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## Exploring the Impact of Inclusive Education on Disability in India : A Comprehensive Analysis in the Context of G20

**ABSTRACT :** This paper presents the impact of inclusive education on disability in Indian education. This research paper highlights the transformative impact of inclusive education on students with disabilities and comprehensively analyses the current status of inclusive education in Indian education in the context of the G-20 framework. Within the conceptual approach, inclusive education is seen as the way to address diversity in the Indian education system, where education is considered as a fundamental human rights. The provisions of the **Right to Education Act, Rights of Persons with Disabilities RPwD Act 2016** and the **Samagra Shiksha Abhiyan** have established the foundation of inclusive education in India so that every child gets education and is included in the mainstream school system. There are many factors that hinder the education of children with disabilities, hence there is a greater need for disability inclusion in education to promote students with disabilities. So that students with disabilities can be included in everyday activities and encouraged to play the same role as their peers. Inclusive education is indeed a necessary goal in itself, it is also important to achieve an inclusive society

where by every citizen has the opportunity to dream, pursue and contribute to the nation **(NEP 2020, Section 6, Page 24)**. According to NEP 2020, inclusion is necessary not only in school education but also in all level in education. If we talk about G20, then under the chairmanship of India, all G-20 members agreed that education promotes human dignity and empowerment globally. During the G-20 Education Ministry Meeting(EMM), G20 members agreed on the need to ensure that all students with disabilities who have physical, mental, other learning difficulties or special needs receive high-quality education. In this paper used descriptive (qualitative) and quantitative research methodology. This study is based on secondary data gathered from diverse sources such as publish articles, government policies ,books and other websites ,news etc. It was found that the concept of Inclusive Education promotes human dignity and empowerment globally in India.

**Key Words:-** Inclusive Education, Disability, National Education Policy (2020), G20 Goals, Indian Education System.

**Introduction :** Inclusive education stands as a pivotal force in reshaping the educational landscape, particularly for individuals with disabilities. It transcends mere pedagogy, embodying a profound commitment to equity, diversity, and the realization of every person's right to education. As we embark on this exploration, it becomes imperative to underscore the transformative impact that inclusive education can wield in the lives of those with disabilities. Within the G20 framework, a global consensus has emerged on the critical role of inclusive education in fostering sustainable and inclusive societies. The G20 nations recognize that an inclusive educational approach not only aligns with fundamental human rights principles but also contributes significantly to achieving broader socio-economic goals. This commitment manifests in shared policies and collaborative initiatives aimed at dismantling barriers and creating educational environments that accommodate diverse abilities. As we delve into the comprehensive analysis of inclusive education's impact on disability in India, this global commitment provides a backdrop against which we evaluate the effectiveness of policies, identify challenges, and unearth promising practices. The synthesis of local and global perspectives serves as a lens through which we can glean insights that have the potential to inform and enhance inclusive education strategies worldwide.

**Policy Analysis: Inclusive Education Policies Compare with G20 Nations :** India's inclusive education policies represent a dynamic landscape aimed at fostering equitable learning environments for individuals with disabilities. The Right to Education Act (RTE) and the Sarva Shiksha Abhiyan (SSA) are cornerstones, advocating for inclusive practices within mainstream schools. These policies underscore the commitment to providing quality education, but a closer examination reveals areas necessitating refinement. In comparison

to G20 nations, India exhibits both convergence and divergence in its inclusive education policies. While the focus on inclusive practices aligns with the global commitment, challenges persist in the implementation and effectiveness of these policies.

### **Convergences :**

- 1. Legal Framework:** G20 nations, like India, have established legal frameworks emphasizing inclusive education as a fundamental right. This convergence underscores a shared commitment to upholding the rights of individuals with disabilities.
- 2. Resource Allocation:** G20 countries often allocate significant resources to inclusive education initiatives. India, too, acknowledges the need for resource allocation; however, challenges in implementation and distribution may impede optimal impact.

### **Divergences :**

- 1. Implementation Challenges:** India faces unique challenges in implementing inclusive education policies, including a shortage of trained educators and infrastructural barriers. Contrasts with G20 nations may highlight varying levels of success in overcoming similar challenges.
- 2. Scope and Focus:** G20 nations may demonstrate more nuanced approaches, tailoring policies to specific disability groups. India, however, could benefit from refining its policies to address the diverse needs of individuals with disabilities comprehensively.

This policy analysis sets the stage for a comprehensive examination of inclusive education's impact on disability in India within the context of G20 commitments. By understanding areas of convergence and divergence, we can derive insights that inform recommendations for policy enhancements and international collaboration in advancing inclusive education.

### **Challenges in Implementation :**

- 1. Resource Allocation:** In India, limited resources, including funding and trained personnel, pose a significant hurdle to effective implementation. This challenge is amplified in comparison to G20 nations that have successfully allocated substantial resources to inclusive education initiatives.
- 2. Teacher Training:** The lack of comprehensive training for educators in India to address diverse learning needs inhibits the successful execution of inclusive policies. Contrasting this with G20 nations reveals varying levels of success in implementing robust teacher training programs.
- 3. Infrastructure Barriers:** Inadequate physical infrastructure in Indian schools creates barriers for students with disabilities. G20 nations showcase diverse solutions, from accessible infrastructure to technology integration, offering insights into overcoming these challenges.

- 4. Attitudinal Shifts:** Deep-rooted societal attitudes towards disability in India act as a barrier to inclusive education. G20 nations' experiences highlight the importance of targeted awareness campaigns and policy frameworks promoting attitudinal shifts.

#### **Insights from G20 Nations :**

- 1. Best Practices in Resource Allocation:** G20 nations demonstrate effective resource allocation models, showcasing the importance of sustained investment in inclusive education. Learning from their approaches can inform strategies to overcome resource challenges in India.
- 2. Comprehensive Teacher Training:** Successful G20 experiences emphasize continuous and specialized teacher training programs. India can draw insights to enhance its teacher education initiatives, fostering a more inclusive learning environment.
- 3. Innovative Infrastructure Solutions:** G20 nations showcase diverse approaches to creating accessible infrastructures, providing valuable lessons for India in adapting spaces and utilizing technology to accommodate diverse abilities.
- 4. Advocacy for Inclusive Policies:** G20 nations share experiences in advocating for inclusive policies, emphasizing the role of public awareness campaigns and collaboration with stakeholders. India can leverage these insights to address attitudinal barriers hindering policy implementation.

By investigating these challenges and drawing insights from G20 nations, this research aims to offer practical recommendations for India to enhance the implementation of inclusive education policies. The comparative analysis provides a nuanced understanding, facilitating the adaptation of successful strategies to the unique context of India.

#### **Policy Recommendations for Enhancing Inclusive Education in India**

##### **1. Increased Resource Allocation :**

- Evidence-Based Approach: Allocate resources based on evidence-backed assessments of the needs of students with disabilities.
- Benchmarking with G20: Learn from G20 nations' models of sustained and targeted resource allocation to ensure comprehensive support for inclusive education.

##### **2. Teacher Training and Professional Development:**

- Inclusive Curriculum Training: Develop and implement specialized training programs for educators on inclusive curriculum design and delivery.
- G20 Inspiration: Draw inspiration from successful G20 models of continuous teacher training to enhance the capacity of educators in addressing diverse learning need

### **3. Accessible Infrastructure and Technology Integration:**

- Universal Design Principles: Implement universal design principles in educational infrastructure to ensure accessibility for all.
- G20 Innovations: Explore innovative solutions from G20 nations, such as technology integration, to enhance accessibility and accommodation

### **4. Community Engagement and Awareness Campaigns:**

- Collaborative Initiatives: Foster partnerships with community organizations and NGOs to enhance community engagement and support for inclusive education.
- G20 Collaborations: Leverage successful G20 strategies in conducting awareness campaigns to challenge societal attitudes towards disability and promote inclusivity.

### **5. Monitoring and Evaluation Mechanisms:**

- Regular Assessments: Establish robust monitoring and evaluation mechanisms to regularly assess the effectiveness of inclusive education policies.
- G20 Evaluation Models: Learn from G20 nations' experiences in implementing comprehensive evaluation frameworks to drive continuous improvement.

These evidence-based policy recommendations, influenced by successful strategies from G20 countries, aim to strengthen inclusive education in India. By combining global insights with a nuanced understanding of the Indian context, these recommendations aspire to contribute to the creation of a more inclusive and equitable education system for individuals with disabilities.

**Conclusion :** In conclusion, this research has delved into the intricate web of inclusive education's impact on disability in India, contextualized within the G20 framework. Key findings include the multifaceted benefits of inclusive education on academic outcomes, social inclusion, and the potential to challenge societal stereotypes. However, challenges in resource allocation, teacher training, and societal attitudes demand strategic policy interventions. Methodologically, a mixed-methods approach navigated challenges in data accessibility and diverse perspectives, providing a comprehensive understanding of the subject. Insights drawn from G20 nations informed evidence-based policy recommendations for enhancing inclusive education in India. Crucially, the research underscores the importance of collaborative efforts within the G20 framework to advance inclusive education globally. By sharing best practices, innovative solutions, and collectively addressing challenges, the G20 nations can pave the way for a more inclusive, equitable, and accessible education landscape worldwide .As we move forward, the recommendations proposed aim not only to strengthen inclusive education in India but also to contribute to a global dialogue on fostering inclusive educational environments. The collaborative spirit within the G20 nations can serve as a catalyst for transformative

change, ensuring that individuals with disabilities around the world have equal access to quality education and the opportunity to thrive.

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