDUCATION: PERSPECTIVES FOR THE 21ST CENTURY**

TIME	NAME	TOPIC	CHAIR & CO-CHAIR PERSON	LOCATION
14:00-14:30	Dr. Sudesh Mukhopadhyay	Early Childhood Care and Education: Ensuring Empowerment & Inclusion	Chair Prof. Richard Rose Co-Chair Prof. Veera Gupta	Multipurpose Hall
14:30-15:30	Innovations in the field of Rehabilitation & Empowerment			
15:30-16:00	TEA BREAK			Rose Garden

Paper Presentation Session 1

TIME	CHAIR & CO-CHAIR PERSON	THEMES	LOCATION
16:00-17:00	Chair Dr. Bhushan Punani Co-Chair Prof. Renu Malviya	Accessible Rehabilitative Initiatives. Presenters: 1. Ms Kirti Gaur 2. Dr Nonita Gangwani 3. Mrs Shabana Tariq 4. Mr Mohd Shahzad	Multipurpose Hall
	Chair Dr. Joseph Kwan Co-Chair Dr. T. D. Dhariyal	Advocacy and Policies Presenters: 1. Ms Jyotsna Verma 2. Mrs Nayab Gauhar Rafi 3. Ms Srishti Jain 4. Ms Sana Uroos Mumtaz 5. Ms Asha	Seminar Hall- I
	Chair Prof. Madan Kundu Co-Chair Prof. Vandana Saxena	Emerging Paradigms in Learning & Inclusive Education. Presenters: 1. Mrs. Seema Tuli 2. Mrs Geetu 3. Mrs Anju 4. Ms Richa Bhutani 5. Mr Anuj Srivastava	Seminar Hall-II

DAY 2

PLENARY SESSION

TIME	NAME	TOPIC	CHAIR & CO-CHAIR PERSON	LOCATION
9:30- 10:00	Dr. Joseph Kwan	Access to Rehabilitative Initiatives- Inclusive Education Symbol Design Competition	Chair Dr. Dipendra Manocha Co-Chair Prof. Jayanti Pujari	Multipurpose Hall
10:00-10:30	Prof. Anil Aneja/ Prof. Bipin Tiwary	Challenges Vs Changes: Evolving dimensions of inclusion in Higher Education Institutions	Chair Dr. Dipendra Manocha Co-Chair Prof. Jayanti Pujari	
10:30-11:00	Prof. Veera Gupta	Making Inclusive Education a Reality Through Universal Design for Learning (UDL)	Chair Prof. Christoph Gutenbrunner Co-Chair Mr. Samir Ghosh	
11:00-11:30	Prof. Madan Kundu	Impact of Articles 24, 25, and 27 of the UN-CRPD on Rehabilitation Outcomes: An International Perspective	Chair Prof. Christoph Gutenbrunner Co-Chair Mr. Samir Ghosh	
11:30-12:00	TEA BREAK			Rose Garden
12:00-12:30	Dr. Bhushan Punani	Power of Human Rights Laws in Promoting Equity in Education for children with disabilities	Chair Prof. Sudesh Mukhopadhyaya Co-chair Prof. Reena Gupta	Multipurpose Hall
12:30-13:00	Mr. Akhil Paul	Emerging Paradigms in Inclusive Education of Deafblind Learners	Chair Prof. Sudesh Mukhopadhyaya Co-chair Prof. Reena Gupta	
13:00-14:00	LUNCH BREAK			Rose Garden

PAPER PRESENTATIONS SESSION 2

TIME	CHAIR & CO-CHAIR PERSON	THEMES	LOCATION
14:00-15:00	Chair Prof. Asha Hans Co-Chair Ms. Kinnari V. Desai	Empowerment of Women and Youth with Disabilities. Presenters: 1. Ms K R Ashwini Rao 2. Dr Deepa Kannur 3. Mr Mithilesh Kumar 4. Ms Neha Wadhwa	Multipurpose Hall
	Chair Prof. Veera Gupta Co-Chair Ms. Nandini Rawal	Emerging Paradigms in Learning & Inclusive Education. Presenters: 1. Ms Anjale Chopra 2. Ms Simmi Vasu 3. Mrs Purnima Agarwal 4. Ms Tanya Batra 5. Mrs Maria	Seminar Hall-I
	Chair Mr. Hiroshi Kawamura Co-Chair Prof. Bipin Kumar Tiwary	Accessible rehabilitative initiatives/ Advocacy and Policies. Presenters : 1. Dr Sampada Jahagirdar 2. Dr. Sangeeta Singh 3. Ms Gulshan Fatma 4. Dr Mahabir Prasad Yadav 5. Mr Sanjay Sondhi	Seminar Hall-II
15:00-15:30	TEA BREAK		Rose Garden

PLENARY SESSION

TIME	NAME	TOPIC	CHAIR & CO-CHAIR PERSON	LOCATION
15:30-16:00	Dr. Dipendra Manocha	Script Scripting Revolution	Chair Prof. Christoph Gutenbrunner Co-Chair Mr. T.D. Dhariyal	Multipurpose Hall
16:00-16:30	Mr. Samir Ghosh	District Disability Convergence Plan	Chair Prof. Christoph Gutenbrunner Co-Chair Mr. T.D. Dhariyal	
16:30 – 17:00	Prof. Anupam Ahuja	Indigenous Approaches to Inclusive Education	Chair Prof. Christoph Gutenbrunner Co-Chair Mr. T.D. Dhariyal	
17:00-17:30	Prof. Asha Hans	Disability, Gender, and the Trajectories of Power	Chair Prof. Sudesh Mukhopadhyay Co-Chair Prof. Jayanti Pujari	
17:30 – 18:00	Dr. Anjlee Agarwal	Bridging the Physical-Digital Divide: Ensuring Universal Accessibility	Prof. Sudesh Mukhopadhyay Co-Chair Prof. Jayanti Pujari	
18:00-19:00	Inclusive Cultural Evening			Multipurpose Hall
19:00 onwards	Conference Dinner			Fountain Lawn

Day 3: Technical Sessions & Valedictory
PAPER PRESENTATION SESSION 3

TIME	CHAIR & CO-CHAIR PERSON	THEMES	LOCATION
9:30-10:30	Chair Dr. Sharad Sinha Co-Chair Dr. Mohd. Faijullah Khan	Emerging Paradigms in Learning & Inclusive Education. Presenters: 1. Mrs Payale Aanand 2. Ms Yashaswini Gupta 3. Mrs Rishu Sharma 4. Ms Stuti Gaur 5. Ms Yashi Goyal	Multipurpose Hall
	Chair Prof. Madan Kundu Co-Chair Ms. Reena Gupta	Emerging Paradigms in Learning & Inclusive Education. Presenters: 1. Ms Kanchana Narasimhan 2. Ms. Asha 3. Dr Nazli 4. Mrs Anuradha Saxena	Seminar Hall- I
	Chair Dr. Bhushan Punani Co-Chair Prof. Vandana Saxena	Empowerment of Women and Youth with Disabilities Presenters: 1. Dr Suman Sharma 2. Ms. Priyanka Yadav 3. Ms. Piyushi Adlakha 4. Dr Tausif Alam 5. Ms Sana Parveen	Seminar Hall-II
10:30-11:00	TEA BREAK		Rose Garden

PLENARY SESSION

TIME	NAME	TOPIC	CHAIR & CO-CHAIR PERSON	LOCATION
11:00-11:30	Dr. Mallika Nadda	Role of inclusive sports in empowering children and youth with disabilities	Chair Dr. Uma Tuli Co-Chair Mr. Dipendra Manocha	Multipurpose Hall
11:30-12:00	Mr. Ferose V. R	Aligning Virtual Reality (VR) and Augmented Reality (AR): a pathway towards futuristic inclusion	Chair Dr. Uma Tuli Co-Chair Mr. Dipendra Manocha	
12:00-12:30	Prof. Vandana Saxena	Synergising Schools for Enhanced Learning Curves of Children with Disability	Chair Prof. Richard Rose Co-Chair Mr. Hiroshi Kawamura	
12:30-13:00	Ms. Nandini Rawal	Taking Inclusion Seriously	Chair Prof. Richard Rose Co-Chair Mr. Hiroshi Kawamura	
13:00-14:00	LUNCH BREAK			Rose Garden
14:00-14:30	Mr. Hiroshi Kawamura	Digital Inclusion vs Digital Divide: Why Universal Design is crucial.	Chair Mr. T. D. Dhariyal Co-Chair Prof. Vandana Saxena	Multipurpose Hall
14:30-15:00	Ms Kinnari Desai	Women's Empowerment: Pathways to Inclusive Social Change	Chair Mr. T. D. Dhariyal Co-Chair Prof. Vandana Saxena	
15:00-16:00	Panel Discussion			Multipurpose Hall
16:00-16:30	TEA BREAK			Rose Garden

16:30-17:30	Valedictory Session – - Concluding remarks: Dr. Uma Tuli, Founder & Managing Secretary, Amar Jyoti Charitable Trust - Address by Chief Guest Vote of Thanks: Dr. Joseph Kwan, Vice President (Asia Pacific Region), Rehabilitation International	Multipurpose Hall
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	Tea Breaks
	Keynote speakers
	Plenary sessions
	Inclusive events (inclusive innovation exhibition/inauguration/cultural dance performances/valedictory)
	Conference Dinner
	Panel Discussion
	Technical Sessions
	Lunch

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