

Post-Independence Government Policies and Provisions for Promoting Inclusive Education in India

Pratibha Yadav^{1,2}, Dr. Priya Soni Khare²

¹Department of Teacher Education, Ewing Christian College, University of Allahabad, Prayagraj-211002

²Department of Education, CMP Degree College, University of Allahabad, Prayagraj-211002

Abstract

The Preamble of the Indian Constitution manifests the constitutional commitment to equality, social justice and universal access to education, and hence the idea of inclusive education has become a key pillar of the country's educational development agenda. Aligned with the Indian constitution, the Government provisions and National Education Policies aim to bridge inequalities and focus towards the integration of every learner into the common education. Initially inclusive education was considered as the inclusion of persons with disabilities, but in a broader perspective inclusive education means integration of every person who is deprived on the basis of caste, religion, social and economic boundaries, gender and of course disability. Inclusion in education ensures access to quality learning opportunities to every individual irrespective of their financial, educational, or social standing, capabilities, and personal extenuating conditions. This paper reviews the Indian government's educational policies and provisions that play a key role in fostering inclusion in education. This paper reviews government reports, policy documents, previous studies, and published literature to examine the development of an inclusive education system in India. The contribution of provisions, especially the provisions of the National Policies on Education (1968, 1986), the RTE Act, 2009, the RPwD Act, 2016, the Samagra Shiksha and the National Education Policy 2020 have been highlighted for their contribution in widening educational access and participation among marginalized and disadvantaged groups. The efficacy of these provisions in fulfilling the educational needs of children with disabilities, girls, Scheduled Castes, Scheduled Tribes, Other Backward Classes, minority communities, and economically weaker sections is also screened in this review.

Keywords: Inclusive Education, National Policy on Education, Educational Equity and Social Inclusion, Right to Education Act etc.

1. Introduction

Education plays an important role in the prosperity and strength of the nation by establishing equality and inclusion in the nation. Inclusive education represents a central pathway toward achieving social justice in education systems [1]. The human resources of any nation play a crucial role in its economic

development. Education empowers these human resources to become partners in nation-building. Education teaches human beings to remain human and protect their rights and dignity. The Indian Constitution also guarantees every Indian the right to dignity, justice and equality. India is constantly improving and innovating its education system to keep pace with the current changes taking place in global education. India's economy is a developing economy, and the education system plays a crucial role in maintaining and accelerating this growth rate. Currently, India has a large youth population and is one of the fastest-growing economies in the world. Education has received special attention since India's independence, but after being a slave country for so many years, building an education system was not easy, and providing education without discrimination was also a challenging task. India is a country of diversity, and achieving equality and inclusion in education within this diversity is one of the key objectives of the National Education Policies. The education policy provides equal opportunities for education to all learners without any discrimination. India's Education Policies lay special emphasis on the fact that education is the greatest means to achieve social justice and equality.

Fundamental Principles of Inclusive Education:

To provide education while maintaining respect, dignity, diversity, human rights and values with mutual responsibility is the prime moral standard of inclusive education[2]. The human essence without categories, genetic pattern, caste, creed or abilities is the elucidation of Inclusion [3]. Following are the fundamental principles of inclusive education [4].

- Properly assessing the abilities of the student and providing appropriate arrangements for his development
- Giving due respect and space to diversity by considering education as a subject in the Concurrent List
- To bring education to the lowest echelons of society. To work for the development of Scheduled Castes, Scheduled Tribes and backward classes.
- Speaking out on the education of children from socially and economically backward communities.
- To provide proper and quality education to disabled and special needs children[5].
- Inclusive education provides better learning conditions to everyone, whether they are normal students or disabled.
- Inclusive education reduces prejudices and provides equal opportunities to all.
- Providing social and economic facilities for the development of economically and socially backward, students with disabilities in inclusive education

When we talk about social justice and inclusion in education, then first of all we have to talk about the right to equality, that is, education should be provided equally to every person without discriminating on the basis of his economic status, gender, caste or social structure because if there is inequality in the level of providing education, then many classes will be born which will be against the concept of social justice. After independence in India, special attention was given to social justice. Education is a medium through which inclusion in the society can be achieved and social justice can be enhanced by removing social inequalities. The Indian Constitution, along with protecting the fundamental rights of the citizens of India, guarantees social justice and inclusion and education without any bias or discrimination and for the development of those people of the society who remained backward due to some reason, by integrating them into the mainstream of the society. If the present time is called the industrial era, then it is not an exaggeration. In the present time, maintaining the humanity of human beings and protecting

their rights is becoming a complex task because it is becoming a challenge for humans. In this era, talking about inclusive society has become more important. The concept of inclusivity is not new; it has existed for hundreds of years with human existence. But it is believed that after the industrial revolution, inequality in the society increased rapidly because along with simplifying human life, the industrial revolution also filled it with economical inequalities. Hence, inequalities were born in the society due to which discrimination started in the distribution of wealth, property, goods, education on the basis of gender and education. During British rule, Lord Macaulay promoted Downward infiltration theory in education according to which the British intended to educate a small elite class of Indians. The British education system was a biased system and against Inclusive education [6]. This paper aims to review the effectiveness of post-independence education policies and provisions for the development of inclusive education in India.

2. Constitutional Provisions

The United Nations Universal Declaration of Human Rights (UDHR) which was adopted in Paris on 10 Dec 1948 by the United Nations General assembly by resolution 217A, is a landmark document for inclusive society[7]. There is a total of 30 articles which mainly include the right to life, freedom of religion, freedom of expression, freedom of work, right to education, right to participate, etc. In this declaration article 26 states that everyone has the right to education and education should be for the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms necessary for an inclusive world [7]). After Independence, the Indian Constitution was implemented on 26 January 1950. Inspired by the UDHR the framers of the Indian constitution integrated many of these declarations in the Indian Constitution. The strong foundation of the Indian Constitution ensures equality and promotes inclusive education [8]. Among Indian constitution's articles especially article 14 of right to equality, article 15 of no discrimination based on caste creed gender or religion also no ban to make special provisions for education of women and educationally backward classes, article 21 of right to education, article 29 of admission in educational institution for all, article 30 of minority education, article 45 for free and compulsory education to all up to age of 14 years and article 46 on education for scheduled class and scheduled tribes are the stepping stones for Indian inclusive education system[9] [6].

3. Provisions for Disabled Inclusion

Integrated Education for Disabled Children (IEDC): The Government of India started this scheme in December 1974, the main objective of which was to provide opportunities to children with mild disabilities to study in normal schools. For this, financial assistance was provided to students and there were provisions for teacher training programs and proper guidance to parents too. The comprehensive Inclusive Education for the Disabled at Secondary Stage (IEDSS) evolved from this and replaced IEDC w.e.f 1.4.2009 [10]. Children with one or more disabilities as defined under the Persons with Disabilities Act (1995) and the National Trust Act (1999) are covered under this scheme[11]. It is centrally sponsored and is being implemented through the State Governments.

National Institute for Empowerment of Persons with Intellectual Disability (NIEPID)

(formerly National Institute for Mentally Handicapped 1984): This institute, which operates under the Ministry of Social Justice and Empowerment of the Government of India, was established in

Secunderabad, Telangana, in 1984. Its primary objective is to work for the upliftment of those with intellectual disabilities. It trains individuals with intellectual disabilities and enables them to lead normal lives. It is an autonomous institution.

The Rehabilitation Council of India Act 1992: This act was passed by Parliament in 1992 and became a statutory body on 22 June 1993. Under this Act, the work of training those professionals is done who provide education or assistance to the disabled or deprived or those persons who have special needs. This Act also brings uniformity in the programs run for the disabled across the country. Along with this, it also trains and registers those professionals who are working for the development of the disabled so that people with special needs can get proper support. There are provisions of punishment for unqualified persons serving disabled persons [12].

Person with Disabilities Act 1995: This Act was brought in 1995 and implemented on 7 February 1996. It was a historic Act for the self-respect of the disabled people, in which the rights of such persons were talked about, who were different from normal persons, in which it was provided that disabled children would be given free education till the age of 18 years, along with books, uniforms and other educational material would also be provided. Seven types of disabilities were recognized in this Act. Along with this, 3% reservation was also provided in government institutions for employment and provision was also made to make government institutions suitable for disabled people, like making Ram etc. [13].

The National Action Plan for ‘Inclusion in Education of Children and Youth with Disabilities’ (IECYD): It was developed by the Ministry of Human Resource Development (MHRD). The MHRD Minister Mr. Arjun Singh presented the comprehensive plan of action for IECYD in the Parliament on March 21, 2005. It emphasized the inclusion of disabled children and youths in all educational institutions from primary to Higher Education. The goal of the Action Plan focuses to ensure the inclusion of children and youth with disabilities from primary to higher education providing an appropriate affordable and healthy environment [14]. Mr. Arjun Singh Quote in Rajya Sabha “Worldwide there is a conscious shift away from special schooling to mainstream schooling of education for children with disabilities. The value of inclusive education for students with disabilities is growing, but there is still room for further investigations [15]. It should, and will be our objective to make mainstream education not just available but accessible, affordable and appropriate for students with disabilities. It is believed that if we make our schools accessible to children with disabilities, we will also be improving the quality of education for all children, a key objective of the Sarva Shiksha Abhiyan”[14]. The Government allocated Rs 1000 Crores for educational needs of persons with disabilities between the ages of 14 and 18 with an updated plan for IECYD. It is recommended that selected schools will be converted as model Inclusive schools and then this program will be extended throughout the country. For special focus in higher education, it was proposed that all universities will have a Disability Coordinator to assist disabled students for their every need. A separate Department of Disability Studies will be established in all universities by the assistance of UGC focuses to develop modules on foundations of inclusion and inclusive practices. The institutions of higher and technical education, universities and colleges will be monitored to ensure strict compliance with the 3% reservations to PwDs. [14].

Right to Education (RTE) Act 2009: This is seen as a revolutionary step in the field of inclusive education by the 86th Constitutional Amendment in 2002 by introducing article 21A in the Indian

Constitution which is operationalized by this act. Under this Act, provision was made for free and compulsory education for children aged 6 to 14 years [16]. Along with this, corporal punishment to students was also banned and provision was also made to reserve 25% seats for the underprivileged class in private schools. Along with this, taking a free competition fee before admission and interviewing the parents was also banned. Along with this, rules like student teacher ratio and keeping trained teachers were also implemented. Apart from this, a provision was made that no school can refuse to give admission to children or any kind of harassment will be a punishable offence [17].

The Rights of Persons with Disabilities (RPwD) act 2016: This Act was brought in place of the PWD Act 1995. Under this Act, such laws were made which could protect the dignity and human rights of the disabled persons and also there should not be any kind of discrimination against them. In this, the 7 disabilities covered under the PWD Act 1995 were increased to 21. Along with this, a provision of 4% reservation for disabled persons in government institutions was also made.[18]. The **Samagra Shiksha**, a flagship programme aimed at universalizing elementary and higher secondary education, focuses on gender and social inclusion in education by emphasizing on the enrollment of children and supporting special children through financial aids and resource support. To handle diverse learning needs, this programme significantly contributed to the improvement of school infrastructure and teacher capacity [19].

4. Effectiveness of Reservation in Educational Institution for Inclusive Education

The Indian Constitution provides for the promotion of the interests of disadvantaged sections in education under Articles 15(4), 15(5), and 46. Reservations for Scheduled Castes and Scheduled Tribes have been in place since 1950 [20]. In 1980, the Mandal Commission recommended 27% reservation for socially and educationally backward classes. OBC reservations in government jobs were implemented in 1992, transforming India's educational landscape, while reservations in admissions for OBCs, Scheduled Castes, Scheduled Tribes and minorities were implemented by the 93rd Amendment of the Constitution in 2006 [21]. India has provisions for reservations based on community, social status, gender, disability and economic status. Reservations in jobs and admissions facilitate equal access to education, promote social equality, enhance diversity, and encourage social mobility, all of which are beneficial for inclusive education [22].

5. Role of National Education Policies for Indian Inclusive Education

Since India's independence, three education policies have been implemented which have significantly contributed towards creating inclusion and social justice in the society.

First Education Policy (National Policy on Education 1968): After independence, education was accepted as an important resource for national development and progress and efforts began to develop a quality education framework in India. This Policy was oriented to national integration, equality in educational opportunities, and scientific temper development within the framework of reconstructing India [23]. Based on the recommendations of Kothari Commission which is a blueprint of modern Indian education, the first national policy on education was launched in 1968 by Prime Minister Mrs. Indira Gandhi government. It proposed and established seventeen fundamental principles for the development of the education system in India [6]. Among them, the following provisions were important for inclusive education.

The first fundamental principle of NPE 1968, as per the mandate of article 45 of Indian constitution, provided for compulsory and free education for children up to the age of 14 years. The third principle emphasized the development of regional languages and the three-lingual formula important for language based regional inclusion. The fourth principle was on equalization of educational opportunities. It proposed that regional disparities should be eliminated and more emphasis should be given to the education of rural and educationally backward areas. It proposed a common school system for all, including girls, backward classes, physically and mentally handicapped students, and tribal communities [9]. Principle 12 talked about higher education and 16 about education of minorities. It proposed a 10+2+3 structure and included a provision to spend 6% of national income on education.

Second Education Policy (National Policy on Education 1986): Eighteen years after the First Education Policy, India's education system had made significant progress, but challenges remained. By the 1980s, the literacy rate was around 36%, with tremendous regional, social, economical and gender disparities. The changing socio-economic landscape required much more comprehensive solutions. The Rajiv Gandhi government introduced a landmark document called the National Policy on Education (NPE) 1986, which redefined India's educational ambitions [23]. It was introduced to mitigate long-standing problems of equality, quality and access to education, as well as to harness the affirmative outcomes of fast socio-economic and technological development and counter the negative effects of population growth. This policy is divided into 12 sections, among which, section three proposed a national education system that means education should be available without bias of caste, creed, religion, gender and societal and economic status. Section 4 talked about education for the equality of a diversified population. The main objective of NPE 1986 was to make education accessible to all by removing the barriers existing in the society, in which focus was laid on ensuring that children of 6 to 14 years age group are not divested of education, along with this, the goal was also set to educate the backward people and people with disabilities for their development. This policy emphasized on reducing social and educational inequalities by providing scholarships, hostels, incentives and special schools so that everyone gets equal participation in education and they can be empowered through education. Importance was given to vocational education, due to which special emphasis was laid on technological development along with economic development. The NPE 1986 emphasized equal opportunities and inclusiveness in education. However, the promotion of private institutions has made education expensive and raised concern among intellectuals that the policy might fail to achieve its fundamental objectives e.g. equal educational opportunity and inclusive education [23]. The targets of NPE 1986 were falling behind then the P. V. Narasimha Rao government constituted the Ramamurti Committee to review the policy's implementation and released the **Programme of Action (PoA) 1992** based on its findings. The 1992 Programme of Action envisaged education for equality of women, education of Scheduled Castes, Other Backward Classes and minorities, and education of the disabled.

Third Education Policy (National Education Policy 2020)

The third education policy of independent India (NEP 2020) is based on the recommendation of the Kasturirangan Committee. In this education policy, the National Curriculum Framework of the previous education policies was changed to 5 + 3 + 3 + 4. It was also said that the central education till class 5 should be in regional languages [24]. It was also said that instead of rote learning, learning should be done by understanding. The target of gross enrolment ratio was set by the year 2030. The target was set to increase the Gross Enrolment Ratio to 50 percent in vocational and higher education. The National

Education Policy (NEP) 2020 aims to create an equitable and inclusive educational system by 2030 [25]. Its main objectives are the integration of Socio-Economically Disadvantaged Groups (SEDGs)—such as women, transgenders, minorities, and children with special needs into common classrooms and provide them world class inclusive education system by the creation of needed facilities and trained teachers [26]. This education policy is well aligned with constitutional provisions for inclusion in education and society [27]. It addresses inequalities in the education system by provisioning equal opportunity to economical, social, gender based and physical underprivileged groups and ensures free and respectable access of the educational resources [28].

6. Challenges of Inclusive Education

While participation in mainstream education by women, marginalized communities, and individuals with physical and mental disabilities has increased drastically, a fully equitable and inclusive educational environment remains a long way off. Much work remains to be done in this direction due to the socio-psychological barriers that persist in our societies [29]. Despite significant progress, several challenges, such as the digital divide between rich and poor, socio-economic disparities, and gender inequality, hinder the implementation of inclusive education in India [8]. The prime concern is the budget allocation of 6% of GDP for education, which was proposed in all three education policies, but it remains far too low. Currently, state and central governments together spend around 4%, and the national Ministry of Education's allocation remains at 2.6% of the union budget. [30]. In 2021, UNESCO published a report on the state of education in India: "No Teachers, No Classrooms," which focused on the country's teaching workforce. The report warns of a serious gap between the demand and availability of a trained teaching workforce. According to the report, the main challenges in the Indian education system are over 11 million teaching vacancies, a lack of basic library and information and communication technology facilities, as well as basic infrastructure [31]. Pupils' learning outcomes are not in line with expectations for their class level, and the proportion of children achieving learning in line with their class level decreases as they move to higher classes. The report recommends hiring more teachers, valuing teachers' professional autonomy, training them in information and communication technology (ICT) [32], and recognizing them as a frontline workforce [33].

7. Discussion

The post-independence government of India made every effort to rebuild the country and it was believed that education was the main resource to build a developed and inclusive India. The Indian constitution is heavily aligned with the provisions of UDHR and dedicated to equity inclusiveness and social justice. The government has made several provisions to integrate people with physical and mental disabilities into the mainstream. Provisions have also been made for women's education, education for Scheduled Castes and Scheduled Tribes, and education for the educationally backwards. In these contexts, the national policies on education have been transformative and have marked significant progress for women, the physically and mentally disabled, and socially and economically disadvantaged groups. The first and second education policies together reflect the changing perception of education as an instrument of social change, human resource development and inclusive growth in India. The PwD Act 1995, the National Action Plan for Inclusion in Education of Children and Youth with Disabilities (IECYD) 2005, the RTE 2009 and the RPwD Act 2016 are the cornerstones of integrating people with physical and

mental disabilities into mainstream education. Education policies and provisions, including reservation policies for admission to educational institutions, especially for scheduled castes, scheduled tribes, other backward classes, women, economically weaker sections and persons with disabilities in higher education, play a vital role in social inclusion and creating an equitable framework that ensures access to high-quality education to all, regardless of their background. By emphasizing equity and inclusion, these policies seek to systematically dismantle social, economic and psychological barriers and empower marginalized communities through targeted interventions. The NEP 2020 presents an inclusive curriculum that incorporates cultural, social, and historical diversity to foster an inclusive learning environment. This includes teacher development and training programs, the use of information and communication technology in teaching, and the introduction of online learning platforms. The National Education Policy 2020 proposes dedicated counseling, remedial education, and guidance to create an equitable educational environment for all learners, including disadvantaged groups. This includes continuous monitoring, ensuring the implementation of effective policies, flexible assessment to accommodate diverse learners, abandoning rigid evaluation, and providing a holistic approach for all [34].

8. Conclusion

Implementation of these policies and provisions, as well as institutional commitment, has led to significant progress in improving enrolment, participation of women, disadvantaged communities and people with physical disabilities, but the review identified persistent challenges related to implementation, infrastructure, teacher training, access and learning outcomes and the realization of full inclusion requires continuous reform, evidence-based policymaking, and sustained investment in educational quality and equity. It is concluded that allocating funds at least 6% of GDP as mandated by educational policies, strengthening implementation strategies, adopting innovative inclusive teaching methodologies, filling faculty vacancies and promoting inter-sectoral collaboration are essential to realize the constitutional vision of equitable, inclusive and quality education for all. Although the NEP 2020 proposes an exceptional path for an inclusive education system, its implementation is still in its initial stages and its success depends on and is determined by its ability to build an equitable, inclusive and competitive education system. Innovative investigations to evaluate the long-term impact of inclusive education initiatives across different groups and gather empirical evidence for policy interventions will strengthen the country's progress towards achieving inclusive and equitable quality education in line with national priorities and the United Nations Sustainable Development Goal 4.

9. References

1. Hikmat, "Inclusive Education and Social Justice: A Sociological Literature Review of Equity and Access in Learning Environments," *Influ. Int. J. Sci. Rev.*, vol. 7, no. 1, pp. 51–64, Apr. 2025, doi: 10.54783/influencejournal.v7i1.282.
2. P. Yadav, "An Overview of Inclusive Education in India," *IJCRT - Int. J. Creat. Res. Thoughts IJCRT*, vol. 10, no. 12, pp. d542–d544, Dec. 2022, doi: <https://doi.org/10.56975/ijcrt.v10i12.229076>.
3. A. Moriña, "Inclusive education in higher education: challenges and opportunities," *Eur. J. Spec. Needs Educ.*, vol. 32, no. 1, pp. 3–17, Jan. 2017, doi: 10.1080/08856257.2016.1254964.

4. A. Kumari, "14 Principles of Inclusive Education for Effective and Equitable Learning," 21K School India. Accessed: Jul. 01, 2026. <https://www.21kschool.com/in/blog/principles-of-inclusive-education/>
5. D. G. K. Chandramoulesh, "Inclusive Education System: A Study in Indian Context for Children with Special Needs," *Int. J. Res. Innov. Soc. Sci.*, vol. 10, no. 2, pp. 4229–4236, Mar. 2026, doi: 10.47772/IJRISS.2026.10200307.
6. S. P. Gupta and Gupta Alka, भारतीय शिक्षा का इतिहास, विकास एवं समस्याये (*History, Development and Problems of Indian Education*) - Sharda Pustak Bhawan :: Prayagraj. in 2015. 2015.
7. United Nations Universal Declaration of Human Rights.
<https://www.un.org/en/about-us/universal-declaration-of-human-rights>
8. D. D. Charley, "Indian Constitution, Social Justice, and Inclusive Education in the Digital Age," vol. 13, no. 3, 2026.
9. "Post-Independence India: Education's Constitutional and Policy Evolution • Teachers Institute." Accessed: Jul. 01, 2026.
<https://teachers.institute/understanding-education/india-education-evolution-post-independence/>
10. Smt. D. Purandeswari, "IEDC Scheme." Accessed: Jul. 02, 2026.
<https://www.pib.gov.in/newsite/erelcontent.aspx?relid=61119®=48&lang=2>
11. *The National Trust For The Welfare Of Persons With Autism, Cerebral Palsy, Mental Retardation And Multiple Disabilities Act, 1999*. Accessed: Jul. 04, 2026.
<https://nationaltrust.nic.in/about-department/introduction/>
12. "Rehabilitation Council of India." Accessed: Jul. 02, 2026. <https://rehabcouncil.nic.in/>
13. *The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995*. 1996.
<https://thenationaltrust.gov.in/upload/uploadfiles/files/Persons%20with%20Disability%20Act%201995.pdf>
14. Apiedss, "APIEDSS: Comprehensive Action Plan for Inclusive Education," APIEDSS. Accessed: Jul. 02, 2026. <http://ap-iedss.blogspot.com/2014/01/comprehensive-action-plan-for-inclusive.html>
15. W. Wider *et al.*, "Research trends in inclusive education for students with disabilities: a bibliometric analysis," *Int. J. Incl. Educ.*, vol. 30, no. 4, pp. 804–826, Mar. 2026, doi: 10.1080/13603116.2025.2495819.
16. Ruchika and S. K. Sharma, "Inclusive Education in India: Historical Evolution, Current Status and Challenges," *Int. J. Multidiscip. Res. IJFMR*, 2024, doi: 10.2139/ssrn.5054029.
17. Ministry of Law and Justice, *Right of Children to Free and Compulsory Education Act*. 2009.
<https://www.dsel-education.gov.in/static/uploads/2025/09/4edf29ac91e098ae401666a6c4c55749.pdf>
18. *The Rights of Persons with Disabilities Act, 2016*. 2016.
<https://cdnbbsr.s3waas.gov.in/s3e58aea67b01fa747687f038dfde066f6/uploads/2023/10/202310161053958942.pdf>
19. U. S. Lakshmi, "Inclusive Education in India: An Analytical Study of Policy and Practice," vol. 4, no. 22, p. 6120, 2017.
20. A. Kumari, "Reservation in Education System: History, Objectives & Types!", 21K School India. Accessed: Jul. 04, 2026. <https://www.21kschool.com/in/blog/reservation-in-education-system/>
21. "Central Educational Institutions (Reservation in Admission) Act, 2006." Accessed: Jul. 04, 2026.
<https://www.pib.gov.in/newsite/erelcontent.aspx?relid=23895®=48&lang=2>

22. J. Minj, "Reservation in Educational Institution," *Int. J. Rev. Res. Soc. Sci.*, vol. 6, no. 1, pp. 51–66, Mar. 2018, doi: 10.5958/2454-2687.2018.00008.4.
23. R. Pal, "The First and Second National Policies on Education in India: A Complete Overview," 21K School India. Accessed: Jun. 26, 2026.
<https://www.21kschool.com/in/blog/the-first-and-second-national-policies-on-education-in-india/>
24. National Education Policy 2020 announced. Accessed: Jul. 03, 2026.
<https://www.pib.gov.in/www.pib.gov.in/Pressreleaseshare.aspx?PRID=1642061>
25. Dr. M. Kumar, "Inclusive Education and National Education Policy 2020: A Review," *Int. J. Creat. Res. Thoughts IJCRT*, vol. 9, no. 9, pp. d23–d29, Sep. 2021.
26. Dr. P. Chaturvedi, "The Significant Shift in the Education Policy of India," *IUJ J. Manag.*, vol. 8, no. 2, Dec. 2020, doi: 10.11224/IUJ.08.02.05.
27. S. Chaudhary and S. Kumar, "NEP 2020: A Transformative Step Toward Equity and Inclusion in Education," *Int. J. Indian Psychol.*, vol. 14, no. 1, 2026, doi: 10.25215/1401.113.
28. D. Singh, "Equity and Inclusion in Indian Education: Constitutional Principles and NEP 2020 Approaches," *BSSS J. Educ.*, vol. 12, no. 01, pp. 128–139, Jun. 2023, doi: 10.51767/je1208.
29. A. Changra, "An Analytical Study on Inclusive Education and Social Responsibility: Bridging Community Engagement and Educational Equity," *Int. J. Multidiscip. Res. IJFMR*, vol. 7, no. 3, 2024, doi: 10.2139/ssrn.5054029.
30. J. Choudhary, "Demand for Grants 2026-27 Analysis - Education," *PRS Legis. Res.*, pp. 1–19, Feb. 2026.
31. S. Bindhani and G. Gopinath, "Inclusive Education Practices: A Review of Challenges and Successes," *IJFMR - Int. J. Multidiscip. Res.*, vol. 6, no. 2, Apr. 2024, doi: 10.36948/ijfmr.2024.v06i02.17341.
32. T. K. Chattopadhyay, "Inclusive Education and Digital Technology," *IJFMR - Int. J. Multidiscip. Res.*, vol. 7, no. 5, Sep. 2025, doi: 10.36948/ijfmr.2025.v07i05.55071.
33. P. M. Sarangapani, and UNESCO Office in New Delhi, *No teacher, no class: state of the education report for India, 2021*. 2021. Accessed: Jul. 03, 2026.
<https://unesdoc.unesco.org/ark:/48223/pf00000379115>
34. Dr. S. Ghosh, "Inclusive Education in Practice: Assessing the Current Implementation Status," *Int. J. Multidiscip. Res. IJFMR*, 2024, doi: 10.2139/ssrn.5054029.