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SWOC Analysis of Inclusive Education

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Abstract— Inclusive education has become an important educational philosophy that is based on the principles of equality, social justice, human rights and democratic participation. It aims to provide equal opportunities for all students regardless of disability, gender, socio-economic status, language, culture or other diversity factors in mainstream education. The paper takes a critical look at the notion and practice of inclusive education based on a thorough SWOC analysis (Strengths, Weaknesses, Opportunities and Challenges). The study addresses the aspects of inclusive education in relation to social inclusion, all round development, reduction of stigma, peer education, tolerance and promotion of democratic values in society. It also identifies the importance of the flexible curriculum and assistive technologies, collaborative teaching and robust policy frameworks in the support of inclusive education. Meanwhile, the paper highlights key gaps including under-resourced schools, overcrowding and inflexible curriculum as well as the lack of quality teacher training, assessment tools and policy implementation. The analysis also explores some new opportunities such as the development of digital technologies, more international co-operation, policy changes, the role of NGOs, community engagement and the focus on inclusive teacher training. But there remain a number of persistent issues that continue to impede effective implementation, such as entrenched social prejudices, infrastructural issues, policy-practice gaps, inadequate funding, examination pressures and lack of support services for special needs. The paper concludes that inclusive education is not just about being physically included in classrooms, but a systemic change in curriculum, pedagogy, infrastructure, teacher training and community engagement. The implementation of inclusive education requires the collaboration of government, educators, parents, communities and international organizations to provide equitable, accessible and quality education for all learners.

Keywords— Children with Special Needs, Equity, Inclusive Education, Social Inclusion, SWOC Analysis

I. INTRODUCTION

Inclusive education is a school-based approach that is guided by values of equity, human rights and social justice. It guarantees that all students have access to a "meaningful and equitable" education regardless of their physical, intellectual, social, linguistic, economic, cultural or other status. Instead of centering the discourse on disability and difference, inclusion allows us to view all types of differences in the school context.

Inclusive education ensures that every student in school feels welcome, get value, be supported and empowered to learn.

The Centre for Studies on Inclusive Education (CSIE) defines inclusive education as "the process of increasing the participation of students in, and reducing their exclusion from, the curriculum, cultures and communities of local schools" (CSIE, 2018). UNESCO's (2017) definition of inclusive education is "a process of strengthening the capacity of the education system to reach out to all learners". Similarly, Hattie (2012) views inclusive education as allowing learners to access and participate in classroom practices by removing structural conditions that prevent them from being included such as fixed-curriculum, inaccessible classroom environments and intolerant attitudes among actors in the school system. The World Health Organization (WHO) adds that inclusive education allows children to learn and develop so that they can live and work in their societies now and in the future. Inclusive education thus benefits children with disabilities because they additionally lack access to learning. At the same time, learning alongside peers without disabilities teaches them soft skills such as tolerance, respect and cooperation.

On a practical level, inclusive education means children with special educational needs learn in regular classrooms with their peers. They access learner-centered pedagogies, resources and services to allow them to learn alongside their classmates. In the past, students with special needs were taken out of mainstream schools and taught in special classes or learning institutions. Inclusive education allows students with and without special needs to learn together and from each other. Learners develop social relationships and benefit from each other's strengths while meshing weaknesses (Ainscow & Miles, 2008). Instead of asking how we can teach this child, we ask how we can educate all children.

One of the most significant milestones in the promotion of inclusive education was the Salamanca Statement (UNESCO, 1994). At the World Conference on Special Needs Education in 1994, nations across the world were urged to adopt policies that focused on educating children with special needs in mainstream schools.



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It also encouraged learner-centered pedagogies that recognize how different learners construct knowledge in many different ways. Governments pledged to promote inclusive education as it was deemed the most effective way to prevent discriminatory attitudes.

India, like many other countries worldwide, has had a series of policies that focus on providing inclusive education to its citizens. The National Curriculum Framework or NCF 2005 recognized the diverse needs of children in classrooms and encouraged teachers to be flexible in their teaching and curriculum. It accepted that children come from many social and cultural backgrounds and may have differing abilities. Thus, the curriculum must be responsive to these differences and schools must acknowledge the social nature of classroom learning (NCERT, 2005). It rejects homogeneous classrooms and the labelling of students.

With the latest education policy passed in India in 2020, the need for inclusive and equitable education of all students is further emphasized. The NEP 2020 proposes policies to make the education free and good for all children. It facilitates early identification of learning needs of children, assistive technology, teacher training in inclusive education and UDL (universal design for learning). The NEP 2020 identifies 'Students from marginalized groups of socioeconomic groups' or Socio-Economically Disadvantaged Groups (SEDGs) as a group that needs to be supported to catch-up with their learning loss and improve their active participation in classroom learning. These groups include children with special needs, transgender children, children from tribal communities and children from rural areas as well.

Thus, inclusion is more than just physical inclusion in the classroom. Provision of inclusive education requires a complete overhaul of the education system. This includes curriculum, teacher education, infrastructure, assessment policies and even parental involvement. Creating spaces for every learner might be challenging for schools, but it is necessary for inclusion. We cannot achieve education for all without inclusion because we will not uphold the rights and dignity of every student.

II. SWOC ANALYSIS OF INCLUSIVE EDUCATION

SWOC stands for Strengths Weaknesses Opportunities Challenges. SWOC analysis helps to analyse the external factors that affect a policy implementation as well as the internal factors that help or hinder it. India has ratified inclusion by promising access, equity, participation and quality in education.

Major policies regarding inclusive education like RTE Act (2009), RPwD Act (2016), Samagra Shiksha (2018) and NEP (2020) have embraced inclusion by endorsing a rights-based approach to education. India signed international mandates like UN Convention on Rights of Persons with Disabilities (CRPD) and Sustainable Development Goal 4 advocating inclusive quality education for all.

Even though policies provide strong mandates for inclusion especially of Children with Special Needs (CwSN) alongside children from other marginalized groups like children from socio-economically disadvantaged groups, gender minorities, linguistic minorities, etc. but the implementation of inclusive education varies from state to state and district to district. Social stigma associated with CwSN, poorly resourced schools, lack of teacher training, inaccessible infrastructure etc. are some of the issues that plague inclusive education in India. Below is a SWOC analysis on inclusion in Indian education which aims to give a fair review of the situation based on research, documented policies and ground-work (Ainscow, Booth, & Dyson, 2006).

A. Strengths of Inclusive Education

1. *Promotion of Social Inclusion:* Children learn about diversity and develop understanding when they learn with students who may be different from them socially, culturally and by ability. Inclusive classrooms support children to learn together each day; children see differences as normal. They learn to respect others who may be different by ability or speak different languages or who identify as something other than they do. When students learn with diversity present in the classroom, they learn to cooperate with others (Ainscow & Miles, 2008).

2. *Holistic Development of All Learners:* Inclusive education is on the holistic development of all children. It promotes the academic, emotional, social and moral development. Students are not only given subjects, but also learn life skills. They learn to be confident, understanding and co-operative. Students in inclusive classrooms learn to communicate better. They realize there are different points of view. Emotions are understood better by sharing feelings. Pupils also develop a stronger sense of self and accountability (Florian & Black-Hawkins, 2011).

3. *Reduction of Stigmatization;* The less that kids with disabilities are labeled, the more it is because they are taught as part of the mainstream. Students with disabilities are integrated into the mainstream and differences don't appear abnormal.



Pupils' perception of disability as a weakness changes. Friendships develop naturally between students and stereotypes slowly disappear. Children are aware that all people have their strengths. All children are included in classrooms; there is no segregation. Pupils are treated well and with respect. Students' confidence builds up among the marginalized students; peer acceptance grows and the inequality is diminished with time. Pupils are taught about equality through experience and respect is put into practice every day. Social taboos are broken down. Inclusiveness is the basis of guaranteeing dignity (Avramidis & Norwich, 2002).

4. Improved Academic Outcomes: The use of inclusive classrooms is conducive to improved learning for all. The teachers have flexible teaching approaches. Individualized support is provided for students. Learning is more meaningful and interesting. Learners are motivated to learn by setting high expectations. Participation of children increases and they are motivated to do their best. Collaboration among them improves understanding. Inclusive practices are in support of different learning styles hence academic confidence of children grow. Teachers make adaptations to lesson plans to address different needs. Students stay focused and their support systems help to improve achievement. Learning becomes meaningful. Inclusive Education enhances educational achievement (Hehir et al., 2016).

5. Culturally Responsive Pedagogy: Teachers who are culturally responsive plan lessons that reflect their learners' diverse cultures and life experiences. Students' history, traditions and identities are referred to in the lessons and activities that are planned by teachers. Learners' sense of belonging is increased when culture is recognized. This also helps students to be more engaged in learning as it is relatable. Cultural sensitivity helps to minimize bias and misinterpretations. Pupils develop an understanding of diversity (Gay, 2010).

6. Rights-Based Approach: The philosophy of inclusive education is that education is a right of all people. There should be equality of opportunity in learning for all children. This philosophy is promoted throughout the world, for example, through the UNCRPD and SDG-4. Schools should be aware of barriers to the learning of pupils and find ways to remove these. All pupils should be treated equally and with dignity. Discrimination needs to be tackled and avoided. Measures need to be taken to promote equality through policy. All learners have access to education (UNESCO, 2020).

7. Peer Learning Opportunities: Cooperation in learning is encouraged in an inclusive classroom. Children assist and support children in their understanding of lessons. Communication with peers helps to improve comprehension. By explaining their thinking, students will feel confident. Communication is enhanced with interaction with others hence friendships develop naturally and learners feel supported. Teamwork encourages responsibility and pupils' respect for others increases. Pupils are able to be more patient and understanding. Learning becomes interactive and each ability complements the other abilities. Participation increases and classroom engagement improves. Peer learning has a positive impact on strengthening inclusion (Topping, 2005).

8. Development of Tolerance in Society: Children learn to accept differences at an early age in inclusive education. Pupils develop a positive attitude to people with special needs and different backgrounds. This reduces prejudice. Compassion expands day by day through engaging in everyday relationships. Ethical attitudes are enhanced; bullying decreases and students develop empathy. Social harmony improves and pupils are socialized to be good citizens. Respect is inculcated; diversity is appreciated and discrimination is challenged. Positive attitudes are formed when children are included. Equality becomes normal and there is an increase in tolerance in society (Booth & Ainscow, 2016).

9. Flexible Curriculum: All students with a range of needs should be part of general education. Teachers use a range of approaches to ensure that all learners are catered for. These can be visual aids or some sort of activity for the group. This enables learning to be accessible. Learners have better comprehension of lessons. A variety of learning styles are honored (Rose et al., 2012).

10. Better Teacher Training: Teachers' continuous professional learning is encouraged through inclusive education. Teachers develop skills for working with a variety of classrooms and training builds confidence in them. Inclusive teaching is developed and enhanced for teachers. A sense of empathy and understanding develops and classroom management improves. Planning of lessons is flexible as innovative strategies are used by teachers. Pupils are given more assistance and teaching quality improves. Teachers are sensitized to learner needs and professional growth continues. Inclusion becomes effective and teachers feel prepared. Inclusive practice is enhanced by training (Forlin, 2010).



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11. Parental Involvement: With inclusive education, parents are able to be involved in their child's education. Parents feel welcome in school that is focused on inclusion. They are respectful and appreciative of each family. Parents know their child better and how the child is doing. Home/school communications open up. Parents are able to support their child's learning. There is a positive correlation between parent involvement and student motivation and confidence (Lindsay, 2007).

12. Collaborative Teaching Models: Inclusive education promotes teamwork among teachers. General and special educators work together to support diverse learners. They share knowledge, skills, and strategies. Joint lesson planning improves teaching quality. Students get more one-on-one support. Educators learn from peer experiences hence inclusive practices grow. Responsibility for student success is shared. Collaboration improves classroom management. Teaching becomes more effective and flexible (Friend & Cook, 2013).

13. Positive School Climate: Positive School Climate promote safe schools. Students feel welcome regardless of race, religion, sexual orientation, and ability. There are less incidences of bullying and intolerances. Students and educators are kinder and more empathetic to one another. Relationships are developed and fostered in a positive way. Everyone's social-emotional needs are met. Learners feel confident to participate. Respect is cultivated as a way of life. Relationships are nurtured in the classroom. Pupils have good feelings of belonging. Respect in the classroom is the basis for discipline. Help students to be comfortable in learning. Pupils are well supported emotionally by teachers. Learning is enhanced when there are no stressors. Students' achievement is raised in schools that have an inclusive climate (Sailor, 2009).

14. Adaptive Technologies Use: The use of technology is a key element in inclusive education. Assistive Tools help students with disabilities. Access is enhanced with screen readers, speech-to-text and digital resources so learning become flexible and personalized. Learning barriers are decreased. Pupils are more engaged in learning. Independent learning is facilitated with the use of technology. The use of digital tools is creative by teachers. Learning material is made available. Engagement increases. Students have a better understanding of lessons. The use of inclusive technology is a way of promoting equality. Teaching methods increase with innovation. Access to learning is empowered with digital inclusion. Inclusive classrooms can be created with the use of technology (Dell et al., 2016).

15. Strong Policy Support: Government policies and legislation are strong with regard to inclusive education. These laws allow students to learn, without discrimination. Clear guidelines for schools to follow for inclusion. Funding is in place for inclusive practices hence accountability improves. Equality of opportunity is provided. Discrimination is challenged and support services expand. Education reforms help to improve inclusion. Rights are guaranteed in the legal system. Systems become structured. Inclusion is put on the national agenda. As the program is implemented, it gets better and better. Policies help to drive change over the longer term. The frameworks help to achieve sustainable inclusion (UNESCO, 2020).

16. Capacity Building: Inclusive education leads to improvement in school resources and infrastructure. Teacher training programs expand. Learning materials increase. Support staff are trained. Facilities become accessible. Education quality improves. Investment strengthens systems. Schools are enhanced by the better equipment. There are enhancements to the services provided for students. The effectiveness of teaching is enhanced. Long-term development occurs. Institutional capacity grows. There is further spread of inclusion within schools. A variety of resources are provided to meet a variety of needs. Capacity building is a means to enhance inclusive education (Loreman, 2007).

17. Research-Informed Practice: The principles of inclusive education are based on research in the field of education. The evidence is used as the basis for teaching strategies. Classroom practices improve and learning outcomes strengthen. Best practice is adhered to and innovation increases. Evidence of teachers implementing effective strategies. Decision-making becomes informed. Education quality improves. Research supports inclusion and knowledge guides practice. Schools improve the way they do things. Teaching becomes reliable. Evidence to reinforce inclusive education (Florian, 2014).

18. Cross-Sector Partnerships: The inclusive education includes cooperation with health, social and community services. NGOs support schools and whole family support is given. There are several services for students' benefit. Resources increase; community involvement grows, challenges are effectively dealt with and working together enhances support networks. Inclusion becomes comprehensive and services work together. Learners are well cared for, partnerships improve outcomes, education becomes holistic. Teamwork enhances inclusion. Pupils' support is strengthened for all (Rouse, 2008).



19. *Community Empowerment:* The inclusive school has a positive impact on society. There is an increase in awareness on equality. Community participation grows, discrimination reduces and social justice improves. The citizens are encouraged to participate. Inclusion extends to beyond the classroom. Local support strengthens. Education inspires change. Voices of the marginalized groups are heard hence empowerment grows, fairness improves and communities become inclusive. Educator brings about social change. The inclusion enhances democratic values (Booth & Ainscow, 2016).

20. *Sustainable Education Models:* The principles of inclusive education help to achieve long-term development objectives. Equity is prioritized, quality improves and all pupils have increased access to learning. Resources are utilized effectively. Learning is equitable and equitable. Social development strengthens. Inclusion becomes permanent. Future needs are taken into consideration. Growth continues, support is given to global goals and education becomes sustainable. There is equality amongst students. To achieve long-term progress, you need to have inclusion (UNESCO, 2020).

B. Weaknesses of Inclusive Education

1. *Inconsistent Teacher Training:* Often teachers are ill equipped to work in inclusive classrooms, with regard to the needs of all learners. They may wish to do all they can to help every child but they rarely get training to change their approach to teaching. There are specific practices that are needed to ensure inclusion such as differentiation, classroom management and socio-emotional support. These skills and others are necessary for teachers to provide equal opportunities to learn for students. The lack of this background when they enter the classroom, inclusion is compromised. Students with special needs have a risk of falling behind. Teachers may be under stress and may be confused. There is a loss of self-confidence. Professional development becomes irregular and inclusion is only seen as a gesture (Avramidis & Norwich, 2002).

2. *Resource Constraints:* Successful inclusive education needs materials, assistive devices and special education staff. Schools do not always have access to these resources. Funds for learning materials are limited. There is also a shortage of special educators. The problems are most severe in rural areas and poorer schools. Teachers are unable to include without proper tools. Many have to use old fashioned methods. Students with disabilities may be left behind. Schools can't provide an accessible learning environment. The lack of resources affects hopes for inclusive policies (Forlin & Chambers, 2011).

3. *Overcrowded Classrooms:* Inclusive teaching necessitates individualized attention given to learners as well as flexibility with instruction and careful observation of how learners are doing. When too many learners are crammed in a classroom, it becomes difficult, if not impossible, for teachers to both manage the crowd and give attention to students with different learning needs. Individualized teaching takes a back seat and learners who fall behind may not get the help they need. Learners may interact with teachers on a general level instead of one-on-one (Sharma et al., 2013).

4. *Lack of Consistent Policy Implementation:* While inclusive education policies may be established, there are discrepancies when it comes to putting them into practice. Some schools will follow policy guidelines; others will not or will not have the resources and willingness to do so. Monitoring systems can be weak which leaves little room for accountability. Late dispersal of funds hinders progress. Often teachers are given unclear instructions. This has therefore meant that the presence of inclusion is symbolic and not real. There are inequities in access to support services in school. The objectives of the policy are not being realized. More and more, there is a widening gap between theory and practice. (UNESCO, 2020).

5. *Limited Curriculum Adaptability:* Majority of educational curriculums are strict and examination based. This results in very little opportunity for dynamic learning. Children may grasp information at different speeds yet lessons are not designed to be fluid. Educators find it difficult to change lesson content to accommodate all types of students. Evaluation stays uniform. Non-conformist and innovative methods of learning are not encouraged. Students who don't conform with the mainstream feel left out. Learning is not supportive but stressful. The rigidity of curriculum has a negative impact on inclusive education (Florian, 2014).

6. *Resistance from Teachers:* Inclusive education to some teachers seems to be an additional task. They do not know how to work with a variety of students and are overwhelmed. The irritation and frustration will only be exacerbated with large workloads. Lack of support from the institution can lead to lack of motivation on the part of teachers. There can be resentment from the teachers towards inclusion. The traditional teaching approach is still retained. Innovation slows down and less help is provided to students with special needs. Inclusion becomes inconsistent. Classroom inclusivity is diminished when there is resistance (Sharma & Desai, 2002).



7. *Low Awareness among Parents:* Many parents, particularly from the rural and marginalized communities are unaware of the concepts of inclusive education and the right of their children to education. The negative views towards disability are shaped by the cultural values, social stigma and lack of information. Parents express concerns about inclusion lowering academic standards for all students. Others are concerned about potential discrimination their children may face (Lindsay, 2007).

8. *Inadequate Assessment Tools:* The current assessment system uses standardized tests which do not allow learners to show what they can do. If students have disabilities or learning differences they often fail. Assessments other than tests are not common such as portfolios or oral. Teachers are not taught how to evaluate all learners. Students' true strengths go unnoticed. Confidence and motivation are reduced due to poor assessment. The meaning of the learning progress is not understood. It is hard to make a fair assessment. The objectives of inclusive education are reduced (Tomlinson, 2001).

9. *Labelling and Categorization:* In inclusive schools, pupils are typically labelled as slow learners etc. Teachers and peers' perceptions of these labels. Expectations and hope may be lowered. Pupils might feel out of place or different. Labels may have a negative impact on self-esteem. Labeling is a way of affirming separation, rather than acceptance. Potential for development diminishes. This is categorization which undermines true inclusion (Graham & Slee, 2008).

10. *Language Barriers:* A teacher who does not speak a minority language may have minority language students who are not making progress in class. This will cause communication problems and hinder understanding. Students might not want to engage in class because of concern for getting their work wrong. Not valuing mother tongues is also a sign of marginalization of cultural identity. Teachers are not well-trained in the teaching of language learners. Students are academically at risk if they are not taught in a language that they understand (UNESCO, 2020).

11. *Digital Divide:* Not all areas and communities are connected and have access to technology. There are some learners who do not own digital devices, have no access to Wi-Fi or do not have digital literacy skills. It is particularly affecting the rural and low-income communities. There are learning gaps when students learn online. Pupils with special needs have more difficulties with digital tools.

If people do not have technological access, they are only able to participate to a limited extent. There is a lack of support from technology in relation to inclusion. Educational inequality widens (Dell et al., 2016).

12. *Negative Peer Attitudes:* Pupils with special needs and learning differences may be teased, bullied or socially excluded by peers at times. This can have a negative impact on their sense of wellbeing. May lack in confidence and students might feel they are being judged, and not speak as much in class. Teasing and bullying can continue if there is no action taken. When a student feels rejected by others, then he or she is not in a safe learning environment. They are not having positive experiences in inclusion. Emotional distress increases. Pupils are not accepted, are not part of the group and feel isolated (Munk & Repp, 1994).

13. *Minimal Disability Representation:* Textbooks rarely portray people with disabilities in a positive or realistic way. If disability is included in textbooks or learning materials it is often depicted in terms of limitation. Students with special needs do not see themselves properly represented in their learning materials and therefore feel unseen and insignificant. It lowers self-confidence. There are no role models which again affects identity. Peers are not made aware enough of disabilities either which can perpetuate stereotypes (Barton & Armstrong, 2001).

14. *Inconsistent Support Services:* Other professionals like counselors, therapists and special educators provide support services needed for inclusive classrooms but they can be inconsistent or nonexistent. Some schools rely completely on classroom teachers to accommodate all types of learners. In some situations; students are not receiving help from professionals in a timely manner. Emotional and learning difficulties remain unaddressed. Teachers feel overburdened. The quality of inclusive practices declines. Support gaps weaken student progress. Inclusion becomes ineffective without consistent specialist services (Rouse, 2008).

15. *Limited Research in Some Regions:* In several developing regions, there is a lack of local research on inclusive education. Policy makers adopt ideas from international trends that do not fit their contexts. They do not take into account the norms and values in a culture. Economics and societal points of view are also ignored. If there are no specific data for each region, then planning is useless. There is poor evidence informed decision making. Inclusive strategies can have unintended consequences of not meeting actual needs. When there is a lack of research, progress is slow (UNICEF, 2013).



16. *Overgeneralization*: Inclusive education is being pushed as if all students are the same. Everybody trying to follow the same agenda in their classrooms. Not everyone learns the same way. Individual needs are not being met. Students are generalized instead of being accommodated. Students begin to feel unseen. Teaching loses direction. Inclusion is forced rather than authentic. Nobody's strengths or disabilities are focused on. Inclusion needs to allow for versatility, not conformity (Florian, 2014).

17. *Administrative Burden*: Inclusive systems can have lots of paperwork involved. Teachers have lots of forms they fill out. When teachers are busy writing, there is less time teaching. The workload stress increases which decline classroom creativity; administrative pressure also affects motivation. Inclusion becomes more bureaucratic than supportive. Teachers feel overwhelmed. Educational quality may suffer as a result (Forlin, 2010).

18. *Inadequate Transition Planning*: Students with special needs often struggle transitioning from level to level. Example: elementary to middle school. Supports they had with them previously do not always continue. Teachers at the new level may not receive proper information about the student's needs. Emotional stress increases due to unfamiliar environments. Learning activities are disturbed. Pupils might be uncertain and lack confidence. Progress may be retarded. It can be difficult to get along in society. Plans are needed for transition or otherwise inclusion is not achieved. For learning success stability is crucial. Often there is a lack of continuity of support. Students are not properly prepared in the schools. Smooth transitions are essential to the effective inclusion of children (Skerbetz, 2016).

19. *Cultural Misunderstandings*: Sometimes models of inclusion are borrowed from other countries without looking at whether they fit with cultural values at home. Some communities may have different beliefs about disability. Families may feel disconnected from school practices. Resistance to inclusion can grow. Cultural sensitivity is often missing in implementation. Traditions and social norms are ignored. (Artiles et al., 2011).

20. *Lack of Career Training*: Most schools concentrate solely on academic performance. Schools provide little-to-no opportunity to learn vocational skills. Many schools lack transitional services after leaving school. Students often leave school without jobs or options for further education. They are unable to reach their full potential and provide for themselves. It becomes difficult for these students to become economically independent (WHO, 2011).

C. Opportunities of Inclusive Education

1. *Increased Utilization of Digital Tools*: The exponential expansion of EdTech and AI paved the way for inclusive education. Online tools enable teachers to customize lessons based on students' capabilities, interests and learning speed. Assistive devices like screen readers, speech-to-text tools and adaptive learning software empower students with disabilities to be more engaged. Virtual learning materials allow students to learn outside of the classroom. Education technology creates opportunities for learners with special needs (UNESCO, 2023).

2. *Inclusive Teacher Education Programs*: Teacher education programs are beginning to include the practice of inclusive pedagogy. When training new teachers, they are taught how to manage inclusive classrooms. Teachers are informed about disability and learning differences. They learn strategies to help students of all abilities learn in the classroom. Bias awareness is also addressed. Teachers gain confidence in adapting lessons. Inclusive training improves classroom management. Students benefit from supportive instruction. Teaching becomes student-centered. Professional competence increases. Inclusive education becomes more effective (Forlin, 2010).

3. *Rise in Cross-National Policy Learning*: Countries can learn from each other about inclusive education. Policies can review how other countries are succeeding at inclusion. They can recreate what works and changes what does not. We can learn from other countries mistakes and take their ideas and make them our own. International cooperation promotes the sharing of best practices. Countries gain access to tested strategies. Cultural adaptation improves effectiveness (UNICEF, 2013).

4. *Empowerment of Marginalized Groups*: Accessible learning enables children with disabilities and those from marginalized communities to access equal opportunities. It allows them to study alongside their peers in a regular classroom which boosts their confidence and self-esteem. Kids feel secure about who they are. Social acceptance begins to take root, learners feel valued, education becomes a tool for dignity. Discrimination decreases. Students become active contributors to society (Booth & Ainscow, 2016).

5. *Innovation in Pedagogical Practices*: When students of varying learning abilities are placed in the same classroom, teachers are challenged to think outside the box. They explore differentiated learning, projects, visual resources, hands-on experiences to engage every learner. Students participate more in class.



Learning becomes more dynamic as lessons revolve around activities rather than textbooks. Teachers have more liberty to plan fun and interactive lessons. Children have the opportunity to dive deeper into concepts. It also reduces learning barriers for students with disabilities. Classroom participation improves. Learning becomes more inclusive and effective for all students (Tomlinson, 2001).

6. Improved Community-Based Learning: Education done with communities leads to better inclusion. Communities can help identify the barriers which face by the learners. Schools open themselves up to the needs of the people. Accountability increases with community participation. Inclusion becomes more culturally relevant in practices. Learning caters for real life situations. Families are able to connect better with schools. Students get holistic support from their people. Education becomes socially grounded. Inclusion strengthens through shared responsibility (Rouse, 2008).

7. Increased Funding through SDGs: In recent years, global commitment to Sustainable Development Goal 4 has shed light on inclusive education. Governments and donors are spending more on infrastructure, training and learning materials. Underserved populations benefit from improved access. Equity in education increases. Financial support strengthens long-term planning. Schools become better equipped. Inclusion becomes more sustainable. Resources help reduce learning gaps. Global commitment supports inclusive growth (UNESCO, 2020).

8. Policy Reforms: Campaigning for inclusive education brought some change to educational policies in many countries. Governments have started enacting anti-discriminatory policies and laws, accessible curricula and other special needs student services. Institutionalizing inclusion prevents it from becoming a project that starts and ends within certain time frames. Legal guidelines regarding the rights of learners with disability leave no room for confusion. Schools receive formal guidance on inclusive practices (Ainscow & Sandill, 2010).

9. Increased NGO Involvement: NGOs also support inclusive education through training teachers, creating learning materials and facilitating community outreach initiatives. Some NGOs offer direct services to children with special needs. Their involvement increases awareness in marginalized communities. Schools benefit from specialized expertise. NGOs help bridge gaps in public education systems. They also advocate for policy change. Community trust improves through NGO engagement. Inclusion expands beyond classrooms. Collaboration builds effective and efficient delivery of inclusive education (Save the Children, 2022).

10. Mainstreaming of CwSN (Children with Special Needs): Children with Special Needs attending regular schools do not face the social stigma that special schools may unintentionally create. When integrated with children who learn typically, special needs are seen as just another form of human difference. Spending time with children with special needs can help students to better their social skills. They also learn to be more respectful and sympathetic toward their fellow man. The overall social fabric of society becomes more tightly knit when everyone learns from a young age to accept everyone else's differences. Regular classrooms that include children with special needs help all students see equality in action. Bullying decreases and inclusion promote positive attitudes toward special needs (WHO, 2011).

11. Multi-Stakeholder Engagement: Inclusive education benefits from cooperation among teachers, health professionals, social workers, and families. This holistic support addresses academic, emotional and physical needs. Services become better coordinated, students receive comprehensive care, community involvement strengthens accountability, collaboration improves problem-solving and shared responsibility enhances inclusion. Families feel supported and learners benefit from integrated services. Multi-sector partnerships make inclusion more effective (Rouse, 2008).

12. Empirical Research Growth: Global interest in inclusive education has increased research efforts. Data helps identify effective strategies. Evidence-based practices improve classroom instruction. Policy becomes smarter. Instructional practices change in light of research evidence. Innovation occurs within the context of scientific discovery. Education systems improve their inclusive approaches. Research supports long-term reforms. Inclusion becomes more systematic. Knowledge strengthens inclusive implementation (Florian, 2014).

13. Parent-Led Movements: Families change the world. Organized advocacy from parents, on behalf of their children can create powerful movements for inclusive education. When families mobilize for accessibility, accommodation and dignity, they draw attention to the rights of learners with disabilities. Parents and caregivers can articulate gaps in education systems that leaders may not see. Advocacy heightens accountability on school campuses and in government bodies. It encourages institutions to adopt more responsive and compassionate practices (Lindsay, 2007).



14. Inclusive Infrastructure Design: Building physically accessible schools is one opportunity for building inclusion. Ramps, accessible toilets, wide doorways, flexible classroom design can help students with mobility issues. Safe and barrier-free spaces improve participation. Learning environments become welcoming for all learners. Physical accessibility promotes dignity and independence. Students with special needs feel respected. Teachers can be more inclusive in their practices. Universal design can help not just students with special needs, but all students. Safety improves for the whole school community. Inclusion becomes practical rather than symbolic (Dell et al., 2016).

15. Peer Mentorship Programs: Peer mentorship programs encourage students to support one another academically and socially. These initiatives build empathy, cooperation, and mutual respect. Students with special needs feel included and valued. Social isolation decreases. Bullying is reduced through positive peer relationships. Confidence grows among all learners. Classroom participation improves. Peer support strengthens emotional well-being. Students learn together. Inclusive culture develops naturally through shared responsibility (Topping, 2005).

16. Multilingual Education: Teaching through multiple languages allows students who come from linguistic minority communities to feel more included in their learning. Students understand what is being taught better when it's taught to them in their mother tongue or another language that they understand. They feel comfortable to speak up and share their thoughts in class. There is less language as a barrier and more room for students to understand what their peer might be saying. Students do not feel as if their culture is being diminished. Students learn to have more respect for other students who may come from different backgrounds. Teachers are also able to relate to their students (UNESCO, 2020).

17. Civic Engagement: Inclusion promotes democratic principles including equality, cooperation and social responsibility. Diversity in the classroom helps students understand equality and justice. Human rights are respected through exposure to diverse ways of living. Learners also develop civic mindedness. Students become more empathetic toward marginalized groups. They learn to challenge discrimination and exclusion. Inclusive schooling prepares learners to contribute positively to their communities. Social responsibility becomes part of everyday learning. Social responsibility is learned through daily tasks. Respect for diversity grows. Education strengthens democratic culture. Inclusive values extend beyond the classroom (Booth & Ainscow, 2016).

18. Teacher Exchange Programs: Teacher exchange programs provide opportunities for educators to share inclusive teaching practices across countries. Teachers gain exposure to new strategies and perspectives. Professional skills improve through international collaboration. Cultural understanding is strengthened. Educators learn innovative ways to support diverse learners. Classroom practices become more inclusive. Teaching quality improves through shared experiences. Study abroad allows international collaboration on education. Teachers feel more motivated and confident. Inclusive pedagogy benefits from global learning (UNESCO, 2020).

19. Support from International Agencies: UNESCO, UNICEF, WHO led the charge for inclusive education around the world by offering technical support, funding, and policy. Low-resource countries benefit from expert assistance. Education reforms gain direction and structure. Teacher training programs improve. Infrastructure development increases. Inclusive policies are strengthened. Global partnerships enhance implementation. Inclusion is globalized as a common goal. Support systems grow stronger (UNESCO, 2023).

20. Use of Open Educational Resources (OER): Open Educational Resources are learning materials anyone can use. They can also adapt these resources to meet the needs of their students. Teachers can change content to help everyone learn. Costs for schools and families are reduced. Access to quality education improves across regions. Students benefit from flexible learning resources. Digital inclusion increases. Resources can be adapted by teachers to fit their students. Materials become more accessible. Equity is amplified. OER supports lifelong learning. Inclusive education expands through open access (Wiley et al., 2012).

D. Challenges of Inclusive Education

1. Deeply Ingrained Prejudices: Negative social attitudes about children with special needs persist in many communities even with policy reform. Disability is often perceived as a curse or limitation instead of part of human variation. Beliefs like these determine how children with disabilities are treated in educational settings. Students with special needs can be subject to low expectations, exclusion or pity from their peers and teachers. Families might not feel comfortable sending their children to school. Social stigma undermines inclusion efforts. Changing mindsets takes time. Without attitude change, inclusion remains symbolic. Cultural transformation is essential for real inclusion (Avramidis & Norwich, 2002).



2. *Policy–Practice Gap*: Many governments promote inclusive education in official documents, but real implementation remains weak. School systems may lack teacher training, resources and monitoring mechanisms. Instruction to teachers about including children with special needs is vague. There is no follow-through with policy. Funding is limited. As a result, inclusive goals remain theoretical. Classroom practices do not reflect policy intentions. Students with special needs receive unequal support. The gap between plans and practice persists. Effective implementation requires stronger coordination (Ainscow & Sandill, 2010).

3. *Lack of Specialized Staff*: Schools often lack trained professionals such as special educators, therapists and counselors. Regular teachers are expected to support learners with special abilities without any professional assistance. As a result, the degree of individualization is restricted by the presence of professional staff only. Learners may not get the appropriate interventions when they have learning, emotional or behavioral issues. Teachers become stressed. Students with special needs are not fully included in the classroom. Learners do not thrive academically. Students do not get the emotional support they need. Staffing schools with professionals is important to successful inclusion (Forlin, 2010).

4. *Limited Budget Allocation*: Inclusion is an ongoing process which requires investment in teacher training, assistive technology, accessible infrastructure and learning materials. However, some education systems set aside little or no budget for inclusion. Schools in rural areas or low-income regions suffer the most. They are not able to hire special educators, provide therapy services and buy specialized equipment. Buildings are not made accessible for learners with disabilities. Teachers are not trained on differentiation. Financial limitations delay policymaking on inclusion. The aim for equity is not achieved. Inclusion initiatives lack consistency from region to region. If governments do not prioritize funding, inclusion will not run smoothly (UNICEF, 2013).

5. *Inflexible Assessment Systems*: Standardized tests dominate most education systems, and many students are unable to adapt to this method of testing. Children with learning disabilities or differences are not provided with alternative tests such as portfolios or verbal examinations. Their potential goes unnoticed. Students struggle to learn. By not allowing students with special needs to be tested differently, we are failing to assess them fairly. Schools must restructure their policies to better meet the needs of all learners (Tomlinson, 2001).

6. *Resistance from Private Institutions*: Some private schools are afraid to take in students with special needs because of additional expenses, accessibility and lower grades. They feel that allowing students with special needs to join their schools will tarnish their image. Parents are left with limited options for their children's education. Learning is not accessible to all. Private schools are not doing their part to help each country meet the goals for inclusion. Governments should regulate these institutions more strictly (UNESCO, 2020).

7. *Unrealistic Teacher Expectations*: Teachers are expected to understand and fulfil the needs of all learners despite training gaps and limited time/resources. Classrooms become overcrowded with teachers spending too much time on administrative work. Stress and teacher burnout occurs regularly. There is not enough time to attend to each student individually. Students that need more attention fall through the cracks. Teachers feel overwhelmed and defeated. Promoting inclusion is harder when teachers do not have realistic expectations and support from their professional community (Sharma et al., 2013).

8. *Infrastructure Barriers*: Many schools were not built with accessibility in mind. Ramps, elevators, adapted toilets and safe pathways are often missing for students with physical inability. It becomes difficult, if not unsafe for these learners to get around school each day. Children might stop attending school. They may not be able to participate in class activities or around the school grounds. Students may feel segregated from their peers because of the lack of infrastructure. Old buildings hinder students from having equal access to education. If schools are not accessible, children cannot receive inclusive education. Upkeep and modifications to school infrastructure will allow every learner to participate with dignity and safety (WHO, 2011).

9. *Curricular Overload*: Teachers must teach a robust curriculum while also tailoring lessons to meet the needs of diverse learners. There often is not enough time built into the school day to effectively plan for inclusion. Teachers find themselves rushing lessons and forgetting to meet students where they are as individual learners. Teachers face burnout from trying to “cover” content while scaffolding lessons for diverse learners. Stress levels increase and creativity plummets. Inclusion can feel like a hassle rather than helpful when teachers aren't provided with a flexible curriculum that allows them to be meaningfully inclusive (Florian, 2014).



10. Poor Monitoring Systems: Many educational systems do not have successful systems in place to monitor students and evaluate the success of inclusive practices. Data on student achievement is often missing or nonexistent. Schools are unable to tell if students are benefiting from inclusion. Evaluation of policy weakens and accountability becomes limited. When systems of supporting inclusion are not regularly checked for efficiency, many problems are unable to be recognized. It is difficult to make changes if there is no evidence-based data backing it up. Robust monitoring systems should be set in place to create quality educational policy and transparency (UNESCO, 2023).

11. Language and Communication Gaps: Students who use Braille or American Sign Language (ASL) as their primary means of communication are not typically given appropriate resources to support their learning. There are not enough qualified sign language interpreters and resources to help students who communicate differently thrive in the classroom. Teachers often lack the ability to communicate with students who need lessons in Braille or ASL. Students stop participating in class. Students stop learning. Students do not feel included. Without the proper ability to communicate, students are unable to truly learn in school (UNESCO, 2020).

12. Stigmatizing Media Portrayals: Persons with disabilities are either portrayed in the media as objects of pity, as tragedies or objects of inspiration because of their extreme accomplishments. They are seldom depicted as regular people living regular lives. Society has developed a stigma around children with special needs and unreal expectations. Kids may be treated differently based on these images they see portrayed of students with special needs. Some students may be underestimated, overly protected, or excluded from everyday activities at school. It becomes difficult for these students to develop a positive sense of identity (Graham & Slee, 2008).

13. Examination Pressures: Schools and the education system have created this stressful environment where test scores determine one's success in life. Schools pride themselves on academic rankings. Low achieving students are often overlooked. Students with special needs often take a back seat. Once again, inclusion is not the focus. Teachers "teach to the test" rather than teach to help the student learn. True abilities of students can go unnoticed. Students are constantly worried about big tests that determine their future. Teaching for diverse learners can take a backseat when there is too much emphasis on testing.

If we want inclusive education to work, we need an assessment system that works for all students fairly (Tomlinson, 2001).

14. Lack of Community Ownership: When new inclusion programs are introduced into areas, there is little input from the people who actually reside there. Parents often report feeling as if they have no voice in their child's education. Local culture is overlooked. When this happens, resistance to inclusion is bound to happen. If the people who school systems are trying to reach do not buy into the program, superficial compliance will be present. Schools will have a hard time gaining the trust of the people they want to serve. Parents will continue to shy away from sending their children to school and having their kids spend time in inclusive classrooms. True inclusion cannot occur if everyone involved is not on the same page. Lasting inclusion can only happen if locals own the intervention (Rouse, 2008).

15. Policy Fragmentation: Education, Health and Social Welfare services should work together to provide services for students with special needs. Without communicating with each other, these departments will not know that a child receives services from another department. Students and families are left guessing how to navigate each system and the help they can receive. Some services may be duplicated while others are not addressed at all. Inclusive education will not be sustained if these government services do not work together (UNICEF, 2013).

16. Gendered Exclusion: Girls cannot move around freely because of societal expectations. They cannot go to school far away because they might not be safe. They may receive less educational opportunities if they are female. Parents might choose to educate a boy over a girl. Girls are often not allowed to leave the house. Their voices are silenced. Girl's participation may decrease as a result. To create inclusive education systems, we must address sex-based oppression. Policies should protect girls' right to access education as a matter of equality (UNESCO, 2020).

17. Delayed Policy Response: The government is aware of inequalities in inclusive education but takes years to respond. Policies can take years to get approved and distributed to schools. Students will continue to lack access, supports and opportunities to learn. Schools will not have the direction on how to best support learners. There will not be funding to provide needed resources. Learner needs are not being met. The students that need support are left behind. Parents lose faith in the educational system (Ainscow & Sandill, 2010).

18. Vulnerability During Crises: When an emergency such as a pandemic, natural disaster or conflict hits, inclusive education systems are greatly affected. Students with special needs are often the first to be denied access to education. Supportive services and materials become inaccessible. The digital divide greatly impacts these students. Families are over-worked with providing care and education at home. Schools are often not prepared with crisis response that includes vulnerable learners. These learners are susceptible to becoming marginalized during times of emergency. Inequality levels increase among students. Inclusive systems should have measures that respond to crises and ensure all learners are protected from them (UNESCO, 2020).

19. Cultural Mismatch: Schools may try to implement models of inclusion from other countries. Communities may have different beliefs about special needs. Parents may feel that outsiders do not understand their situation. They may feel that they are not invited to participate. Resistance builds up, and implementations may be weak. An initiative may lack cultural sensitivity or may run roughshod over cultural traditions. Rather than practicing inclusion, they may simply be paying it lip service. True inclusion will flourish when those in the majority culture value it as well (Artiles et al., 2011).

20. Inconsistent Data Collection: Planning for inclusion cannot occur if there is no available data on those who need educating. Collecting reliable data on students with special needs is difficult. Many are unaccounted for. Without counting them, their needs cannot be known. There would be no guidance for policy makers. Programs may be misconstrued and money dispersed unwisely. There would be no accountability if there is no way to track progress (UNESCO, 2020).

III. CONCLUSION

Inclusive education has emerged as one of the most significant educational approaches for ensuring equality, dignity and social justice in modern societies. The present study critically explored the strengths and weaknesses of inclusive education, opportunities and challenges of inclusive education and SWOC Analysis of inclusive education in general with respect to Indian context. The analysis shows that inclusive education is not just about a change in the nature of education, but a process of change that aims to develop a system where all children irrespective of their disability, gender, language, caste, socio-economic background or cultural identity have meaningful access to education.

The research emphasizes the strengths that inclusive education has, which have a positive impact on learners and on society. It fosters students' social inclusion, empathy, tolerance, cooperation and respect for diversity. The inclusive classroom fosters learning in all aspects of the child and considers academic, emotional, social and moral aspects of growth. Flexible curriculum practices and collaborative approaches to teaching, adaptive technologies, culturally responsive pedagogy and rights-based educational frameworks further reinforce inclusive learning environments. Furthermore, the policies of India, like the Right to Education Act, Rights of Persons with Disabilities Act, Samagra Shiksha and National Education Policy 2020, support the cause of creating an inclusive education system.

The study also identifies a number of areas of weakness that are ongoing challenges for effective implementation of inclusion at the present. There are significant challenges in providing equitable education due to inadequate teacher training, insufficient infrastructure, overcrowding, lack of learning resources, inflexible curriculum and inconsistent policy implementation. Children with special needs and marginalized learners are often unable to participate in the educational process due to social stigma, labelling, language barriers, lack of support services and lack of assessment mechanisms. The results show that in many schools' inclusion is symbolic, rather than real, as a result of policy formulation and on the ground implementation issues.

The analysis also outlines significant opportunities that could be used to enhance inclusive education in the future. The potential for increased inclusion through technological progress, digital learning platforms, assistive technologies, inclusive teacher education programs, policy change, community engagement, NGO involvement and international commitments to Sustainable Development Goal 4 are promising. There has also been a greater awareness of disability rights and social equality, which has led to favorable conditions for promoting inclusive education. These opportunities, if fully exploited, can make a significant contribution to social empowerment, to democratic participation and to sustainable national development in the context of inclusive education.

The study also recognizes the grave issues that lingers in educational systems and society. Attitudes and beliefs about special needs, inadequate funding, access barriers, exam stress, policy discontinuity, cultural differences, inadequate monitoring and lack of community ownership all continue to hinder full inclusion.



The situation is especially difficult in economically deprived and rural areas where educational inequalities are prevalent. The results indicate that if there are no institutional commitment, ongoing monitoring and concerted efforts between governments, schools, teachers, parents and communities' inclusive education may not attain its goals.

The overall findings of the study are that inclusive education is not only a moral responsibility but also a necessity for democracy. It is not about the integration of children with special needs into regular classrooms only, it is about a complete restructuring of the education system to make participation, access, equity and belonging a reality for everyone. Inclusive education is a collective effort and it is necessary to empower teachers, provide access to appropriate infrastructure, develop flexible teaching methods, provide emotional support, raise awareness of communities and execute appropriate policies. The benefits of inclusive education are immense, and can change schools into a place of equality, compassion and social justice where all learners are respected and valued. Hence, inclusive education is a crucial component of educational advancement as well as the creation of a society that is inclusive and humane, where no child is left behind.

IV. SUGGESTIONS

A. Improve Teacher Training and Support

Teachers have the biggest impact on inclusive education. Teachers often feel insecure while teaching students who learn at different levels. There should regular training which can educate them about special needs and learning difficulties. They should understand emotional needs of students. Teachers should learn ways to simplify their lessons. They should make use of visual learning and give individual attention to students. Only then will they feel confident enough to allow children to ask questions without fear of judgement.

B. Adopting Flexible and Child-Centred Teaching Methods

Rigid teaching practices do not promote inclusive learning. Lecturing while expecting all students to understand and complete tests which are the same for all students is old-fashioned. Inclusive classrooms encourage learning at different levels and at different speeds. Teachers should focus on each student's learning abilities and emotional needs.

C. Accessible Infrastructure for All

Some schools are not easy to move around for children with special needs. Steps, small doors, tilted floors and hazardous toilets can make going to the bathroom a challenge. Children are not independent when they cannot move freely. They also lose confidence when others have to help them with everyday tasks. Schools can construct ramps, wide doors, handrails and safe toilets so that all children can navigate the school with ease. Classrooms should have enough space, natural light and ventilation so children don't feel cramped.

D. Reduce Fear and Shame in Schools

Children are often afraid or feel ashamed when people make them feel different. Name-calling, bullying, or making rude comments about how a child learns makes them feel worthless. Children who learn differently often become quiet because they are afraid of being mocked. Schools should teach children to be kind to everyone. Teachers should call out hurtful behavior and reinforce positive behavior. Group activities and storytelling can help children learn about empathy.

E. Involve Parents in the Learning Process

Parents know their children better than anyone. They know how their child interacts with other people and what they need to learn. Children who feel like their parents are involved in their learning will have more confidence. Schools should communicate with parents on how their child is doing in school. Schools can have periodic meetings with parents and teachers can host workshops on how parents can aid in learning at home. Working with parents allows teachers to create a relationship of trust with parents.

F. Create Safe Environment in Schools

Children need a safe environment to study and feel good about themselves. It is hard to focus on schoolwork when you are afraid. Schools should address issues of bullying, stigma and abuse. Children should never feel threatened by their teachers. Teachers should build a learning environment around understanding and kindness. Children will speak up when they know they are in a safe environment.

G. Use Technology for Better Learning

Technology plays an important role in making education more inclusive and engaging.



Videos, audio lessons, interactive content are technologies available in digital formats that make difficult concepts simple to understand. Students who face reading or writing difficulties benefit greatly from visual and audio support. Technology allows learners to progress at their own pace without pressure.

H. Follow Education Rules Properly

There are many effective educational rules in place to promote inclusive education at school, but they have not been very effective due to poor execution. If the regulations are not followed sincerely, the students will not benefit from them. Schools should have adequate infrastructure, trained teachers and support staff. The regulatory bodies should conduct surprise visits to check if rules are being implemented sincerely. The teachers should incorporate the norms of inclusive education in their everyday classroom management.

I. Early Identification of Learning Problems

Children start facing learning difficulties at a very young age, but no one around them realizes it. Teachers must observe the child's activities, progress report and classroom behavior attentively. Only when they spot the problems; they can help the child early on. The sooner you help, the better it is for his or her academic life.

J. Encourage Peer Support

Peer support plays an important role in creating an inclusive learning environment within schools. When students work together, they learn cooperation, empathy and mutual respect. Children learn to assist each other both in studies and emotions when in groups. Learners with special needs do not feel left out when learning in groups. Peer interaction builds confidence and reduces fear of failure.

K. Provide Emotional Support

Children feel anxious because of various problems at home and school. These emotions tend to hamper their attention span and learning capacity. Emotional assistance can be provided by schools in the form of counselling sessions and caring gestures. Teachers can provide this by listening to them without being judgmental and offering solutions that serve to empathize with them. Emotional assistance will help children cope with fear.

L. Reduce Dropout Rates

Students who find themselves living in poverty, struggling to keep up in school, or not having support are at risk for dropping out. There are many students who just give up on school because their needs are not being met.

If we can detect these kids early on, we can offer them counselling and alternate ways of learning. By allowing kids to access these services, we will decrease the pressure they may be facing at school. The more years a child stays in school the better their future will be. If we keep kids in school they will continue to develop social and emotional skills.

M. Train Special Support Staff

Some children need assistance to keep up with lessons and activities in the classroom. In that case, guidance and care from special education teachers or learning assistants can be beneficial. They can encourage learners to follow instructions, finish activities, and pay attention. Support staff can collaborate with teachers and find the best way to help kids learn. These individuals offer one-on-one attention which enhances academic success.

N. Improve Communication

Communication is key in every setting and education is no exception. Teachers, parents, and learners should exchange information when necessary. They can talk about a child's learning difficulty and sort it out in the early stages. Open conversation allows for feedback which can better teaching techniques. Parents feel like they are involved in their child's learning journey. Learners also feel like they are being heard and respected.

O. Build Community Awareness

For inclusive education to work, the general public needs to be on board. There are still a lot of people who have negative ideas about special needs and learning difficulties. Creating awareness can help shift that evil mindset. The more people understand these concepts, the less scary they become. As a community, we should encourage childhood rights. When people share positive thoughts, they can help other accept differences.

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