

# Challenges in Implementing Inclusive Education for Children with Special Needs in Mainstream Schools in India

**Pallabi Biswas ,**

Ph.D Scholar (Assam University, Silchar)

## Abstract

There is an emerging policy focus on inclusive education in most countries, where governments are trying to provide equal access to education to the children with disabilities. Various forms of national policies in India facilitate the inclusion of children with special needs in normal schools, but they are still faced with immense challenges that influence proper application of inclusive education. This research project will focus on analyzing the major obstacles affecting the introduction of inclusive education in mainstream schools in India and what role structural and institutional aspects play as far as inclusive learning conditions are concerned. Available literature suggests that the challenges facing inclusive education practices include poor teacher training, poor infrastructure, inflexible curriculum systems, and stigma on disability in the society. The study is a qualitative research design which will involve a secondary data analysis through assessing academic literature and policy reports to determine key recurring challenges. The results reveal institutional failures in the preparation of teachers, their accessibility, and policy execution, and based on this the results are inconsistent with institutional support that is likely to guarantee meaningful inclusion of children with special needs in the Indian education system.

## Keywords

Inclusive education, Disabilities, Free and Compulsory Education, special needs

## Introduction

### Background of Inclusive Education

Inclusive education is a concept of education that promotes the learning of all children in regular schools despite their physical, cognitive, social, and various emotional differences. The notion is about equal access to quality education and eliminating the obstacles that do not allow students with disabilities or special educational needs to engage in the learning process. Inclusive education acknowledges classroom diversity as an expediency to the educational process and not as a restrictive value. Schools can serve different learners by modifying teaching practices, curriculum architecture and learning settings; thereby enhancing social inclusion and equality of opportunities.

Inclusive education has gained importance in the educational policies and international development agendas across the world. The global organizations like the UNESCO Salamanca Statement advocate the education of children with disabilities in regular schools wherever feasible. Equally, the United Nations Convention on the Rights of Persons with Disabilities (CRPD) advocates the right of everyone to participate and get equal education. Through these international programs, governments are motivated to make policies that are inclusive and that enhance access to education by students with special needs. Several countries have therefore implemented reforms that are geared towards enhancing the inclusivity of their education systems and the achievement of equality in learning.

## **Inclusive Education in the Indian Context**

India has significant policy engagements in fostering inclusive education among children with special needs. The government, in the last 20 years, has enacted a number of legislations and policy programs to enhance access and equality for students with disabilities in education. The Right of Children to Free and Compulsory Education (RTE) Act provides free and compulsory education to children between the ages of 6 and fourteen years and financially equal opportunities to education. Secondly, the Rights of Persons with Disabilities (RPWD) Act also enhanced the legal safeguards of people with disabilities and emphasized the value of inclusive education.

The National Education Policy (NEP) 2020, in more recent times, solidified the necessity behind inclusive learning spaces and focused on training of teachers, specialised services and access to school facilities. Through these policies, the government is showing that it is ready to incorporate children with special needs in general education.

Although such historical developments have occurred, important challenges still need to be overcome in the pursuit of a comprehensive education in India. Lack of proper infrastructure, trained educators and other learning materials in many schools to cater to the needs of disabled students. Moreover, social stigma and lack of understanding of inclusive education remain an impeding factor to inclusive education in general classrooms.

### **Problem Statement**

Despite the policy framework that India has matured and is inclined towards enabling inclusive education, there still exist a lot of gaps between the implications and actual realisation of the policy in mainstream schooling. Schools tend to find it difficult to offer proper support to students with special needs due to the shortage of resources, training, and institutional constraints. Teachers also might be unprepared to meet the varied learning requirements in the classroom, and the schools might not have the necessary infrastructure or assistive technologies needed to promote inclusive learning environments.

Moreover, cultural orientations and a lack of enlightenment in relation to disability still affect the success of the inclusive education programs. Children with special needs are often socially excluded, discriminated against, or lacking in academic provisions, which impacts their academic performance and well-being in most situations. These concerns make it clear that one should learn more about the factors which may impact the introduction of inclusive education to the Indian schooling system.

### **Research Aim**

This study aims to focus on probing the notable issues related to the implementation of inclusive education in mainstream schools with children with special needs in India.

### **Research Objectives**

The objectives of the research are as follows;

1. To survey available research on inclusive education and special needs education.
2. To find out the institutional and structural hindrances in the inclusive education of Indian mainstream schools.
3. To examine social, pedagogical, and policy-based issues that contribute to the implementation of inclusive education.
4. To offer some recommendations on enhancing inclusive education practices in India.

## Significance of the Research

The research is also important as it helps to gain greater insight into the obstacles that limit the inclusion of diverse learners in mainstream schools in India. Whereas national policies are focusing more on shared educational opportunities with children with special needs, there are still challenges of practicality within the school setting, which inhibit effective inclusion. This paper finds such critical structural, institutional, and social issues which impact inclusive education practices by analysing existing literature using the thematic analysis framework. The results can help policy-makers, teachers and schools in identifying major deficiencies in the existing system. Finally, the study reinforces the strategies to enhance the policy of inclusive education and enhance institutional capacity, as well as providing all students with equitable learning opportunities.

## Literature Review

### Discussing the concept of inclusive education

Inclusive education is described as a method where even the children with disabilities or special educational needs can attend mainstream schooling with appropriate support. It rests on the assumption that education systems should meet the varying needs of learners as opposed to having students conform to institutionalised systems. Consequently, inclusive education aims at eliminating physical, social and pedagogical obstacles limiting the involvement of the children with disabilities in schools.

Inclusive education is gradually becoming an essential human right around the world and a significant component of fair development. The international organisations emphasize that inclusive schooling not only enhances access to education but also encourages social involvement and long-term economic prospects to people living with disability. It has been estimated that approximately 240 million children in the global world are living with disabilities with many continuing to have difficulties with obtaining quality education. Proper inclusion thus takes adjustments in the teaching methods, curricula, learning materials, as well as school facilities besides fostering social interaction and equal participation among students.

### Global Production of Inclusive Education and Comparison of India

The past three decades have seen the growing significance of inclusive education as a priority in educational policy across the world, especially in the international development sectors that target educational equity. International systems develop policies where countries are urged to enroll children with disabilities in regular schools and make equal learning opportunities to all students. Nonetheless, inclusive education is implemented differently in various countries owing to various factors which include institutional capacity; financial resources as well as the effectiveness of policy implementation.

Existing studies show that in the high-income countries, the system of inclusive education tends to be better supported by the institutions. They tend to be supported with specialized teacher training programmes, available school facilities, inclusive curriculum development, and they make use of assistive technologies. Moreover, a good number of schools use individualized learning plans, enabling teachers to modify methods of teaching based on students' requirements. Consequently, children with disabilities in such countries are also at higher risk of not staying in school and finishing their education.

By comparison, most developing nations are struggling to translate the principles of inclusive education policy into classroom practice. Implementation is usually hampered by limited resources, inadequate training of teachers and infrastructure. Such impediments are especially apparent in India, where inequalities between cities and villages in the region make it difficult to provide inclusive education to all.

## **Inclusive Education Policies in India**

India has come up with a number of legislative and policy frameworks to ensure that children with special needs receive inclusive education. Through government programs, children with disabilities are seen as equal participants in learning opportunities, and they are incorporated into normal schooling as much as it is possible. National policies emphasise the significance of having good access to school infrastructure, teachers who are trained and conducive learning conditions in order to have meaningful inclusion. Over the past few years, inclusive education has found its way into some wider national education reforms. Government initiative plans stipulate that learning-based programmed must be established in schools to cater to different educational needs and encourage the accessibility and equal opportunities of all students. Regardless of these policy commitments, however, the achievement of inclusive education is a spotty affair in some parts of the country.

Education statistics in the country reveal the extent of the problem. It is stated that in Indian schools, about 2.1 million children with special needs are employed in the 2023 2024 academic year in the form of less than 1% of the total student body, in accordance with the Unified District Information System of Education (UDISE+). Furthermore, the number of students becoming enrolled is on the decrease, even as the students advance through the education system, as the percentage of representation declined to approximately 1% at the elementary level to approximately 0.5% at the higher secondary level. These tendencies outline some unchanging gaps between policy goals and real education results.

### **Lack of Teacher Training**

One of the reasons that inclusiveness education is hindered in India is the scarcity of specialised teacher training. Inclusive classes are those where teachers need to be flexible in their teaching methods and adjust the lesson to suit different learning needs. Nevertheless, inclusive pedagogy or special needs education is not a major focus of many instructors in mainstream schools. They can, therefore, be lacking the required skills to be able to design individualized learning plans and effectively manage students with disabilities. Such ineffectiveness in preparation can lead to overloading of work, classroom management issues, and eventually the low effectiveness of inclusive learning environments.

### **Accessibility and Infrastructure Problems**

Inclusive education in India is also a challenge because of infrastructure constraints. The students with disabilities should be provided with accessible facilities like ramps, adapted classrooms, assistive technologies, and accessible sanitation facilities to enable them to have access to the full activities of the school. Nevertheless, most schools do not have these simple features. The education data show that barrier-free access in terms of ramps and handrails is only available in a little over **55%** of schools. In the rural landscape, the issue is even worse as schools are often financially constrained and underdeveloped in developing infrastructure so that students with disabilities find it hard to access and participate in education.

### **Pedagogical and Curriculum Constraints**

Inclusive education also faces problems because of the way the mainstream curriculum is organized. Standardised curricula usually presuppose that all students learn equally, and that is why children with disabilities who may need specific learning tools or different methods of teaching may be disadvantaged. Teaching should be differentiated, and curriculum design should be more flexible to accommodate various learning needs in inclusive education. Yet, numerous Indian schools still stick to the old methods of teaching and examination, which emphasise the homogenous teaching and examination. Such inflexibility may constrain the inclusion and academic performance of special needs students.

## Social Attitudes and Stigma

Attitudes towards disability are also a social factor that affects the effectiveness of inclusive education. With cultural stigma and misdemeanours towards disability, discrimination and social isolation may result in school settings. Children with disabilities might feel that their teachers and peers have low expectations of them, and this can influence their confidence as well as their focus in school. Moreover, approximately 72% of people with disabilities in India are rural residents, meaning that the awareness of the importance of inclusive education and access to learning materials is still low.

## Policy Implementation Gaps

Although there are progressive policies that advance inclusive education, there are still some discrepancies in the execution of the program throughout India. This implementation will need sufficient funding and human resources, as well as vigorous monitoring systems. Nevertheless, there are numerous schools that cannot afford specialised support services. Research observation shows that non-enrolment of children with disabilities in schools can uniquely go beyond **40%**, pointing to a discrepancy between scheduled policies and school activities.

## Theoretical Framework

Research in inclusive education has usually been constrained by theories which view social inclusion and systemic elimination of barriers experienced by people with disabilities as key constructs. Among the most employed ones is the social model of disability that postulates that disability is not merely a product of the physical or cognitive disability of an individual but the existence of societal obstacles, which inhibit participation. These barriers can take place within the education system in the form of inaccessible infrastructure, discriminatory attitudes and rigid teaching methods. The inclusive education theory is another applicable viewpoint, as it states that educational systems must evolve in order to meet the needs of the diverse learners instead of segregating the students according to their skills. These theoretical patterns give a basis on examining the issues linked to carrying out inclusive education in mainstream schools.

## Research Gap

Reflective literature identifies several obstacles to the implementation of the concept of inclusive education in India, such as inadequate infrastructure, lack of training on teacher education, and social threats. Nevertheless, the issues are explored in many studies on a case-by-case basis, instead of offering any overview of the structural issues around inclusive education in mainstream schools. Also, there is scarce literature that has used qualitative thematic analysis in synthesizing secondary evidence regarding inclusive education in the Indian context. Thus, this research project can fill this gap by reviewing the literature systematically to find out the major challenges that influence the provision of inclusive education to children with special needs in mainstream schools in India.

## Methodology

### Research Philosophy

Research philosophy is a set of assumptions that underpins the way knowledge is comprehended and interpreted in research. The study is based on an interpretivist philosophy, which aims at interpreting social realities using interpretation as opposed to numerics. Interpretivism philosophy would be appropriate in research concerning inclusive education, as the problem is defined within the framework of social attitudes, institutional practices, and policy frameworks. The method that utilizes literature and policy reports will

enable the researcher to analyze the literature available to gain knowledge of how various social and structural variables impact the implementation of inclusive education in mainstream schools in India.

## Research Design

The research design chosen in this study is a qualitative design to explore the challenges linked to the implementation of inclusive education among children with special needs in India. Qualitative research is suitable for studying within the framework of the sophisticated educational challenges, as it enables exploring more profoundly into the policies and institutional practices in addition to the social settings that can hardly be quantified. The design also allows the researcher to scan and analyse findings of academic literature and policy reports to determine the common barriers within the education system. In this way, the study will create a more sophisticated idea about things influencing practices of inclusive education.

## Data Collection Method: Secondary Data

The research employs the secondary qualitative method of data collection, as it does not use primary data collected through research on subjects. The analysis of secondary data proves suitable in this study due to the large volumes of literature available on the topic of a comprehensive inclusion education, rights of disabled people and educational policy in India.

Secondary data will enable the researcher to analyse the results of several studies that is done in various regions and in varying institutional settings. The method allows a more comprehensive perspective on the issues concerning the inclusion education both nationally and institutionally.

Sources that will be utilized in this study are peer-reviewed journal articles, government reports, education policy documents, and publications offered by international organizations. The sources offer valid and accurate information on policy on inclusion education, institutional and barriers to inclusion and education outcomes among children with special needs in India.

## Database Search Strategy

In order to make sure that the information based on the literature may be reliable and credible, a systematic search of academic databases is carried out. Relevant studies on inclusive education in India are to be identified with the help of major scholarly databases like Scopus, ScienceDirect, Emerald Insight, and Google Scholar. These databases offer access to peer-reviewed research articles and learning studies that are published in reputable academic journals. A Boolean search strategy has been used to locate useful literature. The keywords are combined and search results filtered using Boolean operators, which include AND, OR and NOT. Some of the search terms that will be employed in the literature search include:

- “inclusive education AND India”
- “special needs education AND mainstream schools AND India”
- “inclusive schooling challenges AND disability AND India”
- “implementation” of inclusive education policies AND India”

## Inclusion and Exclusion Criteria

The inclusion and exclusion criteria to be used in the selection of literature matched have been determined so that the literature analyzed in this research is updated and relevant.

Criteria	Inclusion	Exclusion
<b>Publication Year</b>	Studies published between 2020-2026	Studies published before 2020
<b>Geographic Focus</b>	Research focused on India	Studies focusing only on other countries
<b>Topic Relevance</b>	Inclusive education, disability education, mainstream schooling	General education studies without disability focus
<b>Source Type</b>	Peer-reviewed journals, government reports, international organisation publications	Blogs, opinion pieces, non-academic sources

**Table 3.1: Inclusion and exclusion criteria**

(Source: Self-created)

### Data Analysis Method: Thematic Analysis

The specified literature has been subjected to **thematic analysis** as one of the qualitative techniques applicable to determine trends and the topics of recurrence within the textual evidence. The thematic analysis also enables the researcher to convert huge amounts of qualitative data into a structured format and extract significant issues that are presented throughout the literature.

The thematic analysis approach described by Braun and Clarke will be used in this research. The initial phase is that of familiarization with the literature gathered by conducting a specific reading of some articles and policy documents. The second phase is to obtain codes of the beginning, such as an attempt to single out recurring notions about the issues of inclusive education in India.

The third stage involved grouping the said codes into general themes of key impediments against inclusive education. The themes are later revisited and narrowed down to provide consistency in the review of the literature analysed. Lastly, the research identified themes are interpreted about the research goals, making the study to indicate essential issues of limitations in training teachers, infrastructure barriers, social stigma, and policy implementation gaps.

### Ethical Considerations

Even though this is secondary-based research, the ethics are still significant. The paper is also very careful with the sources cited and referenced, making it academically sound. The analysis included only the sources that are credible academic publications, government reports, and reputable sources of institutions. In addition, the study does not misrepresent existing research as it correctly understood and reported its results. Following these ethical principles, the research is transparent, reliable, and scholarly in its study of inclusive education issues in India.

## Thematic Analysis

### Code Generation and Theme Development

The thematic analysis is started through methodical coding of literature that was selected in order to find common concepts associated with the application of inclusive learning in mainstream schools in India. The first phase of coding is carried out when important words and ideas of scholarly literature and policy reports are analysed and sorted under common patterns. Such codes are then collected in larger themes that capture the major structural and institutional barriers which influence inclusive education. The process is iterative, whereby codes are refined and kept on being combined to come up with meaningful analytical themes within the objectives of the research. The literature produced five central themes, that is, the most reported challenges of inclusive education in the Indian schooling system.

Initial Codes	Description	Final Theme
Lack of teacher preparation, limited special education training, absence of professional development	Teachers lack specialized skills to support diverse learners	Teacher Training Limitations
Lack of ramps, inaccessible toilets, limited assistive technologies, inadequate infrastructure	Physical and technological barriers affecting accessibility	Infrastructure and Accessibility Gaps
Standardized curriculum, inflexible assessment systems, limited differentiated instruction	Difficulty adapting curriculum to diverse learning needs	Curriculum and Pedagogical Constraints
Stigma, discrimination, low expectations, and social exclusion	Cultural perceptions influencing the inclusion of children with disabilities	Social Attitudes and Stigma
Weak monitoring, funding limitations, and administrative barriers	Difficulties translating policy into classroom practice	Policy Implementation Challenges

**Table 4.1: Thematic Code generation**

(Source: Self-created)

### Data Analysis and Interpretation of Themes

#### Theme 1: Restrictions in the Teacher Training Process

Among the most common obstacles to inclusive education in India is the fact that specialised training of teachers is not as widely available. As stated in the literature, a lot of teachers in mainstream schools are not properly prepared to handle learners with special needs. Inclusive education has educators use differentiated pedagogies, create individualised learning programs and use assistive learning resources. Nevertheless, a significant number of teacher training programmed in India do not offer much exposure to inclusive pedagogical practices.

Research on the practices in inclusive education reveals that educators are not always ready to deal with an inclusive classroom. Without proper training, teachers might have difficulties in adjusting teaching methods or offering the relevant academic assistance. It is a challenge, especially in the large classroom setting where the teachers are forced to deal with high student-to-teacher ratios, even though they need to cater to the learning needs of several students.

Another factor that influences the confidence level of teachers to apply inclusive practices is the absence of professional training. Studies indicate that when teachers do not undergo specialized training, they tend to stick to the normal teaching styles that show that all children have the same learning abilities. Consequently, disabled students could become less engaged in classroom life or less involved in the academic teaching process.

Moreover, the lack of training of the teachers can lead to workload and stress levels. When the teachers are asked to meet the various needs in learning without support from an institution or other resources, the teachers may become overwhelmed. This state of affairs demonstrates the significance of introducing any inclusiveness education training into the teacher preparation programmed as well as offering the teachers continuous professional development opportunities.

## **Theme 2: Limitations present in Accessibility and Infrastructure**

Another key theme that has been identified as a result of the study of inclusive education literature in India is infrastructure limitations. Physical environments should be made accessible enough to allow students with disabilities to take part in all the learning activities. Accessible toilets, tactile learning materials, assistive technologies, and ramps are also facilities that should be used to determine inclusive learning environments.

Nevertheless, in India, there are still numerous schools with infrastructural limitations that restrict access by students with disabilities. Research analysing education facilities shows that a large percentage of schools do not have the basic access needs, which include a barrier-free entrance, classroom adaptation, and accessible washrooms. Such infrastructural conditions can pose great challenges to physically challenged students who might experience problems using classrooms or navigating school grounds.

Problems connected to infrastructure are also very acute in remote areas, as education facilities are usually scarce. The schools in these localities might not be able to afford the accessibility upgrades or spend on assistive technology. Therefore, there are high chances that children with disabilities in rural areas will face more challenges relating to access to education, as opposed to those in urban settings.

Besides the physical infrastructure, accessibility to the assistive learning technologies is still minimal in most schools. Screen readers, hearing aids and specialised learning materials are not provided or distributed adequately. A lack of these will seriously limit the capability of students with disabilities to participate actively in classroom-based learning activities.

## **Theme 3: Pedagogical and Curriculum restrictions**

The review of the available literature also points to serious issues connected with the school curriculum development and pedagogical activities in the mainstream school. Grants Inclusive education needs adaptable teaching techniques that are able to support the varying learning skills. Nevertheless, numerous education systems still use the standardised programs and testing systems, which presuppose comparable academic abilities in students.

The mainstream curriculum structure in the Indian setting tends to focus on performance-based evaluation systems and standardised examinations. These strategies might not sufficiently support learning requirements of students with disabilities. Unless curriculum modifications or other forms of assessment are implemented, students with special needs might fail to follow the classroom instruction.

Educationists can also experience challenges in adapting the learning resources to suit a student with alternative or divergent cognitive capabilities or developmental differences. Differentiation instruction is essential in inclusive classrooms, where the teaching strategies, learning activities, and assessment strategies have to be varied in response to the individual learning capabilities of the students. The introduction of these methods may, however, be tricky in large classroom settings with large numbers of students and limited instructional resources.

The lack of flexible curriculum frameworks can therefore create barriers to meaningful inclusion. Students with disabilities may remain physically present in classrooms but may not fully participate in academic activities due to the absence of appropriate learning support.

#### **Theme 4: Social Attitudes and Stigma**

Another theme that can be identified in the literature is social attitudes towards disability. The stigma about disability and cultural understanding of disability remain some of the factors that affect the implementation of inclusive education in India. Disability stigma may influence the possibility of schools, teachers, and communities to completely integrate children with special needs into mainstream classrooms.

Students with disabilities have been found to face discrimination, social isolation or expectations that are lower among teachers and other students. Such attitudes may shape a classroom and restrict the freedom of social interaction and academic involvement. Cases such as teachers underrating the capabilities of students with disabilities can minimise the academic assistance to the same.

Parental enrolment may also be subject to decisions subjected to social stigma. Parents who have children with disabilities can be reluctant to send their children to mainstream schools because they fear they cannot be accommodated or get sufficient support services. This is a special concern in the rural regions where not all people are aware of inclusive education.

Social attitude is therefore an important aspect that needs to be addressed to enhance inclusive education systems. More positive attitudes towards including students with special needs can be achieved with the help of increasing awareness related to disability rights and enhancing positive attitudes towards inclusion in educational settings.

#### **Theme 5: Challenges with Policy Implementation**

Even though India has implemented a number of policy frameworks that favour inclusive education, the literature reports that the implementation of policies is also inconsistent to date, according to location and institution. Even national policies underscore the need to accommodate children with disabilities into mainstream education systems, but the reflection of such policies into classroom performance has been uneven.

A number of the articles point out that policy obstacles and financial constraints tend to impede the introduction of inclusive education policies. Schools might not have enough funding to invest in available infrastructure, specialised learning materials, or teacher training programmes. Moreover, there can be weak monitoring mechanisms that are intended to measure the policy implementation, or it can lack consistency when it is applied to different states.

The other problem is connected to the organisation of action between the levels of the education system. Inclusive education policies demand the partnership of the policymakers with the school administration, teachers and community stakeholders. Nonetheless, communication failures and institutional incoherence may undermine the success of policy efforts.

The discussion creates the view that although policy frameworks for inclusive education have enjoyed recent years of increased expansion, they are still constrained in their practical implementation by structural and institutional factors. Enhancement of governance systems and proper resource allocation will thus be crucial in the bettering of inclusive education in India.

The thematic analysis revealed various issues that are relevant in the implementation of inclusive education in the mainstream schools in India. Some of the significant obstacles encompass poor teacher training, lack of appropriate infrastructure, some curricular systems, the societal stigma of disability and gaps in policies. These results show that meaningful inclusion is still not achievable due to structural and institutional barriers, even with strong policy commitments. To enhance access, participation, and educational outcomes of children with special needs, these issues need to be addressed.

### Comparison with Existing Studies

The results of the current research are in line with other studies on inclusion education in developing and developed nations. The barriers that are often identified in earlier studies include poor teacher training, infrastructural deficiency, and narrow curriculum design. International studies show that inclusion education requires institutional support, the willingness of teachers, and learning environments to be effective.

The findings of the present study indicate that the same problems exist in the context of the Indian education system. Most of the research shows that when there is a lack of specialised training, teachers tend to be unprepared to cater to the needs of students with diverse learning requirements. The relevance of available infrastructure and assistive technologies in encouraging successful inclusion has also been stressed in international literature. These global trends were captured in the themes found in this study, implying that the impediments that exist in India can be equated to those encountered in other academic settings.

Nevertheless, the research suggests that these issues can be greater in a less-developed education system where the access to financial resources and institutional capacity is scarce. This comparison to existing literature shows that despite the acknowledgement of the significance of the notion of inclusive education, the problems of transitioning the policy promise to actual classroom activity continue to be challenging in many nations.

### Implications for the Indian Education System

- **Require system reforms:** Enhancing institutional capability in order to implement inclusive education policies in schools effectively.
- **Enhance teacher development:** Ensuring teacher education and training on how to apply inclusive pedagogy and differentiated instruction to teacher training.
- **Improve school facilities:** Creating accessible classrooms, ramps, and assistive technologies to accommodate students with disabilities.
- **Serve rural and underserved communities:** Focusing on education resources and education infrastructure development that includes inclusive approaches in areas that have little to no education services.
- **Lessen regional inequalities:** Equitably provide education support services to provide good learning chances to all students.

## Theoretical Implications

The results support the social model of disability that states that many of the social needs of people with disabilities are caused by social and institutional barriers and not necessarily by the disability itself. The discussion reveals that the lack of access to infrastructure, teacher training, and inflexible curricula are some of the issues that increase the marginalisation of children with special needs. Theoretically, this maintains that inclusive education has to be empowered by modifying economic operations and institutions and not just by addressing individual constraints.

## Practical Implications

The research establishes a number of practical implications on policymakers and institutions of learning. Inclusion in classroom practices can only be enhanced through strengthening of teacher training programmes. Special education Professional development in terms of inclusive teaching, differentiated instruction, and assistive technologies may be used to help teachers meet the needs of diverse learners. Moreover, the enforcement of inclusive education policies should be enhanced so that they could be effectively enforced. Schools need monitoring systems, sufficient money, institutional accountability, and proper resources and support of inclusive learning environments.

## Conclusion and Recommendations

This research analysed the issues related towards the enactment of inclusive education for children with special needs in regular schools in India by conducting a qualitative thematic review of secondary literature. The results managed to point out a number of structural and institutional obstacles that persistently influence the effective realisation of inclusive education. The main problems relate to the absence of teacher training in inclusive pedagogical approaches, poor school infrastructure and accessibility facilities, a fixed curriculum, poor social attitudes to disability, and irregularities in the implementation of policies in various areas of the country.

These results imply that even though India has prepared liberal policies to facilitate inclusive education, there is still a considerable gap between policy goals and classroom practices. Inclusion of children with disabilities in mainstream schools does not always guarantee meaningful inclusion unless there is proper support systems. Inclusive education involves institutional preparation, policy dedication, and prepared learning surroundings, as well as helpful social opinions.

Incorporating more into the practice of inclusive education is thus a key aspect in making sure that education opportunities are equitable among all learners. The Indian education system is able to take a step towards achieving the learning environment that empowers the academic and social inclusion of children with special needs by structuring and building institutional capacity.

## Recommendations

According to the results of the research, it is possible to make several useful recommendations related to the enhancement of inclusive education in India:

- **Compulsory teacher training about inclusive education:** Teacher training courses must include specialised training in inclusive pedagogy, differentiated instructions and classroom management techniques to address diverse students. Practising teachers should also be given the opportunities to develop professionally continuously.

- **Enhancement of available facilities and supportive technologies:** Schools must focus on the improvement of accessible classrooms: the provision of ramps, accessible toilets, and assistive learning techniques, such as screen readers, hearing aids, and specialised learning resources.
- **Enhancing policy monitoring and enforcement:** Government authorities must develop more effective monitoring systems to have effective performance of inclusion education policies under National Education Policy (NEP) and under the Rights of Persons with Disabilities (RPWD) Act.
- **Building social understanding and limiting stigma:** Awareness campaigns and community involvement programmes ought to be initiated to eliminate stigma on disability and positive attitudes towards inclusive education.

### Future Research Directions

Subsequent studies may take into account greater investigation of the experiences of teachers, students, and parents participating in inclusive education by engaging in primary qualitative/mixed study methods. Moreover, comparative analyses on variances in urban and rural schools may offer a better understanding of the presence of local variation in terms of inclusive education in India.

### References:

- Aggarwal, R. (1994). India. In K. Mazurck & M. A. Winzer (Eds.), *Comparative studies in special education* (pp. 179-203). Washington D. C.: Gallaudet University Press.
- Azad, Y. A. (1996). *Integration of disabled in common schools: A survey-study of IEDC in the country*. New Delhi: National Council of Educational Research and Training.
- Ministry of Law Justice and Company Affairs. (1996). *The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995*, Government of India. India.
- Karna, G. N. (1999). *United Nations and rights of disabled persons: A study in Indian perspective*. New Delhi: A.P.H. Publishing Corporation.
- Ramanujam, P. R. (2001). *DOL and disability studies*. Retrieved July 10, 2003, from [www.fernuni-hagen.de/ZIFF/rampoten.doc](http://www.fernuni-hagen.de/ZIFF/rampoten.doc)
- Sharma, U., & Desai, I. (2002). *Measuring concerns about integrated education in India*. *The AsiaPacific Journal on Disabilities*, 5(1), 2–14.
- Chatterjee, G. (2003, April). *The global movement for inclusive education*. Retrieved 10th Feb, 2017, from <http://www.indiatogether.org/2003/apr/edu-inclusive.htm>
- Bhat, M. U. D., & Geelani, S. Z. A. (2018). *Inclusive Education in India: Issues, Challenges and Prospects*. *Journal of Education and Practice*.
- Parveen, A., & Qounsar, T. (2018). *Inclusive Education and the Challenges*. ResearchGate Publication.
- Lakshmi, R. (2018). *Inclusive Education in India: Challenges and Prospects*. IJIRMP.
- Suja, G. P., & Elamaran, S. (2024). *Challenges of Inclusive Education in India*. Shanlax
- [https://dea.gov.in/sites/default/files/ac\\_canadian\\_assistance\\_1.pdf](https://dea.gov.in/sites/default/files/ac_canadian_assistance_1.pdf)
- <https://prsindia.org/billtrack/the-right-of-persons-with-disabilities-bill-2014>