

ਪੰਜਾਬ ਸਰਕਾਰ
ਸਿੱਖਿਆ ਵਿਭਾਗ
ਸਿੱਖਿਆ 7 ਸ਼ਾਖਾ

ਵਿਸ਼ਾ:- IOIN-CWP- 32628 of 2019 titled Mehtab Singh Vs State of Haryana and Others (matter pertains to the Education of Special Children) ਦੀ ਰੋਸ਼ਨੀ ਵਿੱਚ ਵਿਸ਼ੇਸ਼ ਲੋੜਾਂ ਵਾਲੇ ਬੱਚਿਆਂ ਦੇ ਸਰਵਪੱਖੀ ਵਿਕਾਸ ਲਈ ਨੀਤੀ (Policy) ਬਣਾਉਣ ਸਬੰਧੀ।

ਸੁਪਰਡੰਟ, ਆਮ ਰਾਜ ਪ੍ਰਬੰਧ ਵਿਭਾਗ (ਮੰਤਰੀ ਮੰਡਲ ਮਾਮਲੇ ਸ਼ਾਖਾ) ਕਿਰਪਾ ਕਰਕੇ ਉਕਤ ਵਿਸ਼ੇ ਤੇ ਆਪਣੇ ਪੱਤਰ ਨੰਬਰ 1/70/2024-1ਕੈਬਨਿਟ/834 ਮਿਤੀ 25.02.2025 ਵੱਲ ਧਿਆਨ ਦੇਣ ਦੀ ਖੋਚਲ ਕਰਨ ਜੀ।

2. ਵਿਸ਼ਾ ਅੰਕਿਤ ਮਾਮਲੇ ਸਬੰਧੀ ਸਕੂਲ ਸਿੱਖਿਆ ਵਿਭਾਗ ਵੱਲੋਂ ਜਾਰੀ ਕੀਤੀ ਗਈ Punjab State Education Policy for Children with Disability ਦੀ ਨੀਤੀ ਆਪ ਜੀ ਸੂਚਨਾ ਅਤੇ ਅਗਲੇਰੀ ਕਾਰਵਾਈ ਹਿੱਤ ਭੇਜੀ ਜਾਂਦੀ ਹੈ।

ਨੱਥੀ- ਅਨੁਲੱਗ ਓ

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ਸੇਵਾ ਵਿਖੇ

ਸੁਪਰਡੰਟ
ਆਮ ਰਾਜ ਪ੍ਰਬੰਧ ਵਿਭਾਗ
(ਮੰਤਰੀ ਮੰਡਲ ਮਾਮਲੇ ਸ਼ਾਖਾ)

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PART I

Punjab Government Notifications and Orders

GOVERNMENT OF PUNJAB

DEPARTMENT OF SCHOOL EDUCATION

Education Branch -7

PUNJAB STATE EDUCATION POLICY FOR CHILDREN WITH DISABILITIES

(As per RPwD Act, 2016)

The 13th January, 2025

No.I/1009093/2025.-

1. INTRODUCTION

The Constitution of India ensures equality, freedom, justice and dignity of all individuals and mandates an inclusive society for all including persons with disabilities (PwD).

The Government of India signed UNCRPD and enacted the Rights of Persons with Disabilities (RPwD) Act, 2016. It recognizes that persons with disability are entitled to equal opportunities & rights to participate in the political, social, and economic and self- development activities in all walks of life.

Education has been an important sector/subject ever since India attained independence, yet Inclusive Education, particularly the education for children with disabilities received very little attention of educationists, policy makers, administrators and Central/State legislatures. The differently abled, left to their fate, underwent all sort of misery as neglected citizens. In the early 1950s, children with developmental disabilities were entirely excluded from the public education system. Subsequently, changes in the system of education were initiated and it was realized that these children also had the ability to learn. Universalization of Education would be meaningless, if quality education is not provided to Children with Disabilities.

Inclusive education as a system embraces the varied needs of special children and meet their requirements to emerge as better adapted, accepted and confident citizens in society. Education to children with disabilities is a challenging task, as every child with disability has different needs. Although the concept of inclusive education is gaining strength and momentum with the enactment of various laws by the

Govt., yet implementation of such laws requires a lot of preparations, reorientation of policy, programmers and procedures as well as attitudinal changes in the stakeholders.

State of Punjab needs to ponder to frame a Comprehensive Policy as to how to educate differently abled students in State, by keeping in view, the mandate provided under the Rights of Persons with Disability Act, 2016.

2. AIMS AND OBJECTIVES:

This policy aims to bring about a positive outlook and upliftment in the life of children with disabilities, not only through education, but also through a lifelong rehabilitation process. The Rights of Persons with Disabilities (RPwD) Act, 2016, which covers 21 disabilities has mandated that all kinds of services and facilities be extended to children with benchmark disabilities. This will capacitate them to learn in a congenial, compatible and healthy environment wherein their efficacious participation shall empower them to realize their potential to the utmost.

3. DEFINITIONS:

3.1 In this policy, unless the context otherwise requires:-

- (i) "Appropriate Government" means,-- Government of Punjab
- (ii) "Barrier" means any factor including communicational, cultural, economic, environmental, institutional, political, social, structural, which hampers the full and effective participation of persons with disabilities in society;
- (iii) "Competent Authority" means Director General School Education, Punjab.
- (iv) "Discrimination" in relation to disability, means any distinction, exclusion, restriction on the basis of disability, which is the purpose or effect of impairing or nullifying the recognition, enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field and includes all forms of discrimination and denial of reasonable accommodation;
- (v) "Inclusive Education" means a system of education, wherein students with and without disability learn together and the system of teaching and learning is suitably adapted to meet the learning needs of different types of students with disabilities;
- (vi) "Person with benchmark disability" means a person with not less than forty per cent of a specified disability where specified disability has not been defined in measurable terms as well as a person with disability where specified disability has been defined in measurable terms, as certified by the certifying authority;
- (vii) "Person with disability" means a person with long-term physical, mental, intellectual or sensory impairment, which, in interaction with barriers, hinders his/ her full and effective participation in society equally with others;
- (viii) "Mainstream able" (as per International Bureau of Education – UNESCO) the integration of learners with special needs into general educational settings or regular schools, ideally facilitated by appropriate curriculum, infrastructure adjustments and by the provision of specially trained staff.
- (ix) "Neighbourhood" means the area or limits of neighbourhood within which a school has to be established by the appropriate Government or the local authority
- (a) in respect of children in classes from I to V, within a walking distance of one km of the neighbourhood;

- (b) in respect of children in classes from VI to VIII, within a walking distance of three km's of the neighbourhood.

3.2 The words and expressions used in this policy, but not defined, shall have the same meaning as assigned to them in the Rights of Persons with Disability Act, 2016.

4. **STEPS AND INITIATIVES FOR PROVIDING EDUCATION TO CHILDREN WITH DISABILITIES:**

Prevention, Early Detection, and Intervention for Developmental Delays and Disabilities.

4 (i) Prevention of Post-natal Development Delays:

Prevention is the key to reduce the incidences of disability cases among new born. The Developmental delays are common in early childhood and some of them can be prevented by pre-natal care.

a. Therefore, focus on enhancing the quality of Maternal Health care, Antenatal Care services, and Postnatal care by improving PHC, Rural Hospitals, Sub-District Hospitals, District Hospitals, Medical Officers, Health workers, and Birth attendants under the National Health Mission Scheme.

b. Screening, identification, line listing and appropriate management of High Risk Pregnant women: To increase the screening of high-risk pregnant women, campaign focusing on participation of all pregnant women in Pradhan Mantri Surakshit Matritva Abhiyan (PMSMA) and Extended -Pradhan Mantri Surakshit Matritva Abhiyan (E-PMSMA) campaign on 9th and 23rd of every month.

c. Awareness campaign to encourage pregnant and lactating women to utilize institutional delivery facilities and claim Rs 6000 under the Pradhan Mantri Matru Vandana Yojana.

d. Awareness campaign for rural based pregnant women to avail free supply/ facility of vitamin supplements and immunization by government PHCs.

4 (ii & iii) **Early Detection of Development Delays among Infants and Children and Early Intervention Services:**

The Developmental delays are common in early childhood. These delays if not intervened early, may lead to permanent disabilities including cognitive, hearing or vision impairment.

a) The State endeavors for early detection of Developmental Delays through Mobile Health Teams under Rashtriya Bal Swasthya Karyakaram and early intervention through District Early Intervention Centers (DEIC), which will prevent these conditions to progress to its more severe and debilitating form, and thereby reducing incidence of disability.

1.) For early identification, early screening is conducted under Rashtriya Bal Swasthya Karyakram (RBSK) of children from 0-18 years at all Public health facilities (newborn), anganwadis (6 weeks to 6 years) and Govt. & Govt. aided schools (6 years to 18 years) and free treatment is provided to children found suffering from 31 health conditions (list attached) including under 4Ds-Defects at Birth, Diseases, Deficiencies and Developmental Delays including Disabilities. Screening is done at public health facilities by delivery point staff and in Anganwadis and Govt. & Govt. aided schools by dedicated Mobile Health Teams. Children diagnosed with any of 4Ds under RBS (list attached) receive free treatment at Government Health Facilities as per ongoing RBSK guidelines & RBSK Procedures & Model Costing for Surgeries and if tertiary care is required are referred to Government Medical Colleges of Punjab, PGIMER Chandigarh and private empanelled hospitals (for CHD/RHD only) for free treatment as per RBSK guidelines & RBSK Procedures & Model Costing for Surgeries under National Health Mission through Government of Punjab.

b) Five District Early Intervention Centers (DEICs) has been established at Bathinda, Hoshiarpur, Ludhiana, Ropar and Tarn-Taran. The purpose of DEIC is to evaluate and provide treatment/management/ rehabilitation services to all children below the age of 6 years. Each DEIC is manned by a team consisting of Pediatrician, Medical officer, Dentist, Staff Nurses, Social worker, Early Interventionist cum special Educator, Physiotherapist and Psychologist to provide services.

c) **List of 31 Health Conditions covered under RBSK**

Defects at Birth	Deficiencies	Childhood Diseases	Developmental Delays and Disabilities
1.Neural Tube Defect	10.Anaemia especially	15.Skin conditions	21.Vision Impairment
2.Down’s Syndrome	Severe	16.Otitis Media	22.Hearing Impairment
3.Cleft Lip & Palate / Cleft	Anaemia	17.Rheumatic	23.Neuro-Motor
Palate alone	11.Vitamin A	Heart Disease	Impairment
4.Talipes (club foot)	Deficiency (Bitot spot)	18.Reactive	24.Motor Delay
5.Developmental Dysplasia of the Hip	12.Vitamin D	Airway Disease	25.Cognitive Delay
6.Congenital Cataract	Deficiency	19.Dental Caries	26.Language Delay
7.Congenital Deafness	(Rickets)	20.Convulsive Disorders	27.Behaviour Disorder (Autism)
8.Congenital Heart Diseases	13.Severe		28.Learning Disorder
9.Retinopathy of Prematurity	Acute		29.Attention Deficit Hyperactivity Disorder
	Malnutrition		
	14.Goiter		
30. TB			
31. Leprosy			

4 (iv) Improving Accessibility of Children with Disabilities

1.Deendayal Rehabilitation Scheme

The Deendayal Rehabilitation Scheme is generally a collective name for various programs targeted at empowering people with disabilities through vocational training, education, and employment, thereby aiding their integration into society. For children with Disabilities, such schemes typically focus on:

- Early identification and intervention
- Special education and rehabilitation services
- Skill development and vocational training
- Support to special schools and institutions
- Promotion of inclusive education

- Provision of aids and assistive devices
- Community-based rehabilitation

Under the umbrella of such schemes, the government will collaborate with NGOs and other organizations to ensure that the benefits reach the intended beneficiaries. These programs also include scholarships for students with disabilities, support for parents and caregivers, and awareness campaigns to sensitize the public about the needs and rights of persons with disabilities.

2. Scheme for Implementation of Persons with Disabilities Act (SIPDA)

The "Scheme for Implementation of Persons with Disabilities Act" (SIPDA) is a mechanism through which the Government of India, through its Department of Empowerment of Persons with Disabilities (Divyangjan), ensures the effective implementation of the Rights of Persons with Disabilities (RPwD) Act, 2016. The scheme is comprehensive and aims at providing support for various provisions of the Act which include education, employment, creating barrier-free environments, social security, etc.

For children with disabilities, particularly, the SIPDA may cover various components such as:

- **Early Detection and Intervention:** This includes programs for early screening of disabilities and provision of necessary interventions to minimize the impact of disabilities and promote the development of children with disabilities.
- **Inclusive Education:** Initiatives under this may support the modification of school curriculum training of teachers, provision of assistive devices, and making schools accessible to ensure that children with disabilities can study in mainstream educational institutions.
- **Special Schools:** For children with disabilities, who may not be able to be part of inclusive educational settings, the scheme may support the establishment and maintenance of special schools providing education tailored to specific disabilities.
- **Assistive Devices:** Provision of aids and appliances that can assist in the mobility, education, and daily living of children with disabilities.
- **Capacity Building of Professionals:** Training of teachers, special educators, therapists, and other professionals, who are involved in the care and education of children with disabilities.
- **Accessibility:** Ensuring barrier-free access in schools, vocational training centers, and other educational institutions, which includes ramps, adapted toilets, lifts, and tactile paths for children with mobility issues.

3. The Assistance to Disabled Persons for Purchase/Fitting of Aids and Appliances (ADIP) scheme

The scheme is specifically designed to provide support to individuals with disabilities. This scheme is part of the larger effort to ensure that people with disabilities can lead a more independent and productive life. Under the ADIP scheme, various aids and assistive devices are provided to individuals with disabilities at free of cost or at highly subsidized rates, depending on the beneficiary's income.

- **Assistive Devices:** Distribution of aids and assistive devices that are appropriate for children with disabilities. This can include wheelchairs, crutches, hearing aids, low-vision aids, special mobility aids for cerebral palsied children, and aids for improving the quality of life of children with muscular dystrophy or spinal cord injuries, among others.
- **Beneficiary Coverage:** Priority is given to children with disabilities, women with disabilities, and beneficiaries from economically weaker sections of society.

The ADIP scheme plays a significant role in empowering children with disabilities by providing them with

the tools they need to reduce the impact of their disabilities and enhance their ability to participate in various activities of life.

4. Scheme of Scholarships for Students with Disabilities

The scheme for scholarship with disabilities is available from class IX to XII in schools as Pre-matric Scholarship and Post-matric Scholarship with family income less than 2.5 lacs. There is 50 percent reservation for female students.

5. Attendance Scholarship Scheme for Girls in Rural Areas

The attendance scholarship scheme for girls in rural is available to uplift the status of the girls with disabilities in the rural areas & also to make themselves reliant by paying incentives in the form of Attendance Scholarship to these girls.

- Rs. 2500 per annum for the girl students up to 10th standard.
- Rs. 3000 per annum for the girl students from 10+1 onwards.

All rural girl students having 40 % and above disability (In any disability contained in the schedule of RPwD Act 2016) certificate with 70 percent attendance are eligible for this scheme.

5. Identification and Assessment of Children with Disabilities:

For identification and certification of Children with Disabilities, following steps are proposed to be taken:

- (i) Comprehensive household survey for identification of children with disabilities shall be carried out by mobilizing manpower resources of different departments like Asha Workers/ANMs, Aanganwadi Workers, Special Educators (working in Government Schools and students undergoing training in Special Education courses) possessing qualification prescribed by Rehabilitation Council of India. Department of School Education will act as Nodal Department for this purpose.

(ii) Disability program

In disability program under Health Department, the department follows certain fixed protocol for all the disabled persons. At district level, a medical board is established and the board assesses the disability of the person and provides the percentage of the said disability. The Department with the help of portal, generates the disability certificate, so that they can avail various facilities and services provided by government to disabled persons. District School Education officers (EE/SE) can coordinate with the Civil Surgeon of the respective districts and share the list of children with disability, so that UDID card can be generated on campaign mode for the Children with Disabilities.

NPCB (Blindness) and VI

Under NPCB&VI following activities are being undertaken for school children under this Programme.

1. School Eye Screening Programme for providing free spectacles to school children suffering from refractive errors
 - There is a provision of organizing screening of school children for detection of refractive errors and other eye problems and provide free glasses to poor children to decrease prevalence of blindness due to refractive error among school children.
 - Glasses are prescribed only after refraction.
 - Only those patients with vision acuity of 6/12 or less should be prescribed spectacles.

- School children of age group 6-18 are covered in this scheme.
 - School Eye Screening programme is done with collaboration with RBSK for identification of school children suffering from refractive errors.
2. Check-up of incumbents of Blind Schools-
- To identify children and adolescents admitted in blind schools with possibility of sight restoration;

To provide to identified curable blind, appropriate treatment available in the district/region..

6. Provision of Disability Certificate:

- a) The State will ensure provision of proper training to its health professionals on identification and proper assessment of children/adults with benchmark disabilities in all 21 disabilities identified under the RPwD Act 2016. State will ensure accurate and timely certification of disabilities. For this, it will issue instruction to the CMOs to make the whole project easy and ensure provision of disability certificate.
- b) The State will empower additional authorities to issue disability certificate, so as to make them available at a much faster pace.

7. Provision of Aids and Appliances as Per the Needs of Children with Disabilities:

- (i) Assessment camps for prescription of Aids and Appliances for children with disabilities shall be organized on a yearly basis. Expenditure on these camps shall be borne by the Department of Social Security Women & Child Development. For this purpose department of Social Security women and child development will issue their schedule of assessment camps. These camps will be organized with collaboration of Department of Health.
- (ii) Children identified for any aid(s) and appliance(s), on the basis of prescription, shall be provided with the required aid(s)/appliance(s). The expenditure in this regard will be borne by the Department of Social Security Women & Child Development as per the guidelines of Assistance to Disabled persons for purchasing / fitting of aids / appliances (ADIP) scheme.
- (iii) Funds for procurement of aids and appliances, not covered under the ADIP Scheme, shall be provided in convergence through the various other State and Central Government schemes, including MPLAD funds and CSR initiative.
- (iv) The State will ensure that a comprehensive rehabilitation package is encouraged, which takes care of distribution of aids and appliances and also provide rehabilitative services and therapeutic care and training post distribution of the aids.

8. Placement of Children with Disabilities in different Educational Models:

- (i) To identify and diagnose the disabilities among children a detailed check list for class teacher will be State Resource Centre, Punjabi University Patiala, in collaboration with School Education Department to screen Children with Disabilities. After the initial screening special educators, counselors will further establish the degree of severity in the child as per the detailed checklist provided by SRC Punjabi University Patiala.
- (ii) As per the degree of severity establish by special educator/ counselors, the child will have to suggest educational setups based on his/her degree/severity of disability as defined by the RPwD Act, 2016.
- (iii) If the child is already enrolled in the school and is subsequently diagnosed as not mainstream-able, the child shall be relocated in the set up, which is best suited to the child's needs as per screening and identification checklist (referred to above).

In order to provide need based services for Children with Disabilities in pre age early intervention helps in

rehabilitation and inclusion of children with disabilities. Children with disabilities upto the age group of 6 years are being handled both by Aanganwadi workers and teachers of primary classes, as strengthening of Aanganwadi Centers and pre-primary classes is the need of the hour. In addition to this, Aanganwadi Workers and teachers of Pre-primary classes will be trained by the Education Department in collaboration with the Dept. Social Security Women & Child Development for early identification (till the age of 06 years) of Children with Disabilities and for providing qualitative inclusive education.

9. Education:-

Need based education models for Children with Disabilities:-

The State will focus on Inclusive Education for Children with Disabilities following models of education, which can be adopted depending upon the types and degree of disability:-

9.1 Inclusive Education:- The concept of inclusion is about changes in the school environment to address and identify the needs of students with disabilities and groom them accordingly. : The State will give priority to inclusive education for children with disabilities and only those with high support needs in terms of cognitive, behavioral or neurodisability shall be catered for special education.

- a) The Samagra Shiksha Abhiyan provides for special resources for education of children with disabilities with emphasis on inclusive education for their scholastic as well as overall personality development. A special awareness drive among parents of children with disabilities will be undertaken for effective implementation of Samagra Shiksha Abhiyaan.
- b) The Education department will ensure that children with disability, do not face any discrimination and barriers in the school for which measures to sensitize fellow students, teachers and school administrators will be initiated.
- c) The State Education Department will ensure that all government, government aided and private schools will train existing teachers and provision of special educators in schools for exclusive support of children with disabilities. The voluntary services of Parents / Community workers for assisting the teacher will be encouraged.
- d) Regular school teachers will be encouraged to equip themselves in the area of disability through Open and distance learning mode recognized by Rehabilitation Council of India (RCI).
- e) The state would also ensure that students with disability receive appropriate support viz. academics, class room support, accessibility to school facilities, examination writer and extra time, adaptation of curriculum and aids and appliances to meet the needs of children with disabilities etc. within framework of Samagra Shiksha Abhiyan.
- f) The State will encourage inclusive education of children, who have visually impairment (including low-vision), hearing impairment, loco-motor disability, mild intellectual disability, high functioning autism, slow learning ability, learning disability, and high functioning cerebral palsy in order to build their competencies and provide equal scholastic opportunities.

9.2 Integrated School Setup (for children who cannot be mainstreamed):

To help children with disabilities cope with their mental age and chronological age in their learning process, need based support services shall be provided by State Govt. Administration. At least one inclusive model school with integrated classroom having a trained special educator, therapists, barrier free access, training on skill development etc will be provided in each block by the Education Department.

9.3 School Readiness Centers (Resource Room) for children who can be mainstreamed:

School Readiness Centers will provide assistance to such Children with Disabilities, who have never been enrolled at an early age or are dropouts and can be mainstreamed in inclusive setup. These centers shall take following steps for mainstreaming of Children with Disabilities:-

- (i) School Readiness Training will be provided within the premises of Regular Government School or in the Special Schools in close proximity of regular schools.
- (ii) The School will provide support to Children with Disabilities with the help of existing Special Educator of the school
- (iii) For this purpose, School authorities will provide all types of facilities for inclusive set-up.

9.4 Home-Based Education for Children with Disabilities:

Any child with severe degrees of disabilities, who cannot commute to school or cope with the school curriculum, is to be covered under Home-Based Education by Education Department. Such children (HBE) will be admitted to an integrated school set-up. Special educators giving HBE to children with disabilities should, right from the beginning, bring a child to a neighbourhood school at least once a month. HBE should not be confined only to home; efforts should be made to bring the child to the school as often as possible.

9.5 Special Schools:

Special schools presently working under Dept. of Social Security Women & Child Development and NGO's, cater to single disability each. In order to provide comprehensive support to children with disabilities, special schools will collaborate with Department of Education with respect to educational, manpower and other resources.

Apart from their present work, the special schools shall be required to perform the following duties:-

- (i) Conducting training and capacity building programmes for different stakeholders dealing with Children with disabilities.
- (ii) Setting up of school readiness centers.
- (iii) Rendering assistance in running the school readiness programmes.
- (iv) Development of Teaching Learning Material for Children with Disabilities.
- (v) Resource support in carrying out examination and evaluation reforms.
- (vi) Steps shall be taken for enabling the Children with Disabilities of these schools to participate in co-curricular activities with any regular school for at-least one event whenever feasible.
- (vii) The special schools shall also develop more avenues for vocational education of Children with Disabilities for developing vocational skills, subject to availability of finances/resources.

9.6 Higher Education: The Government shall evolve schemes to facilitate students pursuing higher education across all streams. The universities and colleges in the state shall have necessary aids and appliances for imparting quality higher education to PwDs.

- a) College and University Departments that are conducting Teacher Education will conduct more programmes to prepare teachers to work with children with disabilities. The School Education Department will provide information about such professional courses in order to attract young to enroll in the courses.
- b) There will be a Center for Disability Studies in each state university. The Center for Disability Studies will conduct Post Graduate courses in various streams, in addition to undertaking research and development

work.

c) With a view to encourage and facilitate higher education of PwDs belonging to the rural areas universities and colleges will reserve 5% seats in residential hostel at concessional rates for students with disability, domiciled in rural areas.

d) The universities will ensure the following:

- Addition of literature regarding children with disabilities- their challenges and aspirations and the disability act in the general curriculum for colleges and universities.
- Establishment of Disability Sensitization Cells at universities to sensitize students regarding the challenges faced by disabled children.
- Construction of special toilets/washrooms at colleges and universities for students with disabilities.

9.7 Other regulatory issues in education:

a. The state government would facilitate:-

1. Appointment of at least one parent/ guardian of children with disability among the members of the school management committee established under section 21 of the Right of Children to Free & Compulsory Education Act 2009.
2. Ensure and monitor the admission, attendance and completion of elementary and secondary education of child with disability.
3. Establish requisite study in the teachers training curriculum such that they are equipped to understand and cater to the general needs of students with disability in their class.
4. Provide reservation for students with disability in undergraduate and postgraduate courses, horizontally among all general and reserved categories of admissions.
5. Fee concession for higher education of children with disabilities.
6. A district level monitoring committee may be constituted to protect the interests of PwD Student.

9.8 Curriculum Development:-

Common guidelines for modification and adaptation of curriculum shall be formulated by the SCERT, keeping in view the ability of Children with Disabilities and their learning outcomes specific to their grade/class. Schools shall provide locally available, low cost or free software for children with disabilities. Existing resources (e.g. PSEB text books in Braille, Large Print Books, audio books, e-content etc.) will be shared by all types of schools.

10. MANPOWER DEVELOPMENT - ROLES AND RESPONSIBILITIES:-

10.1 Core Resource Group

A Core Resource Group of experts from among the educationist, medical experts from different areas of disabilities, representatives of PwD welfare associations and educational administrators shall be constituted by the Education Department, which shall frame guidelines for identification of disabilities covered under RPwD Act, 2016 for further circulation to all the stake holders.

- (i) It shall frame guidelines for extending concessions to children with disability as the current evaluation concessions of PSEB do not cover the needs of many disabilities mentioned in the RPwD Act 2016.
- (ii) Core group shall compile the information related to education of children with disabilities and upload it on the website of Education Department.

- (iii) It shall frame the guidelines for curriculum adaptations for Children with Disabilities in inclusive class and training of school teachers on curriculum adaptations.

10.2 Trained Special Educators:-

Services of trained Special Educators are made available through Samagra Shiksha grant in case of Government schools and school funds in Private Schools. These educators shall take care of Children with Disabilities who need extra attention to be mainstreamed in the neighbouring regular school from the school readiness center.

10.3 School Counselors:-

Children with disabilities normally manifest various behavioral problems associated with disabilities. These behavioral issues of Children with disabilities will be addressed by taking help of Counselor at block level deputed in inclusive schools in consultation with special educator, class teacher and parents.

10.4 Training Programmes:

- (i) School staff and peer groups shall be trained and sensitized towards the needs of Children with Disabilities enrolled in the school to create/facilitate a congenial environment for them.
- (ii) Currently, special teachers/educators, having been trained in one single disability, are ill equipped in handling different disabilities of Special Children. To do away with this limitation, Rehabilitation Council of India may be requested to launch integrated B.A, B.Ed (Inclusive Education). The ongoing teacher training institutes would be required to follow on the same lines.
- (iii) SCERT shall strengthen its faculty by inclusion of RCI qualified lecturers/Assistant Professors. The institute should include one paper on Inclusive Education in D.El.Ed. courses, Panjab University and Punjabi university shall also be requested to include paper of Inclusive Education in general B.Ed. courses.
- (iv) Special Education training institutes shall initiate training of general education teachers on Inclusive Education Module and also act as Study Centre for RCI approved courses on Inclusive Education through distance mode.
- (v) General teachers shall seek guidance from Special Educators to modify and adapt to various aspects of the curriculum. This collaborative approach/ combined effort will facilitate mainstreaming of the Children with Disabilities in schools without harming the intellectual caliber of regular children.
- (vi) Parents training programmers' shall be conducted in every school to equip/empower parents in handling children with disabilities in a better manner.
- (vii) A Peer-Sensitization Programmers shall be conducted in all schools for regular children to learn to consider the Children with Disabilities as an equal, and to help him/her in their classroom and school.

11. ADMISSION POLICY IN INCLUSIVE SCHOOLS :

- i. Free Education to Children with Disabilities till the child attains the age of 18 years.
- ii. Provision of admission without any discrimination in Inclusive Neighborhood School of choice till she/he attains the age of 18 years.
- iii. 5% reservation in Class XI and XII for Children with Benchmark Disabilities as per the provisions of RTE Act, 2009 under Chapter -06 Claus 32 of RPwD Act, 2016.

12. INITIATIVES FOR CREATING OTHER FACILITIES:

12.1 Transport and Escort Allowance:-

Children with disabilities, admitted to all types of schools and registered under UDISE, shall be provided with transportation and escort allowance (also the children with disabilities covered under Home Based Education) through funds to be allocated by Govt. of India/State Government.

12.2 Scholarships:-

Existing schemes of scholarships to Children with Disabilities shall be widely publicized by Education and Dept. of Social Security Women & Child Development for the benefit of maximum number of such children for their motivation and awareness.

12.3 Skill Training:-

Under Skill India Project, there shall be collaboration between Technical Education Department and Special Schools/ Institutes for providing training in specific skills/vocations to Children with Disabilities enrolled at Secondary/Sr. secondary level.

12.4 Vocational Training Courses:-

(i) PSEB may be requested to introduce skill based vocational Courses for children with intellectual disabilities (class 6th onwards). These courses, based on practical approach (more weightage to practical than theory), will prove to be more learner friendly in comparison to the present vocational curriculum which is substantially theoretical.

(ii) CSR funds may be utilized to vocationally rehabilitated Children with Disabilities. In addition, NGO's/ Special Institutes may be roped in to provide job oriented Vocational Training. In case of non-availability of CSR funds, the vocational training shall be imparted through schools.

12.5 Sports Facilities:-

(i) Existing Sports Faculty may be trained with the help of accredited Institute/agencies in the field of Special Games training centre through coach training camps. Their services may be utilized to impart training to Children with Disabilities.

(ii) Department of School Education shall organize the state level competitions in the form of Paralympics for all children with disabilities.

12.6 Therapy Camps:-

Education Department, in consultation with Department of Health, shall prepare a roster to provide therapists/ organize therapy camps for children with disabilities enrolled in inclusive setup.

12.7 Awards:-

To give an impetus to Inclusive Education, awards may be instituted by the state Government for schools imparting best Inclusive Education services to a good/maximum number of children with disabilities. Provision of special category for State Award of (Pw) Teachers/special educators may constituted on Teachers Day.

12.8 School Building and Campus:-

All school buildings/ campuses & other facilities may be made accessible to all disabled friendly children, keeping in view structural/ architectural feasibilities.

13 MONITORING AND ENFORCEMENT OF THE POLICY:

For effective implementation of this policy, following steps may also be undertaken:

(1) Education Department shall act as Nodal Department for implementation of this policy. For this purpose a Special Cell shall be established, which shall be headed by Deputy State Project Director(Samagra Shiksha Abhiyan)

(2) Every Department and Institution associated with the implementation of this policy shall nominate a Senior Officer as Nodal Officer.

(3) A State Level Committee may be constituted for monitoring the implementation of policy, The composition of which may be as follows:

- | | |
|---|---------------|
| a) Deputy State Project Director(Samagra Shiksha Abhiyan) | - Chairperson |
| b) Deputy Director SCERT | - Member |
| c) Deputy Director Physical Education(Education Dept) | - Member |
| d) Nodal Officer of Health Department | - Member |
| e) Nodal Officer of Dept. Social Security
Women & Child Development | - Member |
| f) Two Principals from Govt. Schools* | - Members |
| g) Two Principals from Private Schools* | - Members |
| h) State Special Educator (SSED) | - Member |
| i) Director Academic- PSEB | - Member |
| j) Two District Special Educators* | - Members |
| k) Two representatives of NGOs working
for Children with Disability in the State of Punjab | - Members |

*(To be nominated by Director General School Education Punjab).

14 Removal of Difficulties

In case of grievance or complaint against any school, State Level Committee shall enquire into the matter and send its recommendations to Director School Education, who will issue directions as considered appropriate and necessary for redressal of grievances to institutions and/or the authorities managing them. The decision taken by Director School Education shall be final.

The Chairperson of State Level Committee will be appointed as Grievance Redressal officer as per requirement of Section 19 of RPwD Act, 9

15 MISCELLANEOUS:**15.1 Difficulty and Inconsistency:**

In case there is any difficulty qua the interpretation of the clauses of this policy, then the provisions of

RTE Act 2009 and RPwD Act 2016, so far as they are not inconsistent shall prevail.

15.2 Review/Amendment of Policy:

The provisions of the policy may be reviewed/amended, whenever required or at any time to bring them in consonance with provisions of RTE Act or RPwD Act.

Sd/-

KAMAL KISHOR YADAV, IAS

Secretary to Government of Punjab

Department of School Education

Chandigarh

The 13th January, 2024