



GOVERNMENT OF HARYANA/हरियाणा सरकार
Directorate Elementary Education
मौलिक शिक्षा निदेशालय

Directorate of Elementary Education / मौलिक शिक्षा निदेशालय

शिक्षा, संस्कृति एवं विकास
Education, Culture and Development

School Education, Haryana
विद्यालय शिक्षा, हरियाणा

तमसो मा ज्योतिर्गमय
Lead me from Darkness to Light

E-mail: elementaryps@gmail.com - Site: www.harprathamik.gov.in

ई-मेल/अति आवश्यक।
सेवा में

✓ राज्य के सभी,
जिला मौलिक शिक्षा अधिकारी।

यादी क्रमांक:- 7/1-2024 पी0एस0 (ई-1)
दिनांक, पंचकूला:- 16-10-2025

विषय :-

CWP No. 32628 of 2019- Mehtab and Others Vs. State of Haryana and Others.

उपरोक्त विषय के संदर्भ में।

विषयांकित याचिका के सम्बन्ध में राज्य के राजकीय व मान्यता प्राप्त प्राईवेट विद्यालयों में कक्षा 1 से 12 तक पढ़ रहे दिव्यांग बच्चों के लिए इस निदेशालय के पत्र क्रमांक 7/1-2024 पी0एस0 (ई0-1), दिनांक 09.10.2025 के तहत दिशा-निर्देश जारी किये जा रहे हैं जो कि विभागीय वेबसाईट <https://schooleducationharyana.gov.in> व <https://harprathamik.gov.in> पर उपलब्ध हैं।

अतः आपसे अनुरोध है कि अपने-अपने जिले से सम्बन्धित खण्ड शिक्षा अधिकारियों को विभाग द्वारा दिव्यांग बच्चों के लिए जारी दिशा-निर्देश के सम्बन्ध में अवगत करवाना सुनिश्चित करें।

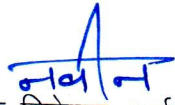
संलग्न- उपरोक्तानुसार।

पृष्ठांकन क्रमांक-सम-

इसकी एक प्रति निम्नलिखित को आवश्यक कार्यवाही एवं सूचनार्थ प्रेषित है:-

1. अधीक्षक, प्राईवेट स्कूल शाखा, सैकेण्डरी शिक्षा विभाग।
2. हरियाणा राज्य बाल अधिकार संरक्षण आयोग, आवास भवन, सी.-15, सैक्टर-6, पंचकूला।
3. जिला बाल कल्याण अधिकारी, सैक्टर-14, पंचकूला।

ध प्राचार्य, लिटिल फ्लॉवर कान्वेंट स्कूल, सैक्टर-14, पंचकूला।


सहायक निदेशक, प्राईवेट स्कूल (ई0),
कृते: महानिदेशक मौलिक शिक्षा हरियाणा,
पंचकूला।
दिनांक, पंचकूला-


सहायक निदेशक, प्राईवेट स्कूल (ई0),
कृते: महानिदेशक मौलिक शिक्षा हरियाणा,
पंचकूला।

**GOVERNMENT OF HARYANA
SCHOOL EDUCATION DEPARTMENT**

Notification

HARYANA STATE INCLUSIVE EDUCATION GUIDELINES, 2025

No. 7/1-2024 PS (E-1)

The 09 October, 2025

1. Introduction:

The Indian Constitution, through Articles 21A, 41, and 46, enshrines the right to education and the imperative of social justice—affirming the State’s commitment to equitable learning for every child, regardless of ability. Inclusive Education is not merely a pedagogical approach; it is a moral and constitutional promise to uphold dignity, diversity, and equal opportunity.

While *Integrated Education* places Children With Special Needs (CWSN) in mainstream settings, often without adequate adaptation, *Inclusive Education* reimagines the classroom itself, transforming it into a space where every learner is valued, supported, and empowered.

This paradigm shift calls for systemic readiness, empathetic teaching, and barrier-free environments that nurture the full potential of all children. The present guidelines seek to operationalize this vision across the State, ensuring that inclusion is not an exception, but the norm.

The guidelines for Inclusive Education shall be cited as the “**Haryana State Inclusive Education Guidelines**”.

2. Statement of Purpose

Aligned with the vision of NEP 2020, NCF-SE 2023 & RPwD Act 2016, this notification affirms the State’s unwavering commitment to building an education system where every child—especially those with special needs—is seen, heard, and empowered. It seeks to institutionalize inclusive practices that recognize, identify, and nurture the diverse abilities of learners, equipping educators with the sensitivity, insight, and skills required to create learning environments that are responsive and respectful to every learner. By embedding empathy into the heart of pedagogy, these guidelines aim to transform schools into spaces of dignity, equity, and belonging, ensuring that inclusion is not just structural—but deeply human.

These guidelines will:

- i. Establish a comprehensive framework for designing, implementing, and sustaining inclusive education practices across all schools in the State.
- ii. Serve as a strategic platform to integrate and operationalize related policies of the Ministry of Education with inclusive intent.
- iii. Ensure provision of specialized resources, trained personnel, and adaptive infrastructure to meet the diverse needs of learners, especially CWSN.
- iv. Act as a catalyst for transforming classrooms into equitable spaces where every child's right to a meaningful, balanced, and empowering education is upheld.

3. Vision

To build an education system, in the state, where inclusion is instinctive, not imposed, where every child, especially those with special needs, is embraced as a unique contributor to the learning community. These guidelines envision schools as compassionate ecosystems that celebrate diversity, ensure physical and emotional safety, and dismantle barriers to learning. By fostering strong partnerships with families, communities, and civil society, the State aims to cultivate environments where equity, empathy, and excellence are not ideals, but everyday realities.

4. Objectives of the Inclusive Education Guidelines

The Inclusive Education Guidelines aim to:

- **Ensure full integration** of children with special needs into mainstream education at all levels, fostering environments where diversity is embraced and every learner is valued.
- **Establish robust systems** for early identification, individualized planning, comprehensive assessment, and timely intervention to support the developmental and educational needs of children with special needs.
- **Advance equity and inclusion** by enabling all learners—regardless of ability—to access and thrive within quality education frameworks.
- **Adapt teaching, learning, and assessment practices** to accommodate diverse learning styles, abilities, talents, identities, and lived experiences of children with special needs.
- **Provide expert guidance and capacity-building** in inclusive education to ensure high-quality teaching, optimal resource utilization, and improved learning outcomes for all.
- **Deliver targeted training and support services** to educators, administrators, and allied professionals for effective implementation of inclusive practices.
- **Strengthen parental and community engagement**, empowering families and local stakeholders to actively participate in the educational journey and holistic development of their *Divyang* children.

- **Enhance enrollment, participation, and retention** of children with special needs through inclusive policies, safe learning environments, and sustained support systems.

5. Definitions

In these guidelines, unless the context otherwise requires:

- i. **‘Barrier’** - refers to any factor—be it communicational, cultural, economic, environmental, institutional, political, social, attitudinal, or structural—that impedes the full and effective participation of persons with disabilities in society.
- ii. **‘Children with Benchmark Disability’** - denotes a child with not less than forty percent of a specified disability, where such disability is either not defined in measurable terms or is defined and certified by the competent authority in accordance with applicable norms.
- iii. **‘CWSN (Children with Special Needs)’** - refers to children who require additional support due to physical, intellectual, sensory, emotional, or developmental challenges that affect their learning and participation in educational settings.
- iv. **‘Home-Based Education’** - means the provision of individualized support at the residence of children with severe disabilities, primarily focused on Activities of Daily Living, facilitated by trained Special Educators.
- v. **‘Inclusive Education’** - refers to an educational approach wherein children with and without disabilities learn together in the same environment, with teaching and learning processes appropriately adapted to meet the diverse needs of all learners.
- vi. **‘Learners’** - in the context of these guidelines specifically refers to Children with Special Needs.
- vii. **‘RCI (Rehabilitation Council of India)’** - is the statutory body responsible for regulating and monitoring training programs and professional standards in the field of rehabilitation and special education.
- viii. **‘RPwD (Rights of Persons with Disabilities)’** - refers to the legislative framework established under the Rights of Persons with Disabilities Act, 2016, which governs the rights, entitlements, and protections for individuals with disabilities.
- ix. **‘Schools’** - include all Government, Private, Aided, Unaided, and Special Schools, as recognized for the purposes of these guidelines.
- x. **‘SMC (School Management Committee)’** - refers to the representative body constituted at the school level to oversee planning, implementation, and monitoring of educational activities, including inclusive practices.
- xi. **‘Stakeholders’** - encompass all entities and individuals involved in the education ecosystem, including schools, concerned departments, authorities, educators, parents, and community members.

Note:

Words and expressions used in these guidelines but not explicitly defined shall carry the same meaning as assigned to them under the *Rights of Persons with Disabilities Act, 2016*.

6. Target Group of these Guidelines:

These guidelines are fully aligned with the provisions of the Rights of Persons with Disabilities (RPwD) Act, 2016, and affirm all its recommendations pertaining to inclusive school education. They are designed to comprehensively address the educational needs of children with disabilities, spanning the entire spectrum from Pre-Primary to Senior Secondary levels.

The scope of these guidelines extends to all students enrolled in schools across the state who are identified with one or more disabilities as defined under the RPwD Act, 2016. This includes, but is not limited to, children with:

1. Physical Disability A. <u>Locomotor Disability</u> (a) Leprosy cured person (b) Cerebral Palsy (c) Dwarfism (d) Muscular Dystrophy (e) Acid Attack Victims B. <u>Visual Impairment</u> (a) Blindness (b) Low-Vision C. <u>Hearing Impairment</u> D. <u>Speech and Language Disability</u>	2. Intellectual Disability (a) Specific Learning Disabilities (b) Autism Spectrum Disorder 3. Mental illness 4. Chronic Neurological Conditions (a) Multiple Sclerosis (b) Parkinson's Disease 5. Blood Disorder (a) Haemophilia (b) Thalassemia (c) Sickle Cell Disease 6. Multiple Disabilities 7. Any other category as may be notified by the Central Government
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7. Integration of National Education Policy (NEP) 2020 within these Guidelines

These guidelines are firmly rooted in the vision and principles of the National Education Policy (NEP) 2020, particularly its commitment to *Equitable and Inclusive Education*:

Learning for All. In alignment with NEP 2020, the following key focus areas have been emphasized to ensure that Children with Special Needs (CWSN), also referred to as *Divyang* children, receive equal opportunities for quality education across all stages of schooling:

7.1 Inclusive Access and Participation

- i. Bridging disparities in access, enrolment, and learning outcomes among all children, with special attention to those with disabilities.
- ii. Establishing enabling mechanisms to ensure that CWSN enjoy the same educational opportunities as their peers.

7.2 Strengthening Supportive Schemes

- i. Enhancing state-level schemes that provide financial allowances, aids, appliances, and other incentives to encourage school attendance among children with disabilities.

7.3 Evidence-Based Interventions

- i. Integrating research-driven strategies to identify and implement measures that are demonstrably effective for CWSN.

7.4 Personalized and Flexible Learning Models

- i. Promoting one-on-one teaching, peer tutoring, open schooling, and adaptive infrastructure.
- ii. Leveraging appropriate technological interventions to support diverse learning needs.

7.5 Gender-Sensitive Inclusion

- i. Ensuring equitable access to quality education and essential resources for *Divyang* girl students.

7.6 Early Childhood Inclusion

- i. Facilitating the full participation of CWSN in Early Childhood Care and Education (ECCE) programs.

7.7 Barrier-Free Infrastructure

- i. Guaranteeing physical and digital accessibility in accordance with the RPwD Act, 2016.

7.8 Assistive Technologies and Learning Materials

- i. Providing assistive devices, technology-enabled tools, and accessible teaching-learning materials (e.g., Braille books, large print formats) to foster classroom integration and peer engagement.

7.9 Safety and Well-being

- i. Ensuring robust safety and security measures tailored to the needs of CWSN.

7.10 Home-Based Education

- i. Supporting home-based learning for children with severe or profound disabilities who are unable to attend formal schooling.

7.11 Resource Centres and Rehabilitation Support

- i. Establishing resource centres in collaboration with special educators to address the rehabilitation and educational needs of learners with complex disabilities.
- ii. Assisting parents and guardians in delivering high-quality home-based education and skill development.

7.12 Parental Empowerment and Outreach

- i. Deploying technology-based solutions for parent/caregiver orientation.
- ii. Disseminating learning materials widely to enable active parental involvement in the child's educational journey.

7.13 Early Identification and Mitigation

- i. Prioritizing early screening and targeted interventions for children with specific learning disabilities.

7.14 System-Wide Sensitization

- i. Conducting sensitization programs for all stakeholders—teachers, principals, administrators, counsellors, and parents—on inclusive practices, equity, and the dignity and privacy of CWSN.

8. Integration of National Curriculum Framework (NCF) 2023 within These Guidelines

The *National Curriculum Framework for School Education (NCF-SE) 2023* has been developed to operationalize the vision of the *National Education Policy (NEP) 2020*, with a strong emphasis on *inclusion, equity, and universal access*. These guidelines draw directly from NCF 2023 to ensure that Children with Special Needs (CWSN), including *Divyang* learners, are fully supported across all dimensions of school education.

8.1 Inclusion in the School Physical Environment

- i. Provision of ramps and barrier-free pathways throughout the school premises to ensure mobility and access for all learners with disabilities.
- ii. Installation of separate, safe, and functional toilets for boys and girls with disabilities, with menstrual hygiene products and disposal facilities in girls' toilets.
- iii. Ensuring that all common spaces—including libraries, laboratories, playgrounds, and assembly areas—are accessible to every student and teacher without discrimination.

8.2 Inclusion through Curriculum and Textbooks

- i. Guaranteeing access to Braille and Large Print Books for blind and low-vision students, ensuring parity in learning resources.
- ii. Inclusion of diversity-sensitive content in textbooks to reflect the lived experiences of learners from varied backgrounds and abilities.

8.3 Inclusion through Pedagogy

- i. Promoting interpersonal interaction among students of different genders, socio-economic backgrounds, and abilities to foster empathy and social cohesion.
- ii. Embedding anti-discrimination and inclusion modules in both pre-service and in-service teacher training programs to address unconscious biases and stereotypes.
- iii. Ensuring that learning materials and classroom resources are adapted to meet the needs of diverse learners, especially CWSN.
- iv. Encouraging teachers to adopt a compassionate and individualized approach when setting learning expectations or designing activities, recognizing the varied challenges faced by students.
- v. Introducing inclusive games and sports, with modified rules and formats that enable equal participation of CWSN in physical education and co-curricular activities.

These guidelines are not only consistent with NCF-SE 2023 but are also reinforced by CBSE circulars such as *Circular No. Acad-57/2025* and *Circular No. 05/2023*, which mandate barrier-free infrastructure, inclusive pedagogy, and the appointment of qualified special educators in affiliated schools.

9. **Implementation Framework for Inclusive Education Guidelines**

To realize the objectives outlined in the preceding sections, the following implementation steps will be taken:

9.1 Legal Framework and Enforcement Mechanism

- i. Promote and enforce the adoption of these guidelines through a robust legal and administrative framework.

- ii. Develop actionable plans with defined activities, timelines, resource allocations, and stakeholder responsibilities.
- iii. Disseminate the guidelines and corresponding action plans across all levels of the education system.

9.2 Inter-Departmental Collaboration for Early Identification

- i. The State Education Department, as the nodal agency, shall collaborate with departments such as Health, Social Justice & Empowerment, and Women & Child Development to ensure early assessment and intervention for CWSN.
- ii. All stakeholders shall undertake proactive initiatives for timely identification and support of children with special needs.

9.3 Data Collection and Information Systems

- i. All schools shall maintain accurate records of enrolled CWSN, special educators, and activities conducted under relevant schemes.
- ii. The Education Department shall regularly analyse this data to identify systemic barriers and resource gaps in delivering inclusive education.

9.4 Access to Inclusive and Equitable Quality Education

- i. SCERT and the Board of School Education Haryana shall modify curricula to accommodate the diverse needs of CWSN.
- ii. Schools shall prepare Individual Education Plans (IEPs) for children with benchmark disabilities, including those under Home-Based Education.
- iii. Integrated classrooms shall be developed to promote inclusive learning environments.
- iv. CWSN shall be actively involved in sports and extracurricular activities, tailored to their abilities.

9.5 Divyang-Friendly Infrastructure Standards

- i. All government schools shall be equipped with disabled-friendly toilets (DFTs), ramps, and barrier-free infrastructure.
- ii. Visual signage, Braille indicators, and inclusive design elements shall be incorporated for better accessibility.
- iii. Regular monitoring shall be conducted to ensure compliance.
- iv. At least one Resource Room shall be established at the cluster level and in all remaining schools state-wide.

9.6 Resource Teachers Resource teachers shall be appointed in accordance with RCI norms in all designated resource centres and schools.

9.7 Capacity Building

- i. General D.Ed and B.Ed programs shall include modules on disability and inclusive education.
- ii. Regular training programs shall be conducted for special educators and school staff.

9.8 Community Empowerment

- i. School Management Committees (SMCs) shall include at least one parent of a CWSN, where applicable.
- ii. Periodic surveys shall be conducted for early identification of CWSN.

9.9 Awareness and Outreach

- i. A comprehensive media strategy shall be developed at block, district, and state levels to promote awareness.
- ii. Guidelines on inclusive practices shall be issued to all government schools for use during enrollment campaigns.

10. Responsibilities of the Education Department

- i. Ensure successful implementation of these guidelines across the state.
- ii. Adhere to directives issued by the Ministry of Education, Government of India, regarding inclusive education.
- iii. Conduct regular monitoring of schools to safeguard the welfare of CWSN.

11. Nodal Officers

- i. For Classes I–VIII: District Elementary Education Officer (DEEO)
- ii. For Classes IX–XII: District Education Officer (DEO)
- iii. Schools shall publicly display the name and contact details of the designated Nodal Officer.
- iv. No school shall remove a CWSN from its rolls without prior approval from the Nodal Officer, who must respond within 15 days of receiving the complete case.

12. Responsibilities of Schools

To uphold inclusive education, all schools shall:

- i. Ensure that no CWSN is denied admission.
- ii. Maintain detailed records of all enrolled CWSN.
- iii. Provide equal opportunities for learning, skill development, sports, and extracurricular participation.
- iv. Prepare and implement Individual Education Plans (IEPs) for each CWSN.
- v. Guarantee barrier-free access to classrooms and learning spaces.

These Guidelines are being issued with the approval of the Additional Chief Secretary, to Government of Haryana, School Education Department.

Vineet Garg, IAS
Additional Chief Secretary to Govt. of Haryana
School Education Department