



Structural and Organizational Improvement in Indian Government Institutions Existing Buildings and Structures under DEPwDs based on Sustainability, Inclusive Growth- Viksit Bharat 2047. Finding Answer to Parents' Question: What After Us? for Persons with Multiple Disabilities

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ABSTRACT

Multiple disabilities refer to the simultaneous occurrence of two or more distinct physical, sensory, cognitive, or behavioural impairments. In clinical and educational terminology, these concurrent conditions interact to create complex, multifaceted functional limitations that cannot be managed adequately through interventions directed at a single impairment. This unique combination causes severe educational needs, ADL needs and skill training needs that cannot be met by programs designed for just one impairment. The Government of India (GOI) runs several key programmes and frameworks targeted at retrofitting, refurbishing, and redeveloping existing buildings and structures based on sustainability, safety, and heritage goals. The underutilised building and facilities at organisations and structures under the Department of Empowerment of PwDs remained unutilised as impractical to use. Universal Design (UD) is the design and composition of an environment so that it can be accessed, understood and used to the greatest extent possible by all people regardless of their age, size, ability or disability. Combining Universal Design (UD) and sensory integration creates inclusive environments for autistic and multiple disability individuals by proactively removing physical and sensory barriers. Under organisational reforms a skills-first ecosystem requires enabling infrastructure that supports participation and progression across the skilling lifecycle.

Keywords:

Universal Design of space, Assistive Technology, Multiple Disabilities. Autism and Sensory integration. Skilling ecosystem, Life skill training, Viksit Bharat -2047, Curriculum adaptations and modifications, Curriculum restructuring, organisational reforms, Inclusive growth, sustainable living, RPwD Act

INTRODUCTION

Multiple disabilities refer to the simultaneous occurrence of two or more distinct physical, sensory, cognitive, or behavioural impairments. In clinical and educational terminology, these concurrent conditions interact to create complex, multifaceted functional limitations that cannot be managed adequately through interventions directed at a single impairment.

Concomitant Impairments: Under the Individuals with Disabilities Education Act (IDEA),

multiple disabilities mean having simultaneous impairments—such as an intellectual disability combined with blindness or an orthopaedic impairment. This unique combination causes severe educational needs , *ADL needs and skill training needs that cannot be met by programs designed for just one impairment.*

Key Elements of the IDEA Definition

- Simultaneous Impairments: A child has two or more distinct disabilities at the same time. It can be a combination of sensory and cognition or sensory, cognition and orthopaedic or cognition and orthopaedic or neurological , sensory and cognition etc .
- Severe Impact: The combined effect creates deep learning and functional challenges.
- Specialized Care: Standard support for a single condition is not enough to help the student learn.
- Deaf-Blindness Exclusion: Deaf-blindness has its own separate category in the law and is not counted here
- Composite Severity: In medical board evaluations (such as standard disability assessments), specialists evaluate individual domains separately (e.g., locomotor, sensory, or neurological) and compute a combined functional score.

In medicine multiple disabilities is (under the guidelines of the National Medical Commission/ NMC in India), the study of disability is structured under Community Medicine (PSM), Pediatrics, Psychiatry, and Forensic Medicine. From a medical-legal and clinical standpoint, Multiple Disabilities (MD) is defined as the simultaneous presence of two or more distinct disabling conditions in a single individual, where the combination of impairments produces a complex, cumulative effect on functioning rather than a simple addition of symptoms.

Standard Medical-Legal Definition (RPwD Act, 2016)

In medicine, the primary statutory reference used in India is the Rights of Persons with Disabilities (RPwD) Act, 2016. It defines Multiple Disabilities as:

"The co-occurrence of two or more specified disabilities (out of the 21 categories recognized by the Act) at the same time in a single individual."

Key Clinical Caveat: Unlike international educational definitions (like IDEA in the US), Indian medical certification boards include Deaf-blindness under the umbrella of multiple disabilities. Clinical Classification & Common Combinations

In paediatric and rehabilitation clinical studies they classify multiple disabilities based on the organ systems involved:

- Neurodevelopmental + Sensory: Intellectual Disability combined with Visual Impairment (Blindness) or Hearing Impairment.
- Neuromotor + Cognitive: Cerebral Palsy paired with Intellectual Disability or Autism Spectrum Disorder (ASD).
- Sensory + Sensory: Concomitant Visual and Hearing Impairment (Deaf-blindness).

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- Physical + Communication: Locomotor Disability combined with Speech and Language Impairment.
- Neuro developmental and cognition: Autism and intellectual disabilities

Medical Assessment and the "Combined Formula "Doctors use the McBride Scale / Combined Disability Formula to calculate total permanent functional impairment:

$$\text{Total Impairment} = a + \frac{b(100-a)}{100}$$

Where *a* is the higher percentage disability and *b* is the lower percentage disability.

Core Etymological & Diagnostic Pillars for Multiple Disabilities

1. Concomitance: The conditions must be simultaneous and independent, not just secondary complications (e.g., diabetic retinopathy is a complication, whereas Down Syndrome with congenital cataracts represents a multiple disability presentation).
2. Synergistic Impact: The functional limitation is exponential, meaning the disabilities interact to create unique clinical barriers to rehabilitation.
3. Multidisciplinary Management: Requires a team consisting of a Pediatrician/Physician, Physiatrist (PMR), Audiologist, Ophthalmologist, and Clinical Psychologist.

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The Government of India (GOI) runs several key programmes and frameworks targeted at retrofitting, refurbishing, and redeveloping existing buildings and structures based on sustainability, safety, and heritage goals.

1. Energy Efficiency & Decarbonization: Building Energy Efficiency Programme (BEEP): Eco Niwas Samhita is India's energy conservation and sustainability building code for residential properties, created by the Bureau of Energy Efficiency (BEE).

Key Objectives

1. Thermal Comfort: Limits heat gain in hot climates and heat loss in cold climates.
2. Natural Resources: Promotes better use of daylight and natural airflow inside homes.
3. Energy Savings: Lowers electricity use for cooling and heating, which reduces greenhouse gas emissions.

2. PM Surya Ghar: Muft Bijli Yojana, Energy Conservation Building Code (ECBC) for Existing Buildings

3. Infrastructure Redevelopment & Modernization: Central Vista Project: The primary objective of the Central Vista Redevelopment Project is to modernize and consolidate India's central administrative infrastructure. It aims to improve governance efficiency by bringing fragmented ministries into a single complex, replace aging colonial-era structures, and expand public spaces along the Kartavya Path.

4. GPRA Redevelopment Scheme: The General Pool Residential Accommodation (GPRA) Redevelopment Scheme is an Indian government initiative to modernize ageing colonial-era public housing colonies in New Delhi into high-rise residential and commercial complexes. Funded through a self-sustaining commercial monetization model, it replaces old units without straining public funds.

5. Structural Safety & Heritage Restoration. National Earthquake Mitigation Project (NEMP): National Culture Fund (NCF) & ASI Heritage Conservation:

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- The underutilised building and facilities at Vocational rehabilitation centres, National Institutes and other organisations under the Department of Empowerment of PwDs remained unutilised as impractical to use. We need to understand the need of Autism and Intellectual disabilities, Cerebral Palsy and Multiple Disabilities . Many autistic people struggle in typical work settings because these environments are built for non-autistic ways of thinking and sensing. Standard workplaces often cause extreme stress, exhaustion, and burnout due to design and social rules.
- Another example of underutilised structures is of the Delhi Urban Shelter Improvement Board (DUSIB)—functioning under the Government of NCT of Delhi—is primarily tasked with improving the quality of life, housing conditions, and civic amenities for slum and Jhuggi Jhopri (JJ) dwellers.

As part of its social infrastructure initiative, DUSIB constructs and manages Community Centres / Community Halls / Basti Vikas Kendras (BVKs). The objective of these community centres is structured around three key pillars:

1. Social Infrastructure and Affordable Venues

Affordable Social Space: To provide community spaces on a nominal rental basis to slum and JJ cluster residents for conducting weddings, social gatherings, and cultural functions.

Alternatives to Public Parks: To alleviate the pressure on municipal parks and public roads being used for weddings and private functions by introducing designated, structurally safe multi-purpose spaces.

2. Community and Educational Development

Livelihood & Training Classes: To dedicate spaces (often upper floors or specific sections) for community services, including holding vocational classes for sewing, knitting, and youth development.

Education & Reading Rooms: Establish reading rooms and informal educational areas for children living in pockets of marginalisation in cities.

Indoor Sports & Recreation: To encourage healthy living and fitness within under-resourced neighbourhoods via indoor games and recreational facilities.

3. Civil Society Partnerships (BVK Policy)

NGO Collaboration: To allot these hubs to registered NGOs, Charitable Trusts, and Resident Welfare Associations (RWAs) to execute community development and welfare schemes directly at the grassroots level

The studies conducted by the Delhi Urban Shelter

Improvement Board (DUSIB) son community centres and Basti Vikas Kendras (BVKs) reveal that they frequently lack functionality, maintenance, community participation and are not used properly because of inadequate funding and lack of proper local governance.

Key Findings on Sub-Functional Community Centers

- **Infrastructure & Maintenance Gaps:** Many facilities are not well-maintained and do not have basic repair facilities, clean water, working toilets or regular electricity, and therefore, do not get used to the fullest extent by the local population.
- **Management challenges:** Many skill training or social spaces are locked, not monitored well or used for other community purposes.
- **Low Social Impact:** Research in urban social infrastructure has documented the need for active social programming, instead of passive social spaces, to create social cohesion in dense settlements in Delhi.
- **These BVK s are centrally located in the community and are underutilised due to above mentioned reasons.**

Digital vs. Ground Reality: While online portals exist for DUSIB Community Hall Booking, ground-level accessibility and grievance redressal for smaller neighborhood spaces remain

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weak. The allotment procedure for Basti Vikas Kendras (BVKs) managed by the Delhi Urban Shelter Improvement Board (DUSIB) is notoriously bureaucratic, complex, and highly restrictive.

The extensive criteria make it very difficult for grassroots NGOs or resident welfare associations to smoothly navigate the system. Under the official DUSIB BVK Policy, an applicant organization is forced to clear several rigid hurdles: [Political Recommendation Dependency: Priority is heavily skewed toward organizations that carry formal recommendations from the local MLA. Without political backing, applications often languish.

Heavy Presentation & Documentation Requirements: Applicants must provide a hard copy as well as a digital copy (via a pen drive or CD) of a highly detailed 1-to-2-year socio-economic Action Plan.

Strict Personal & Financial Scrutiny: The board demands comprehensive track records of the NGO, Aadhar cards and background profiles of all governing members, bank statements, and list of qualified/trained professionals on the payroll.

Furthermore, DUSIB retains the absolute right to cancel the allocation instantly if the space is needed for official or government work (such as setting up an Aam Aadmi Mohalla Clinic).

Universal Design of structures : In reference to Multiple Disabilities and Autism

Universal Design (UD) is the design and composition of an environment so that it can be accessed, understood and used to the greatest extent possible by all people regardless of their age, size, ability or disability. An environment (or any building, product, or service in that environment) should be designed to meet the needs of all people who wish to use it. This is not a special requirement, for the benefit of only a minority of the population. It is a fundamental condition of good design. A well-ventilated room, room with light and curtains to control the same. Different type of sitting arrangement than traditional teacher and student teaching classrooms. An informal sitting and some corner sitting for multiple disabilities ensure a universal design model strength which allow including multiple disabilities, Autistic adults and other neuro developmental disabilities. If an environment is accessible, usable, convenient and a pleasure to use, everyone benefits. By considering the diverse needs and abilities of all throughout the design process, universal design creates digital and built environments, services and systems that meet peoples' needs. Simply put, universal design is good design.



Fig1: Combining Universal Design (UD) and sensory integration creates inclusive environments for autistic individuals by proactively removing physical and sensory barriers. Instead of forcing a person to adapt to a stressful space, the setting is built with flexible, multi-sensory options that support regulation and accessibility for everyone.



Fig 2 : Sensory Integration: Sensory integration principles focus on how the brain organizes

input from the senses (like touch, sound, balance, and body position) to help an individual feel calm and focused



Fig 3 : Sensory-informed universal design treats neurodivergent sensory needs as a standard part of architectural and educational planning rather than an afterthought.

A sensory-compliant building structure incorporates inclusive architectural design to support neurodivergent occupants, reduce sensory overload, and create emotionally responsive environments. Moving beyond basic code compliance means engineering spaces that actively regulate sight, sound, touch, and air quality.



Fig 5: Sensory-compliant architecture is a design framework that creates buildings and spaces tailored to the neurological and sensory needs of users, particularly those with autism, ADHD, PTSD, dementia, and sensory processing disorders. Instead of designing for a theoretical "average" person, it manipulates environmental stimuli—like light, sound, texture, and layout—to prevent sensory overload or under-stimulation.

Core Structural Elements

- Acoustic Mitigation: Use sound-dampening insulation in core wall studs, install acoustic ceiling panels, and grade transitions between loud and quiet zones to prevent auditory fatigue. Auditory fatigue can be reduced with the help of window open to garden or open spaces .
- Adaptive Lighting: Replace any fluorescent bulbs that are causing a harsh lighting effect by using dimmable diffused LED lights, and ensure that the windows are strategically positioned to avoid any direct light that could create a glare effect. If possible, have as much day light and blinds on the window to provide diffuse light impact and aid in functioning.
- Tactile & Spatial Flow: Select natural flooring materials that can be smooth and predictable, and soft, organic and curvilinear wall configurations over sharp and aggressive corners.
- Clean Air Systems: Combine energy-recovery ventilation and filtering systems to remove pollutants and odors from chemicals in the indoor environment.
- Dedicated Retreats: Create small rooms, quiet spaces, or intentional sensory rooms for the person(s) to reset in a safe space.
- Many buildings under disability departments fail people with multiple disabilities because they are designed for only one type of need, like wheelchairs, while ignoring sensory or cognitive challenges.
- Common Design Problems
- Single Focus: Ramps and elevators help wheelchair users, but they lack braille signs, audio cues, or quiet spaces.
- Complex Layouts: Long hallways and confusing signs make it hard for people with thinking or memory issues to find their way. More the structures are facing the garden or open areas it increases the aesthetic value as well as the smell of wet soil and green grass create calming effect on hyperactive children and adults
- Sensory Overload: Loud noises, bright flashing lights, and crowded rooms cause stress for people with autism or sensory processing differences.
- Missing Staff Help: Buildings lack trained workers who can assist people with combined sight, hearing, or mental needs.

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The primary blueprint for reforming the organizational structure of Government of India (GoI) institutions is the 13th Report of the Second Administrative Reforms Commission (2nd ARC), The 13th report of the Second Administrative Reforms Commission (2nd ARC), submitted in April 2009 and titled "Organisational Structure of Government of India," focuses on restructuring central ministries, rationalizing government size, and applying the principle of subsidiarity to boost administrative efficiency. Alongside modern capacity-building initiatives like Mission Karmayogi managed by the Capacity Building Commission and structural reforms guided by NITI Aayog's Governance and Reforms Division.: The Capacity Building Commission (CBC) acts as the custodian of the Mission Karmayogi framework. It is responsible for changing the human resource foundations of the Indian government by moving civil services from static compliance to dynamic capability.

Core Focus Areas

- Reorganization of Ministries: Recasting departments and updating the rules of business to foster collaboration.
- In the similar capacity collaborative programmes can be formed and interlinked the various organisational structures giving a life span approach to rehabilitation of multiple disabilities.
- Principle of Subsidiarity: Shifting decision-making closer to citizens by handling functions at the lowest practical tier of governance.
- Parents of disabled individuals play an invaluable role as expert resource persons for government initiatives, bridging the gap between policymaking and real-world
- caregiving. Governments and state welfare departments routinely leverage their lived experience, specialized domain knowledge, and advocacy skills to drive systemic changes in policy, inclusion, and implementation. Parents are good resource for need assessments and help in improving organisational structures.
- Executive Agencies: Establishing dedicated, autonomous executive agencies for specialized service delivery.
- Regulatory Frameworks: Designing transparent, independent structures for government oversight.
- Special need personals too may be prepared from static capacity to dynamic capacity.
- Many institutions have outdated curricula, limited alignment with emerging job roles and duplication of curricula across programmes leads to inefficiency. Incorporating life span rehabilitation curriculum and multiple disability approach, medical as well as rehabilitation perspective, will help in navigating challenges.
- Infrastructure, where available, is often underutilised.

Practical Learning Methods

Community-Based Practice: Require field visits to local support networks and homes of disabled residents.
Simulated and Case-Based Learning: Use interactive scenarios and problem-based modules mirroring real-world hurdles.

Assistive Tech Integration: Hands-on labs for modern adaptive software, mobility devices, and communication tools.

Skill training and life skill training of the PwDs as transitional programme structure help bridging the gap between the secure environment of special school and real-world challenges.

Skill training and Vocationalisation of PwDs : Multiple Disabilities

Vocationalisation for persons with disabilities (PwDs) involves targeted skill development based on the functional assessments and job requirements, job coaching, and workplace adjustments to help individuals with physical, sensory, or intellectual impairments or combination of these in Multiple disabilities transition into sustainable, independent employment. It bridges the gap between education and economic self-reliance. Inclusion of co-curricular activities , curriculum modification and adaptations , life skill training and formal skill training help in navigating the transition from childhood to adulthood to livelihood journey

Key Components of Vocational Training

- Skill Assessment: Evaluating residual physical, cognitive, and academic capacities including sensory issues and neuro developmental condition in case of multiple disabilities.
- Customized Training: Before customised training it is important that person with disabilities should have undergone a transition process of life skill development , ADL training and sitting behaviour to achive the goal of Teaching trade-specific tasks like IT, digital literacy, tailoring, or electronics.
- Life Skills: This is a primary requirement before any formal skill is given to the person with disability. Building of the communication, interpersonal skills time management, and confidence.
- Job Placement: awerness of the disabilities and appropriate attitude development is necessary step before an adult is undergone a placement . The peer staff and administration of the organisation need to be aware that they are hiring a person with different abilities and it is not an issue of sympathy but developing a work culture and ethics .Partnering with corporate sectors and utilizing dedicated agencies like the
- National Career Service Centers for Differently Abled. Currently the structural and organisational structure of of national career service center / VRC at New Delhi and other states is underutilised due to the gap in need of the person with multiple disabilities and other disabilities , which we are trying to identify through this study .

Core Benefits

- Fosters financial independence and social integration. Financial independence is big goal to achive in case of multiple disabilities but some incentives and stipends are possible under manufacturing industry considering challenges in interpersonal skills and social skills in autism and other related neurodevelopmental disorders .
- Changes employer perceptions through workplace sensitization .It should be a continuous process in the identified industries .Industrial and organisational work assessment and job identification is very important for national career service centers / VRC.
- Reduces reliance on familial or state support systems: Transition from life skill approach to Vocationalisation for persons with multiple disabilities functional assessment, customized pre-vocational training, and adaptive skill development to foster economic self-reliance and community integration. Programs match residual functional capacities with tailored workplace tasks using assistive tech and continuous support.

Assessment and Planning

- Functional evaluation: Measuring physical, cognitive, and sensory abilities.
- Task analysis: Breaking down job duties into simple, manageable steps.At the Vocational rehabilitation centers the curriculum should be well documented with clear goal achievements by vocational instructors and special educators
- Person-centered profiling: Matching individual strengths with realistic market needs.

Training Frameworks

- Pre-vocational classes: Building basic work habits, punctuality, and focus.
- Adaptive skill tracks: Teaching simplified crafts, assembly, or digital tasks.
- Life skills integration: Blending communication, mobility, and self-care training.

Placement and Support

- Supported employment: Providing job coaches in open workplaces.
 - Sheltered or home-based units: Managing micro-enterprises or cooperative groups.
 - Institutional resources: Utilizing specialized entities like the National Institute for
 - Empowerment of Persons with Multiple Disabilities or National Career Service Centres for
 - Differently Abled for guidance and certification.
 - Creative drives for problem-solving and self-expression for people with disabilities
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Transforming physical and social barriers into opportunities for innovative solutions. Through adaptive design, art, and lateral thinking, individuals unlock independence and communicate beyond conventional limits.

Creative Expression and Therapies

- Art and music: Painting, clay sculpting, and drumming offer non-verbal outlets to process emotions and build fine motor skills.
- Tactile journaling: Using textures and shapes allows storytellers to convey personal experiences without traditional speech or sight.
- Adaptive performance: Inclusive dance and community theater foster social connection and physical coordination.

Empowerment and Community Support

- Confidence building: Overcoming daily hurdles sparks pride and self-reliance.
- Inclusive spaces: Community programs and workshops celebrate diverse perspectives by placing disabled creators at the center of the design process.
- Weekend organizations may provide social clubs for people with disabilities with weekend social events, skills workshops, and peer support groups for the purpose of establishing friendships and becoming active in their communities. These groups meet on Saturday and Sunday and provide inclusive, fun and safe spaces.

Activities Offered

- Social Gatherings: Coffee mornings, game nights, and themed parties.
- Outings and Trips: Visits to local parks, museums, movies, and community events.
- Creative Arts: Music, painting, and craft workshops.
- Physical Activities: Adaptive sports, group walks, and gentle fitness classes.

Benefits of Weekend Clubs

- Reduces Isolation: Gives members a regular place to meet friends outside the work week.
- Builds Skills: Helps members practice communication and independence.
- Supports Families: Gives primary caregivers and families a short break of respite during the weekend.

Skill first ecosystem in the organisational structures -Towards Viksit Bharat 2047

Enabling infrastructure for participation and progression through the skilling lifecycle are needed for a skills-first ecosystem. At present, training facilities, workshops, laboratories, hostels, community space etc. is fragmented and underutilised between departments and sectors, thus affecting the availability and scale. To this end, it is important to set up a State or National Shared Skills Infrastructure Network (PM-Gati Shakti and SIDH) to identify, map, digitise and enable sharing of existing assets to increase their utilisation and access without major capital expenditure.

(Source : page 19 Viksit Bharat <https://www.niti.gov.in/sites/default/files/2026-08/Reimagining-Skilling-for-Viksit-Bharat-2047.pdf>)

The approach was further strengthened by a structured review of global skilling models.

Systems in countries such as Germany, Australia, Indonesia, and Singapore were examined to understand how different approaches address scale, quality, industry engagement, and learner mobility, with a focus on relevance and feasibility for the Indian context.

Source : Viksit Bharat frame work- 2047

All the core reforms and system enablers align strategically to form a 'Reimagined Skilling Architecture' (refer Exhibit 4) for each learner, across skill segments. It is built on three principles: (i) Non-linear learning pathways, (ii) Skilling as a lifelong process, and (iii) Outcomes (employability, progression, and livelihoods) as the primary measure of success. Individuals can move flexibly between education, skilling, and work as life and labour market needs evolve.

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Source page 21 <https://www.niti.gov.in/sites/default/files/2026-08/Reimagining-Skilling-for-Viksiti-Bharat-2047.pdf>

The reimagined skilling and education ecosystem rests on three foundational principles. First, learning is not linear. Individuals move in and out of education, skilling, and work as their life circumstances evolve, and the system must be designed to accommodate these varied pathways rather than constrain them.

Source page 94 Viksit Bharat frame work 2047. Finally it can be said that nothing for us without us- Practicing leadership for Inclusive environment is the theme of World disability day. Thus, inclusive decision making process with PwD and their professional carers is a step towards inclusive societies, organisations and sustainability. Structural and organisational modifications as per today's need of the Gen Z population of PwDs needs a re-assessment of their needs keeping their different abilities and challenges due to sensory, neurodivergent or orthopaedic differences.

Perhaps the most challenging and gut-wrenching question that parents of Persons with Disabilities (PwDs) may have is the question of "What After Us?". Documents may pass on wealth but they certainly don't pass along the kind of basic, instinctive knowledge that parents and children have about each other's day-to-day needs.

In order to develop a sustainable future and to make a transition towards independent living, it is necessary for families to get rid of a crisis management attitude and intentionally plan on four pillars: Legal, Financial, Social and Functional.

Structural and organisational changes of government structures help in bringing social and functional aspect of development of PwDs and help parents in long run. In the vision of Viksit Bharat @2047, the "Skill First" ecosystem is indeed one of the pillars aimed at ensuring that Persons with Disabilities (PwDs) are an integral part of the country's economic development. This ecosystem focuses on job-relevant, industry-informed skills instead of traditional qualifications to eliminate barriers to employment and promote inclusive and sustainable living. The Government of India is sensitive to the question of "What after us?" for the parents of Persons with Disabilities (PwDs) and it is a key focus area under the vision of Viksit Bharat@2047 India to be an inclusive and developed country. After the parent's lifetime, there are dedicated legal frameworks, institutional care facilities and financial systems to ensure the long-term protection, care and dignity of persons with disability by the Department of Empowerment of Persons with Disabilities (DEPwD) and The National Trust. This article has tried to study the reforms for structural and organisation changes associating them with social and functional need of the person with disabilities in specific to multiple disabilities.

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