

Implementation of Inclusive Education of the Disabled at Secondary Stage (Iedss, 2009) Scheme in India: A Literature Review

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ABSTRACT

Every child is special and they have unique abilities, qualities and capabilities. In some cases there are few children who need some extra care because they are somehow different from the normal child, they have some extra special needs. Inclusive education is a way to provide education to all children irrespective of their individual difference. Inclusive education for students with disabilities refers to an educational approach that aims to include students with disabilities into mainstream classrooms, providing them with the necessary support and accommodations to fully participate in learning alongside their peers, thereby promoting their academic achievement, social development, and overall wellbeing.

In this modern age education is the matter of concern for all groups of people, including students with disabilities which define the standard of life. Inclusive Education of the Disabled at Secondary Stage (IEDSS, 2009) scheme is a scheme which enables all the children and young persons with disabilities to have access to secondary education after completing 8 years of elementary education. Therefore, in this paper an attempt has been made to review the relevant literature available on the implementation of Inclusive Education of the Disabled at Secondary Stage (IEDSS) scheme in India. In writing this paper data has been collected from secondary sources. The researchers have gone through the available literature in the field.

Keywords: Implementation, Inclusive Education, Students with disabilities, IEDSS Scheme, Secondary Stage.

INTRODUCTION

Uniqueness of a child makes him different from others. Every child developed according to his own pace. Education is a key to improve any child and to change any society. There are always individual differences among the child. They have unique abilities, qualities and capabilities which can improve through education. In some

cases there are few children who need some extra care because they are somehow different from the normal child, they have some special needs. The concept of inclusion is developed so that these children can also attend the neighborhood school in age appropriate regular class. Inclusive education is a way to provide education to all children irrespective of their individual

difference. It welcomes all children in a same school including students with disabilities. The term Inclusive Education gain recognition internationally when the World Conference held in Salamanca, Spain from 7 to 10 June 1994 adopted the Salamanca Statement on Principles, Policy and Practice in Special Needs Education and a Framework for Action. It promotes inclusive education which enabling schools to serve for all children including those with special educational needs and argued that “schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions”. The fundamental principle of the inclusive school is that regardless of individual differences all children learn together. It must recognize and give respond to diverse needs of their students to ensure quality education for all by incorporating both different styles and rates of learning through appropriate teaching strategies, curricula, resource support, infrastructure facility, organizational arrangements (UNESCO,1994). Sharma (2020) stated that Inclusive education is part of a worldwide agenda today and India is signatory to all international declarations beginning from the Salamanca Statement (1994) to UN Convention on the Rights of Persons with Disabilities (2006). “The success of inclusive education depends on many factors like various agencies and programmes for inclusive education, classroom teachers, resource teachers, administrators, peers of differently abled students, parents, infrastructural facilities etc.” (Kumar, 2018).

INITIATIVE FOR THE EDUCATION OF STUDENTS WITH DISABILITIES IN INDIA

According to Census 2011, in India, out of the 121 Cr populations, about 2.68 Cr persons are ‘disabled’ which is 2.21% of the total population. The International Classification of Functioning, Disability and Health (ICF, 2001) defined disability is an umbrella term for impairments, activity limitations and participation restrictions. It denotes the negative aspect of the interaction between a person’s health condition (s) and that individual’s contextual factors (environmental

and personal factor). The early history of treating disability was quite horrible. Children with defects were not care at all either killed or punished them in almost all over the world. By the time the Renaissance made some effort to preserve the lives of handicapped by providing asylums for them and as results some institution were set up to provide special education for children with disabilities (Panda,1997). In India, the first attempts for the education of students with disabilities were made by establishing a school for the hearing impairment in Bombay in 1885 and the first school for the blind at Amritsar in 1887. In India before 1970 there has been the trend of segregation (Sharma, 2020). However it was the Kothari Commission (296-02) which gives recommendation to develop an integrated education programme and expanded educational facilities for the education of handicapped children in a regular school. As a result for Integrated Education for Disabled Children (IEDC) scheme was launched by the Govt. of India in 1974. It was a centrally sponsored scheme which emphasis on the need for educating children with mild to moderate disabilities in regular school settings (Kumar, 2018). The National Policy on Education (NPE, 1986) stated that wherever feasible the education of children with motor handicaps and other mild handicaps will be common with general community. Further Persons with Disabilities (Equal opportunities, protection of rights & full Participation) Act, 1995 has been enacted for the development of persons with disabilities. It provides a legislative support to inclusive education (Sharma, 2020) and Article 26(b) of the Act emphasis on integration of students with disabilities in normal school. In 2001 Sarva Shiksha Abhiyan (SSA) came to provide useful and practical elementary education to all the children between the ages of 296-02 years. Basically it was initiative to achieve Universalization of Elementary Education (UEE) in India. SSA has adopted Zero rejection policy and ensures that every child with disabilities must receive elementary education. National curriculum Framework (NCF, 2005) gives importance of the need for flexibility in the curriculum to accommodate diverse needs

including those with disabilities (Sharma, 2020). National Policy for Persons with Disabilities 2006 recognizes that Persons with Disabilities are valuable human resources for the country. Through Right to Education Act (RTE, 2009) education became fundamental right of every citizen and irrespective of any diversities it ensure to provide free and compulsory education to all children in the age group of 296-02 years (Panigrahi and Malik, 2020). From the above discussion it is seen that numerous commissions, policies and schemes worked out in order to provide quality education to the children with disabilities at the elementary level. Therefore to make Secondary education available for students with disabilities the Govt. of India launched Inclusive Education of the Disabled at Secondary Stage (IEDSS, 2009) scheme. It enables all the children and young persons with disabilities to have access to Secondary education after completing 8 years of elementary education. It replaces the old Integrated Education for Disabled Children (IEDC) scheme was launched by the Govt. of India in 1974 (Ministry of Human Resource Development, 2009).

After that National Education Policy 2020 came with a wide vision to transforming our nation sustainably into an equitable, inclusive, dynamic and vibrant knowledge society where everyone has equal opportunities to get quality education. The section 6.2.5 of the policy recognizes of providing same opportunity for quality education for Children with Special Needs (CWSN) or Divyang as any other child.

INCLUSIVE EDUCATION OF THE DISABLED AT SECONDARY STAGE (IEDSS, 2009) SCHEME:

Background and Rationale

The National Policy on Education (NPE), 1986 and the Programme of Action (1992) gives stresses on reducing dropout rates, improving learning achievements and expanding access to all students so that everyone gets the opportunity to be a part of the general system. It gives the basic policy framework for education by emphasizing on correcting the existing inequalities. In order to prepare children with

physical and mental disabilities for their normal growth and development and to empower them to confront life with courage and confidence, the NPE of 1986 envisioned certain steps for their integration as equal partners with the general population.

India has signed international declarations such as the Salamanca Statement and Framework for Action on Special Needs Education (1994), the Biwako Millennium Framework for Action (2002), and the UN Convention on the Rights of Persons with Disabilities (2006). These declarations emphasized the need for educational policy changes to include children with disabilities in general schools.

The Centrally Sponsored Scheme of Integrated Education for the Disabled Children was introduced with a view to providing educational opportunities for children with disabilities in general schools, to facilitate their retention in the school system. After that the 1995 Persons with Disabilities (Equal Opportunities, Protections of Rights, and Full Participation) Act is a significant policy development. Article 26(b) of the Act stress on governments and local authorities to support the integration of students with disabilities in regular schools.

The Centrally Sponsored Scheme of Sarva Shiksha Abhiyan (SSA) aims to establish Universal Elementary Education (UEE) by 2010. The program prioritises "zero rejection" and supports the integration of children with disabilities in primary schools. The demand for secondary education is predicted to rise in the upcoming years as a result of the rise in elementary school enrolment including children with disabilities.

Children with disabilities remain mostly excluded from the general school system because the current IEDC Scheme does not cover all disabled children. There has been no intentional effort to target all disabled children. SSA promotes inclusion of children with special needs in early childhood and elementary education only therefore it is necessary to introduce a scheme to cover all disabled students at secondary stage. Therefore IEDSS scheme envisaged to provide

secondary education to children and young people with disabilities and to increase the enrolment, retention, and academic performance in the general education system.

Aims and Objectives: IEDSS Scheme aims to

1. Provide an opportunity to all students with disabilities to complete four years of secondary schooling (classes IX to XII) after completing eight years of elementary schooling
2. Offer educational opportunities and facilities to students with disabilities at secondary level in the general education system.
3. Support general school teachers to receive training so they can better serve the needs of secondary-level students with disabilities.

The IEDSS scheme's objectives will be to ensure that-

1. Every disabled child shall be identified and have his educational needs assessed at the secondary level.
2. All students who require appliances, assistance devices, or other help will receive the same.
3. All architectural obstacles in schools have been taken down to allow students with disabilities to use the classrooms, labs, libraries, and toilets etc.
4. Every student with a disability will receive educational materials according to their needs.
5. Within three to five years, all secondary general school teachers will have the fundamental training they need to teach pupils with impairments.
6. Students with disabilities will get support services, including special educators and resource rooms in each block
7. Every state has established model schools to create effective, replicable inclusive education practices.

Target Group: The scheme will include all children with one or more disabilities who are 14 years of age or older, have passed out from elementary school, and are enrolled in secondary education at government, local, and government-aided schools.

Type of Scheme: Under this centrally supported scheme, the Central Government will support the States, Union Territories and autonomous bodies in implementing this centrally funded scheme based on established criteria.

Components of the Scheme: The scheme will provide assistance for two kinds of components

Student-oriented components: The first group of components proposes providing assistance to States, Union Territories, and Autonomous Bodies at Rs.3000/- per disabled child per year for specified items, similar to the SSA's assistance at Rs.1200/- per disabled child per year for the elementary level.

Other components: Non - beneficiary costs, such as teacher training, resource room construction, model school creation, research, and monitoring, will be covered separately under this component.

SIGNIFICANCE OF THE STUDY

In this paper the researchers reviewed the relevant literature available on the implementation of Inclusive Education of the Disabled at Secondary Stage (IEDSS) scheme in India. Undertaking such a review is essential, as it identifies current trends in the literature, highlighting paramount concerns, effect, existing situation and growth all of which will assist in shaping the development of the field. Moreover, it will also help to develop a thorough understanding and insight into the previous work and trends that have merged with the implementation of IEDSS scheme. It is an undeniable fact that doing such a review is difficult, as literature in this area is limited. Besides, the implementation of inclusive education in India is still evolving and most of the available literature focuses on studies which are conducted at primary level. A very few studies were found by the researchers which are

conducted at the Secondary level particularly on the implementation of Inclusive Education of the Disabled at Secondary Stage (IEDSS) scheme in India.

METHODOLOGY

In this paper, we provide a review of literature on the implementation of IEDSS scheme in India. Therefore in writing this paper data has been collected from secondary sources. The researchers have gone through the available literature in the field.

LITERATURE SEARCH PROCEDURE

The following review of the current literature associated with implementation of Inclusive Education of the Disabled at Secondary Stage (IEDSS) Scheme was completed using online computer searches. The main aim of the researchers was to review the Ph. D study which was conducted on the implementation of the IEDSS scheme in India, so the researchers have gone through only one database i.e. Shodhganga@INFLIBNET. A search was conducted using the key terms such as 'Inclusive education for disabled at Secondary stage' 'Implementation of Inclusive Education for Disabled at Secondary Stage (IEDSS) scheme'. Each of these results was scrutinized for possible applicability according to the purpose of the study. The researcher reviewed different studies conducted within last 15 years in the different parts of India on the implementation of Inclusive Education of the Disabled at Secondary Stage (IEDSS) Scheme. But the researcher found only four studies according to the inclusion criteria which are given below in Table-1.

INCLUSION CRITERIA FOLLOWED IN THE REVIEW

This review comprises only theses, which fulfill the following criteria:

1. Studies which is conducted in India.
2. Only Ph. D theses were included.
3. Keyword is 'Inclusive education' however the main focus is on 'Inclusive Education of the Disabled at Secondary Stage (IEDSS) Scheme'.

4. The concern is only the education of students with disabilities at the Secondary level.

5. Focus is on the studies related to implementation of IEDSS scheme in any part of India.

Table 1. General characteristics and key findings of the PhD theses included.

Authors & Year	Title of the study	Participants/ Samples	Results
Kumar, S. (2018)	Implementation of Inclusive Education of the Disabled at Secondary Stage (IEDSS) Scheme: An evaluative study of Haryana.	80 schools from eight blocks of four districts of Haryana. 160 general teachers, 160 students with disabilities, 80 community members, 80 parents of student with disability. Four District Project Coordinators (DPCs), four	It was found that IEDSS scheme had been implemented in all secondary schools of Haryana. All general teachers and special teachers accepted that they were aware with the concept of inclusive education benefits of inclusive education and IEDSS scheme. It was also found that teacher student

		Assistant Project Coordinators (APCs), and 2 special teachers (i.e 16) from each block were selected as sample.	ratio was not according to the IEDSS scheme norms as general teachers said that special teacher visited their school within a month.
Kumar, K. S.(2018)	Mainstreaming the differently abled children through inclusive education	300 peers of differently abled students, 100 Teachers, 100 Resource Teachers, 100 members of Parent Teacher Association, 100 parents of differently abled students and 30 Heads of schools of the three district of Kerela	Differently abled students face many difficulties in their classroom such as insufficient facilities in the classroom, lack of support from various stakeholders, improper learning strategies, lack of training for the teachers, problem of curriculum transaction, non-

			availability of resource teachers
Devi, P. (2022)	An assessment of the implementation of Inclusive education of the disabled at Secondary stage scheme in Haryana	6 Districts, 30 Blocks, 60 schools, 30 school heads, 120 general teachers and 30 special teachers, 120 children with disabilities, and 30 parents of children with disabilities randomly selected from 60 government senior secondary inclusive schools.	Lack of resource room support, lack of availability of adequate fund, incompetency of general teacher to teach students with disabilities, lack of training for general teachers etc. were found major barriers in the effective implementation of IEDSS scheme in Haryana.

Satpar kash (2025)	An evaluation of implement ation of the Inclusive Education of Disabled at Secondary Stage (IEDSS) scheme in district Panchkula (Haryana)	30 School Administ rators (Heads) 15 Special Educatio n Teachers 60 General school teachers 100 Children with Special Needs (CWSN)	IEDSS scheme had contribut ed to improving accessibili ty, promotin g inclusive education in school and increasing awareness among stakehold ers. Also study identified several challenges such as inadequat e resources, insufficien t teacher training, weak parental involveme nt, limited collaborati on, inadequat e support services etc.
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The aim of this study is to provide a review of literature available on the implementation of IEDSS scheme in India. This review paper synthesizes current research literature on IEDSS scheme, focusing on its implementation, impact and challenges. It is an important fact that a lot of knowledge has been created in the field of inclusive education, as reflected from the reviews

which deals with various aspects of inclusive education for students with disabilities. While the majority of research associated with inclusion of children with disabilities at the primary level, there are the some studies that have been attempted to address the question of inclusion of children with disabilities at the secondary level through the implementation of IEDSS scheme in India. The researchers have found only four studies which deals with implementation of IEDSS scheme in India.

Research Theme/ Topic

The researchers have identified four main themes to address in this literature: (1) Awareness and Perception of stakeholders regarding the implementation of IEDSS scheme, (2) Impact of the IEDSS scheme, (3) Challenges in the implementation of IEDSS scheme and (4) Suggestion for the effective implementation of IEDSS scheme.

Awareness and Perception of Various Stakeholders Regarding the Implementation of IEDSS Scheme

Awareness and Perception of Authorities

Kumar (2018) conducted a study on implementation of Inclusive Education of the Disabled at Secondary Stage (IEDSS) scheme in Haryana. It was found that all the authorities accepted that they knew about the concept of inclusive education and also knew about the Inclusive Education of the Disabled at Secondary Stage (IEDSS) scheme and its aims and objectives. 75.00 per cent authorities responded that inclusive education is beneficial for providing the education to all students while 25.00 per cent authorities responded that inclusive education is not beneficial for providing education to all. All the authorities responded that the teacher student ratio was not according to the norms of the IEDSS scheme and they accepted that training programmes were not organized for authorities under the IEDSS scheme. All the authorities responded that expenditure was not accomplished on research and development, identification and assessment of students with disabilities, on hostel facilities, utilization on books, uniform and purchase of

reading software scholarship under the IEDSS scheme. All the authorities responded that modification in the school building took place for providing the barrier free environment to students with disabilities. All the authorities responded that there was not any autonomous body set up for the effective implementation of the IEDSS scheme and any model school setup was not implemented for inclusive education under the IEDSS scheme. All the authorities responded that external support services were not provided to students with disabilities under the IEDSS scheme.

Awareness and Perception of School Head

Devi (2022) reported that all the respondents (100%) were aware about the philosophical bases of the IEDSS scheme i.e. it was launched to provide opportunities to children with disabilities for enabling them to get an education with non-disabled children. Majority of school heads (60%), were aware that 'reader' allowance is provided to children with disabilities under the scheme. The majority of school heads (86.7%) of the study were aware that therapeutic services available for needy children with disabilities under the scheme. Thus, the majority of respondents were not aware of the allowances provided to children with disabilities under the scheme such as expenses on escort allowance but they were aware of the provisions on books and stationery. The majority of school heads i.e., 96.7 % of the study were aware about the provision of aids/appliances to needy children with disabilities but less aware of the technological support provisions mentioned under the scheme. 76.7% of school heads were aware about the provision of appointment of special educator in school but not aware of the actual teacher-student ratio for appointing special educators in inclusive schools i.e. 1:5 for school. Majority of the school heads aware of provisions of training for general teachers, special teachers, and orientation of school heads/administrators under the IEDSS scheme. Thus, it was seen that majority respondents were aware about the provisions of resource room, model inclusive schools and convergence with different government agencies and also aware of aware of alternation,

adaptations, and monitoring provisions under the IEDSS scheme.

Satparkash (2025) reported that the majority of school administrators confirmed that the scheme's objectives and provisions have been well-communicated. The study also founds gaps in areas such as teacher and non-teaching staff training, emotional and social support, interagency collaboration, parental involvement, and consistent individualized planning. Despite strong awareness, nearly half of the schools lack the necessary resources, lack of adequate support for students' emotional and social well-being lack of collaboration with external experts and agencies has been observed.

Awareness and Perception of General School Teachers

Kumar, S (2018) in his study found that all the general teachers responded that they knew about the inclusive education. Only 13.75 per cent general teachers accepted that they adopted special procedure to identify the students with disabilities while 86.25 per cent general teachers give opposite response. During the study it was also observed that special teacher visited the school in a huge gap as special teachers were not appointed according to the norms of IEDSS scheme. All the general teachers responded that they did not attend any training programme related to the teaching learning process of students with disabilities under IEDSS scheme. 20.00 per cent general teachers responded that there was special seating arrangement in classrooms for students with disabilities while 80.00 per cent general teachers responses was not similar. 81.25 % of the general teachers accepted that there was a proper arrangement of toilets for students with disabilities in their schools. 86.25% of the general teachers accepted that they did not have sufficient knowledge regarding the use of aids and appliances. 96.87 per cent general teachers responded that they did not use ICT in teaching learning process of students with disabilities and only 3.12 per cent general teachers responded that they used ICT.

Kumar, K. S. (2018) found that the perception on inclusive education for differently abled children of teachers varied among three levels which were 7% teachers are with the score of high level of perception, 81% are average level and the remaining 12% are with low level of perception on Inclusive education.

Devi (2022) reported that all the general teachers (100%) of the study were aware about the philosophical bases of the IEDSS scheme. They know that an inclusive school is free from discrimination and provide opportunities to children with disabilities for enabling them to get an education with non-disabled children. 66.7% general teachers were aware that 'reader' allowance is provided to children with disabilities under the scheme. The majority of general teachers (89.2 %) were aware that therapeutic services for needy children with disabilities are covered under the scheme. Thus, the majority of general teacher were not aware of the allowances provided to children with disabilities under the scheme such as escort allowance but they were aware of the provisions on books and stationery. Majority of the general teachers of the study were aware about the provision of aids and appliances and leaning material for children with disabilities but less aware of the technological support provisions mentioned under the scheme such as speech recognition software and programmes to develop computer vocabulary for children having speech impairment. The majority of general teachers not aware of the actual teacher-student ratio for appointing special educators in schools. Most of the general teachers aware of provisions of training for them, training for special teachers, and training for Heads/administrators under the IEDSS scheme. Thus, it was found that majority of responded were aware about all the provision of IEDSS scheme including the provisions of resource room, model inclusive schools and convergence with different government agencies and alternative modes of examination for children with disabilities.

Satparkash (2025) found that basic level of awareness among general school teachers and many inclusive practices have not yet been fully integrated into regular classroom processes. The

study found the inadequate preparedness of general teachers, many of whom lack specialized training in inclusive pedagogy, disability awareness, and adaptation of teaching materials which create hindrance in addressing the diverse needs of students with disabilities effectively. The study further indicate that the infrastructural facilities in most schools are not fully barrier-free, assistive devices and adapted materials insufficient or delayed, collaboration between general teachers and special educators is irregular and often informal. Inadequate and delayed financial support hinders the timely procurement of aids and appliances and the monitoring and evaluation mechanisms for the scheme are weak.

Awareness and Perception of Special Teachers

Kumar, S (2018) found that all special teachers responded that teacher student ratio was not according to the IEDSS scheme. All the special teachers responded that they did not attend any in- service training regarding students with disabilities at secondary stage under the IEDSS scheme. 68.75 % of the special teachers accepted that parents did not follow their suggestions regarding their children with disabilities. Financial condition of parents was not good and therefore they are busy to earn their livelihood. Most of the special teachers agreed that they prepared individualized education programme and adopted some specific teaching strategies for students with disabilities. Special teachers used different types of teaching strategies like oral instruction, diagrams, graphics presentation, model instructional practices, by parts learning, prompting strategies and regular feedback. Very few special teachers responded that they used ICT in teaching learning process while 87.50 per cent special teachers responded that they did not use ICT in teaching learning process.

Kumar, K. S. (2018) in his study reported that 20% resource teachers are with high level of perception, 71% are with average level of perception and the remaining 9% constitute with low level of perception on inclusive education differently abled children. It can firmly

state that there exist varied levels of perception among resource teachers.

Devi (2022) found that all the special teachers of the study were aware about the philosophical bases of the IEDSS scheme. All the special teacher of the study was aware that 'reader' allowance is provided to children with disabilities under the scheme. Majority of respondents of the study were not aware regarding applicability of escort allowance, which is provided under the scheme only to children having severe lower disabilities, girls with disabilities, and children with mental retardation. 96.7% special teachers were aware that therapeutic services for needy children with disabilities are provided under the scheme. The researcher found that all special teachers were aware about the provision of aids and appliances and learning material provided under the scheme to teach children with disabilities. All the special teachers were aware of provisions of training for general teachers, special teachers, and orientation of school heads/administrators under the IEDSS scheme. Thus, it was found that majority of responded were aware about all the provision of IEDSS scheme such as the provisions of resource room, model inclusive schools, alternative modes of examination for children with disabilities at the secondary stage.

Satparkash (2025) found in his study that special educators possess a clear understanding of the IEDSS objectives. Adequate initial training has been provided but this training is not always sufficient for addressing the dynamic realities of classroom practice. Special educators reports facing challenges, including lack of adequate support services and infrastructure, lack of parental involvement in decision making and educational planning for children with disabilities. Anti-stigma initiatives, peer collaboration, and school-wide awareness campaigns are contributing to a respectful and inclusive school culture and increase student's involvement. The findings of the study revealed that inclusive education in practice remains a work in progress that requires continuous commitment and collaborative effort from all stakeholders.

Awareness and Perception of Parents of Students with Disabilities

All the parents responded that they knew about Inclusive Education for the Disabled at Secondary Stage (IEDSS) scheme. Only 65.00 per cent parents responded that they satisfied with the present inclusive education set-up. 68.75 per cent parents responded that they satisfied with the facilities provided to students with disabilities under the IEDSS Scheme while 31.25 per cent parents responded that they did not satisfy. But all the parents responded that school buildings were barrier free for their children with disabilities.

Kumar, K. S. (2018) in his study found 9% parents of differently abled children are with the score of high level of perception 80% are with the score of average level of perception and 11% are with low level of perception on inclusive education.

Awareness and Perception of Students with Disabilities

Most of students with disabilities (90%) responded that they came to school regularly. 87.50 per cent of the students with disabilities responded that special teachers visited their school for providing the academic support to students with disabilities while 12.50 per cent of the students with disabilities responses was not similar to that. Almost (96.87%) all the students with disabilities accepted that they had friends without disabilities. All the disabled students responded that they took help from students without disabilities. 57.50 per cent students with disabilities responded that they sometime faced problem regarding setting arrangement of the classroom. 75 % of the students with disabilities responded that they did not get extra time during their exams.

Satparkash (2025) found that 82% of students with disabilities reported that the school environment was welcoming and inclusive for students with disabilities while 18% respondents was not agree for the same. 66% respondents said that they were not aware of the objectives and provisions of the IEDSS Scheme while 34% respondents claim that they were aware of the

objectives and provisions of the IEDSS Scheme. The inclusion of students with disabilities in classroom activities and appropriate support and accommodations from teachers emerged as another area of concern by revealing a gap in instructional functioning. Regarding physical infrastructure and resources, only 32% of respondents affirmed the presence of accessible facilities in their schools and access to assistive technologies under the IEDSS scheme was also seen less as only 25% confirming availability and 75% did not agree. Peer interaction revealed a positive picture in the study.

Awareness and Perception of peers of students with disabilities

Kumar, K. S. (2018) intended to find the level of perception of peers of differently abled children in his study. It was reported that 17.33% peers of differently abled children have the score of high level of perception, 63.67% are with the score of average level of perception and the remaining 19% are with low level of perception on inclusive education.

Impact of the IEDSS Scheme

From the results of the study of Kumar, S. (2018), it was found that all the resource rooms had the basic facilities of black boards, chalks, drinking water, seating arrangement, light and fan etc. It was also observed that all the resource rooms had the facilities of study materials, aids and appliances for students with disabilities with different categories where only few materials that have regular use. Further it was also found that a few numbers of students with disabilities were taking the benefit of resource rooms for their academic development because all the resource rooms were established at block level. It was also seen that maximum special teachers were not trained in multidisciplinary approach and they did not know how to use these aids and appliances properly. However there was not even a single block in all the selected districts where special teachers were appointed for all three categories such as visually impairment, hearing impairment and mentally retarded students as per norms of the IEDSS scheme.

Kumar, K. S. (2018) discussed that the development of inclusive education in Kerala is from segregation to inclusion where IEDSS for secondary education was started in 2002. The schools have some of the infrastructural facilities for implementation of inclusive education by utilizing the IEDSS fund. At the same time schools may also experience some shortcomings in some of the needed facilities. At secondary level, inclusive education is implemented through IEDSS and the members of PTA suggests various aids and appliances for the smooth functioning of the schools in favour of differently abled children. DIET was play the role as a responsible agency to monitor and administer the progress related with inclusive education. DIET can play both role as Academic role and Administrative role suggestion and support on curricular transaction, suggestion and support on evaluation procedures etc. consider as academic role where as administrative role includes appointment of resource teachers, funding, monitoring and conducting training programmes. In Kerala DIETs organise various workshops for the development of text books, training manuals and teaching learning materials for inclusive education. From the commencement of the programme DIET was the nodal agency of the inclusive education at district level but due to the changes in the Government policies, the role of DIET has been diluted in this regard. From April 2018 onwards, the nodal role of inclusive education has been vested upon with Samagra Shiksha Abhiyan. However in Kerala, RMSA is continuing with the nodal work of the programme. Funds for IEDSS and inclusive education increases year by year which depicts the importance given by the central and state governments on inclusive education. But it was also mentioned that the funds allotting for the development of inclusive education is still inadequate. As the suggestion given by the Government, the district Institute for Education and training (DIET) appointed the resource teachers.

The result of the study conducted by Devi (2022) showed that the IEDSS scheme has positive impact on the education and socialization of

children with disabilities at the secondary stage in Haryana. The enrolment of children with disabilities in the school was not same in all time there was ups and downs. In the year 296-02 a slight increase was found in the enrolments of children with disabilities in Jind districts in comparison to the year 296-02. More enrolments of children with hearing impairment, mental retardation, and other disabilities were found in 296-02 in comparison to previous years where as in the year 296-02 fewer enrolments of children with visual impairment, Orthopaedics impairment, and multiple disabilities were found in comparison to previous years. However IEDSS scheme has encouraged the socialization of children with disabilities at the secondary stage. Even though after the implementation of IEDSS scheme, efforts were made to improve the accessibility of children with disabilities in inclusive schools through infrastructure development, but it was stated that these developments were not sufficient to fully meet their needs. In 56.7% schools ramps were constructed with handrails but in the majority of schools (83.3%), stairs were not accessible for children with disabilities. Again resource rooms were situated at blocks not at school level to facilitate children with disabilities (Devi, 2022). It was also found after the year 296-02 there is decreasing scenario regarding the appointment of special educator and also the result of the study shows that teacher-student ratio higher than 1:5 at the secondary stage in the year 296-02 in every sample district (Devi, 2022).

Challenges related to the implementation of IEDSS scheme

All the authorities faced problem due to lack of well-trained special teachers for students with disabilities and insufficient budget for smooth functioning of the IEDSS scheme. Authorities, special teacher and general teacher faced problems due to the lack of co-operation from parents and community members, unawareness of parents and community member about the education of students with disabilities as well as about Inclusive Education of the Disabled at Secondary Stage (IEDSS) scheme and lack of medical professional during medical assessment

camp. 86.87% general teachers faced the problem regarding the identification, assessment and evaluation procedure with reference students with disabilities under inclusive education. Most of the community members agree regarding the insufficient allowance for students with disabilities and lack of individual attention from the school staff on students with disabilities. 80.00 per cent parents admitted that there was lack of basic facilities for students with disabilities at school level (Kumar, 2018).

Kumar, K. S. (2018) found no conscious efforts from the teachers to integrate the technology with the class room practices; some teachers are not at all interested in dealing the problems of the differently abled children. According to resource teacher proper co-ordination between peers of differently abled children and teachers is very essential in the successful implementation of inclusive education programme. Researcher also observed that in a class there were two differently abled children who have faced difficulty to follow the class of the regular teacher because the class was not so accessible to them. Therefore adapted facilities in the class were also need to be improved. Kumar, K. S. (2018) stated that the differently abled students face many difficulties in their classroom such as insufficient facilities in the class room, lack of support from various stakeholders, improper learning strategies, lack of training for the teachers, problem of curriculum transaction, non-availability of resource teachers etc.

Devi (2022) opined that in most of the schools of study area inclusive education for the disabled at the secondary school stage not considered a joint responsibility of the general and special teacher and it was observed as an imposed burden. A lot of improvement in physical infrastructural facilities was observed in the majority of sample schools while major discrepancies were there in majority of schools in the availability of separate toilets for boys and girls with disabilities at the secondary stage. In the 96.7% schools drinking water facilities were not accessible for children with disabilities. It was revealed there was a lack of interest of on the part of the school heads regarding technological aids and software for

classroom teaching of children with disabilities as well as to provide information to parents regarding provisions on different schemes of inclusive education. The inappropriate and inadequate appointment of special teachers and insufficient training on multiple disabilities were also found as a barrier to the effective implementation of the IEDSS scheme. Lack of resource room support, lack of availability of adequate fund, incompetency of general teacher to teach students with disabilities, lack of training for general teachers, absent of collaborative teaching practices etc. were also found major barriers in the effective implementation of IEDSS scheme in Haryana (Devi, 2022).

Suggestions for the effective implementation of IEDSS scheme

All the authorities suggested that each activity under the IEDSS scheme should be organized on proper time with due attention for proper implementation of the IEDSS scheme. All the authorities and special teacher, general teacher and community members and parent of students with disabilities suggested that well trained special teachers should be appointed for the effective functioning of IEDSS scheme. All the general teachers suggested that there should be proper provision of stipend and escort allowance for all the students with disabilities on the basis of their disability. Community members suggested that the proper training should be provided to parents and community members for effective and proper implementation of the IEDSS scheme. It was revealed that all the parents suggested that all facilities should be provided as per the norms of IEDSS scheme such as stipend, escort allowance, books and uniform and also suggested about the coordination between special teachers and general teachers for benefit of students with disabilities (Kumar, 2018)

Kumar (2018) mentioned that the 1:5 ratio for resource teachers and the differently abled children should be followed and to appoint separate resource teachers for each disability because the resource teachers are dealing the children with all types of disabilities, but they were trained for only one type of disability. Government schools

should accept the concept of inclusive education as their responsibility to enhance the life of differently abled children and ensure the use of innovative and adaptive modern technologies for mainstreaming the differently abled children. Resource teachers also suggested modifications in the curriculum to meet the needs of differently abled children, if the curriculum is adaptive to the differently abled children, it will reduce the dropout rates of such children.

There should be more efforts need to be made for attitudinal transformation among different stakeholders to understand their role and responsibilities toward inclusive education. Maximum involvement of school management committee members must be required regarding issues of inclusion of children with disabilities in schools. Special teachers should be appointed at school or at least cluster level for an adequate teacher-student ratio and the govt. should appoint volunteers to help special teachers to handle the home-based education of children with disabilities. Separate toilets for girls and boys for children with disabilities should be made mandatory. Adequate stipends and allowances should be provided to all students with disabilities so that it can help in their education. Orientation programmes for school heads, multidisciplinary in-service training of special teachers, and compulsory inservice training of general teachers on inclusive education at the secondary stage need to be organized. Participation of all stakeholders in the monitoring process should be ensured for the proper implementation of IEDSS scheme (Devi, 2022).

DISCUSSION

The aim of this study is to provide a review of literature on the implementation of IEDSS scheme in India. This review paper synthesizes current research literature on IEDSS scheme, focusing on its implementation, impact and challenges. This paper offers insights into the perception of various stakeholders regarding the implementation of IEDSS scheme, impact of the scheme and identifies key challenges that hinder its full realization. Additionally the paper discusses about the suggestions for effective

implementation of IEDSS scheme which helps in fostering inclusive educational environments. This review attempts to inform educators, policymakers, and stakeholders on the opportunities and challenges related to the implementation of the IEDSS scheme by critically analyzing the body of available knowledge.

While the majority of research associated with inclusion of children with disabilities at the primary level, there are some studies that have been attempted to address the question of inclusion of children with disabilities at the secondary level through the implementation of IEDSS scheme in India (Kumar, 2018; Kumar, 2018; and Devi, 2022). It is an important fact that a lot of knowledge has been created in this field, as reflected from the reviews which deals with various aspects of inclusive education for students with disabilities at secondary stage, such as students covers under IEDSS scheme and their enrolment, access and retention perception of various stakeholders towards IEDSS scheme, major challenges for the effective implementation of IEDSS scheme and suggestion for the effective implementation of IEDSS scheme. From the reviews it is found that IEDSS scheme had been implemented in all secondary schools of Haryana (Kumar, S., 2018). Kumar (2018) found that special teacher visited their school within month for which students with disabilities face problems. This result also supported by the study of Kumar (2018) where he found that the differently abled children were always struggling with the regular teachers classes when the resource teacher is absent in the class. Almost all the students with disabilities expressed that they liked coming to the school (Kumar 2018). Regarding the perception of various stakeholders towards IEDSS scheme it was found that all the stakeholders have desirable awareness on the need of education for students with disabilities, however some of the stakeholders like parents and peers of differently abled children may not be aware about the terminologies like inclusive education and IEDSS (Kumar K, S., 2018); but all the authorities, general teachers and special teachers aware about

the usefulness and benefits of IEDSS scheme for all students with disabilities (Kumar, S. ; 2018).

Kumar (2018) stated that the differently abled students face many difficulties in their classroom such as insufficient facilities in the class room, lack of support from various stakeholders, improper learning strategies, lack of training for the teachers, problem of curriculum transaction, non- availability of resource teachers etc. In most schools, inclusive education for students with disabilities at the secondary school level was seen as an imposition and not as a shared duty between general and special educators (Devi, 2022). Kumar (2018) found that special teacher visited their school within month for which students with disabilities face problems. This result also supported by the study of Kumar K. S. (2018) where he found that the differently abled children were always struggling with the regular teachers classes when the resource teacher is absent in the class. Almost all the students with disabilities expressed that they liked coming to the school (Kumar, S., 2018).

The study (Satparkash, 2025) revealed that the scheme has been focuses on creating inclusive educational environments. However, the study also highlights significant challenges such as lack of adequate aids and appliances, need for improvement in teachers training, limited collaboration between special educators and general teachers, awareness of the scheme's objectives remains limited for some stakeholders, limited adaptation of teaching materials and curricula according to the diverse learning needs.

From the analysis it is seen that all the schools provide facilities for the education of students with disabilities under the IEDSS scheme. However the implementation of all the provision of the scheme is perceived as mixed, with successes to an extent and also overshadowed by persistent challenges. There is need to do more work for the effective implementation of IEDSS scheme. The authorities and other stake holders should work together for the better implementation of the programme IEDSS at the secondary level. Resource rooms should made available with well-equipped appliances at school

level for the benefit of students with disabilities (Kumar, 2018). To improve the scheme's effectiveness, there is a clear need to take a multifaceted approach that includes improving communication and dissemination about the scheme, investing in teacher capacity building, upgrading physical and technological infrastructure, fostering inclusive school cultures through empathy and advocacy programs, and systematically monitoring implementation outcomes (Satparkash, 2025).

CONCLUSION

In this paper we expand our understanding and knowledge about the implementation of Inclusive Education of the Disabled at Secondary Stage (IEDSS) Scheme. Some of the important theme discussed in this paper includes awareness and perception of various stakeholders regarding the implementation of IEDSS scheme, impact of the IEDSS scheme, challenges related to the implementation of IEDSS scheme as well as suggestions for the effective implementation of IEDSS scheme. In conclusion, although students with disabilities encounter various challenges in their day to day life but it can be reduced with the right kind of accommodation, adequate support, and inclusive environments. Every child has a right to get education irrespective of his abilities and socio-economic background. We should respect the diverse needs of all children and maximize their learning by providing various opportunities to them. Inclusion has made changes to the life of children with disabilities.

Inclusive education not only helps in the academic development but also it assures the development of socializing skills of children with disabilities. In this regard, the various stakeholders such as resource teachers, teachers, parents, peers, members of PTA and heads of the schools should jointly work together for the inclusion of children with disabilities. For the successful of inclusive education society should change the attitude towards the education of children with disabilities which may lead to transform the present system and accepting the children with diverse needs (Kumar K\, S., 2018). The literature reviews identifies or found various causes and challenges which may affect the implementation of IEDSS scheme. Inclusive practice, financing, school environment, school organization, curriculum design, classroom environment, teacher training, infrastructure are needs to be improve. Therefore concern authorities should look into the matter, so that no students with disabilities can deprived from Secondary education. This paper calls for action from all stakeholders in education. Proper implementation of policies and schemes helps to increase the learner outcomes of students with disabilities as well as to develop their standard of living. Furthermore we needed more studies to gather deep insight into the implementation of IDESS scheme, perception of stakeholders regarding the IEDSS scheme as well as experiences of students with disabilities, teachers etc. and how these impact on their overall development.

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