

Leadership in Inclusive Education: Understanding the Perspectives of School Principals

Dipteshwari Rathore* Dr. Surekha Jain**

*PhD Research Scholar, Vikram University, Ujjain (M.P.) INDIA

** Principal, Maharaja College, Vikram University, Ujjain (M.P.) INDIA

Abstract : Inclusive education seeks to incorporate students with disabilities into conventional schooling by guaranteeing equitable access to educational opportunities. Although regulations like India's National Education Policy (NEP) 2020 and the Rights of Persons with Disabilities Act, 2016, advocate for inclusive education, their execution primarily relies on school leadership. This study examines the role of school principals in promoting inclusive education, emphasizing their duties, problems, and strategies for cultivating an inclusive school climate. The study employs qualitative interviews with school administrators to identify critical aspects affecting inclusive education, such as leadership strategies, teacher assistance, resource limitations, and community involvement. Research indicates that although administrators act as primary proponents of inclusion, they frequently encounter obstacles like insufficient teacher training, opposition from stakeholders, and inadequate infrastructure. Innovative leadership tactics, collaborative teacher training, and partnerships with external organizations have shown to be beneficial solutions. The research highlights the necessity for policy-oriented support mechanisms to enable school administrators in promoting inclusive education. Recommendations encompass improved professional development initiatives, augmented funding, and intensified stakeholder involvement to reconcile the disparity between policy and practice.

Keywords: Inclusive Education, School Leadership, Children with Disabilities, Policy Implementation, School Principals, India.

Introduction - Inclusive education is a universally acknowledged methodology that prioritizes equitable learning opportunities for all students, including those with impairments, in mainstream educational environments (UNESCO, 2020). This concept seeks to eliminate obstacles that hinder students with disabilities from fully engaging in academic and social activities with their classmates (Ainscow, 2020). In India, the National Education Policy (NEP) 2020 and the Rights of Persons with Disabilities Act, 2016, underscore the significance of inclusive education by requiring equitable access and provisions for students with special needs (Ministry of Education, 2020). Notwithstanding these progressive regulations, their implementation at the school level predominantly relies on the leadership and dedication of school principals.

School principals are crucial in advancing inclusive education through the execution of policies, the cultivation of an inclusive school culture, and the provision of sufficient teacher training and resource distribution (Sharma & Salend, 2016). Their leadership determines the degree to which inclusive education is adopted in schools, serving as the principal connection between national policy and classroom practices (Forlin et al., 2019). Principals frequently face

considerable obstacles, such as opposition from educators and parents, insufficient resources, and a deficiency in specialized training (Mahapatra, 2021). Comprehending their viewpoints and experiences is crucial for recognizing the obstacles and potential for inclusive education within the present educational framework.

This study investigates the ideas underpinning inclusive education by analysing the roles and obstacles encountered by school principals in executing inclusive practices. The research, conducted via qualitative interviews with school principals, identifies critical aspects including leadership methods, teacher support, community engagement, and infrastructural limitations. This study seeks to enhance the debate on inclusive education by providing insights on how school administrators may cultivate a more supportive and effective learning environment for students with disabilities.

Literature Review

Inclusive education has achieved worldwide acknowledgment as a core tenet of egalitarian schooling, guaranteeing that children with disabilities have access to the same educational opportunities as their counterparts. The UN Convention on the Rights of Persons with Disabilities (CRPD) emphasizes the imperative for inclusive education systems that cater to varied learning

requirements (Bedi & Lafrance, 2023). In India, legislation like the Rights of Persons with Disabilities Act, 2016, and the National Education Policy (NEP) 2020 have established ambitious objectives for enhancing educational inclusivity. Nonetheless, despite these policies, the execution of inclusive education is inconsistent across schools due to systemic obstacles, including infrastructural limits, teacher readiness, and leadership deficiencies (Bhan & Panshikar, 2023).

A primary obstacle to inclusive education is school readiness. Research conducted by Bhan and Panshikar (2023) in Tripura, a northeastern state of India, indicates that numerous schools are deficient in critical physical infrastructure, qualified educators, and sufficient financial resources to properly adopt inclusive policies. Educational institutions in rural and undeveloped areas face considerable challenges due to a lack of essential resources, hindering the integration of students with disabilities into mainstream classrooms. Krishan and Sharma (2023) underscore a significant deficiency in the awareness of Universal Design for Learning (UDL) among general educators in Himachal Pradesh. Universal Design for Learning (UDL) is a framework that facilitates the development of curriculum tailored to diverse learning abilities; nevertheless, the majority of educators are not acquainted with its concepts, hence constraining its implementation in educational institutions. These findings demonstrate that, despite robust policy mandates, insufficient readiness at the institutional level persists in obstructing inclusive education in India.

The role of school leadership is a crucial aspect affecting the success of inclusive education. Principals have a crucial role in executing inclusive policies, cultivating school culture, and guaranteeing that teachers obtain sufficient assistance to effectively manage diverse classes (Sarikha Srinivasavarathan & Rajendran, 2023). Research indicates that their ability to spearhead inclusive education initiatives is frequently hindered by structural challenges. In numerous Indian schools, the lack of principal vacancies, restricted autonomy, and inadequate training diminish the capacity of school leaders to advocate for inclusion successfully. Moreover, Gale et al. (2022) assert that leadership involvement, in conjunction with continuous teacher development and robust stakeholder collaboration, enhances the execution of inclusive practices. This indicates that principals who prioritize inclusive education through systematic policy execution, teacher mentorship, and community collaboration significantly contribute to cultivating an inclusive school climate.

Teacher training and attitudes are equally crucial in influencing the results of inclusive education. Research indicates that educators' views and readiness significantly affect their capacity to assist children with impairments (Sharma et al., 2022). Numerous educators in India continue to possess deficit-oriented perspectives on

disability, frequently viewing children with impairments as necessitating specialized environments instead of inclusion in general classes (Taneja-Johansson et al., 2021). Mathur (2022) emphasizes that although initiatives like the Right to Education (RTE) Act have augmented the enrollment of students with disabilities, educators frequently lack the requisite skills and confidence to execute inclusive teaching methodologies. Likewise, Ahmed et al. (2022) discovered a deficiency in structured teacher professional development programs centered on disability-inclusive education, especially in low- and middle-income areas. This leads to educators feeling inadequately prepared to address the varied requirements of kids with disabilities, hence strengthening opposition to inclusion initiatives.

In addition to teacher preparedness, structural obstacles like insufficient infrastructure, accessibility constraints, and societal perceptions further hinder the execution of inclusive education. Aruldas et al. (2023) conducted a study in Tamil Nadu that underscored substantial obstacles to educational access for children with impairments. They discovered that physical inaccessibility, insufficient assistive technology, and adverse attitudes from both educators and peers posed substantial obstacles to inclusive education. Fernandes (2022) challenges the latent ableism in Indian education systems, contending that although inclusion is frequently touted as a policy objective, children with disabilities persistently encounter exclusionary practices in the classroom. This highlights a broader concern regarding the conceptualization of inclusive education, viewing it as a theoretical ideal rather than a practical, well-supported endeavour.

A significant difficulty is the absence of children with disabilities from large-scale assessments and mainstream curriculum, which exacerbates their educational marginalization. Sarkar (2023) challenges India's educational systems for reinforcing ableist norms, contending that current frameworks inadequately address the varied needs of students with disabilities. This results in these pupils frequently being excluded from standardized examinations, hindering their educational advancement. Ramchand (2021) emphasizes that, although India's endeavours to conform to global commitments like the Sustainable Development Goals, a disparity persists between policy goals and actual classroom conditions. Educators, frequently encumbered by substantial class numbers and inflexible curricula, find it challenging to serve students with impairments in the absence of supplementary institutional assistance.

Notwithstanding these limitations, numerous research indicate promising solutions for enhancing inclusive education. Gale et al. (2022) underscore the significance of cultivating a cooperative strategy among school leadership, educators, and external entities, including NGOs and special education professionals. Their study emphasizes effective solutions that incorporate ongoing

teacher training, inclusive curriculum development, and the implementation of assistive technologies to improve accessibility. Ahmed et al. (2022) emphasize the necessity for evidence-based professional development programs for teachers that concentrate on inclusive pedagogical approaches, encompassing differentiated instruction and behaviour control techniques.

Furthermore, research indicates that investment in educational infrastructure and technological advancements can markedly enhance inclusion. Krishan and Sharma (2023) advocate for the incorporation of assistive technologies, including text-to-speech software, adaptive learning gadgets, and adaptable seating arrangements, to aid students with impairments. Kundu et al. (2020) indicate that awareness and accessibility of assistive technologies are still restricted in numerous Indian schools, especially in rural regions. Broadening access to these resources, along with specialized training for educators on their successful utilization, may significantly enhance the execution of inclusive education.

A vital aspect of enhancement is the involvement of parents and the community. Aruldas et al. (2023) discovered that numerous caregivers in Tamil Nadu acknowledged the importance of schooling for children with disabilities but encountered logistical obstacles, including transportation difficulties, safety apprehensions, and financial limitations. By enhancing collaborations between educational institutions and local communities, schools may more effectively tackle these difficulties and cultivate more inclusive learning environments. Mir and Waheed (2022) advocate for universities to reevaluate existing inclusion policies and enhance support networks for students with disabilities, ensuring their academic and social requirements are adequately addressed.

Despite India's commendable progress in advancing inclusive education via policy frameworks and legal obligations, substantial hurdles persist in execution. The efficacy of inclusive education relies on various elements, such as institutional leadership, educator training, infrastructure, public perceptions, and community engagement. Research highlights the necessity for a comprehensive approach that connects policy and practice, ensuring that schools are both legally obligated and physically and pedagogically prepared to assist students with disabilities. Confronting these difficulties necessitates coordinated efforts from politicians, educators, and stakeholders to establish a truly inclusive education system that serves all learners.

Methodology: This study used a qualitative research approach to examine the viewpoints of school principals toward inclusive education for students with disabilities. A qualitative methodology is suitable for this research as it facilitates a comprehensive exploration of the challenges, tactics, and responsibilities of school administrators in the execution of inclusive education (Creswell & Poth, 2018).

The study employs an exploratory research approach to investigate leadership attitudes and contextual elements affecting inclusive education policies and practices.

a. Sampling and Participants: The research employs purposive sampling to pick school principals with experience in inclusive education policies and practices. School principals from urban and rural environments were invited to obtain varied perspectives on resource availability, policy execution, and teacher readiness. Fifty principals participated in the study, representing schools with diverse levels of inclusion initiatives.

Participants were chosen according to the subsequent criteria:

1. Minimum of five years of experience in a leadership role at a school
2. Direct involvement in decision-making and policy implementation related to inclusive education
3. Representation from both public and private schools to ensure diverse institutional perspectives

b. Data Collection Method: Data was gathered via semi-structured interviews with the chosen school principals. Semi-structured interviews provide flexibility while preserving a structured framework to investigate essential issues pertinent to the inquiry (Bryman, 2016). The interview guide was built based on principal themes identified in the literature review, concentrating on:

1. **Understanding of Inclusive Education** – How principals define and perceive inclusive education
2. **Implementation Strategies** – Methods used to integrate inclusive education in schools
3. **Challenges and Barriers** – Key difficulties faced in implementing inclusive education
4. **Teacher Training and Support** – Initiatives taken to enhance teacher preparedness
5. **Parental and Community Engagement** – The role of external stakeholders in fostering inclusivity
6. **Resource Availability and Infrastructure** – Access to assistive technologies and physical infrastructure

The interviews were executed in person and through virtual platforms, contingent upon the participants' availability and convenience. Each interview lasted 30 to 45 minutes and was audio-recorded with the participants' consent to guarantee precision in data transcription and analysis.

c. Data Analysis: The collected data was analysed using thematic analysis, following Braun and Clarke's (2006) six-step framework:

1. **Familiarization with Data** – Transcribing interviews and reviewing responses for accuracy
2. **Generating Initial Codes** – Identifying key themes and coding relevant responses
3. **Searching for Themes** – Grouping codes into broader themes related to the research objectives
4. **Reviewing Themes** – Refining and validating themes to ensure consistency
5. **Defining and Naming Themes** – Assigning

conceptual labels to each theme for interpretation

6. Producing the Report – Integrating findings into a coherent narrative

NVivo software was used for organizing and coding qualitative data, allowing for efficient theme identification and pattern recognition (Bazeley & Jackson, 2013).

d. Ethical Considerations: Ethical principles were rigorously adhered to in order to safeguard participants' rights and uphold study integrity. Prior to participation, all principals received a comprehensive informed consent form defining the study's aims, confidentiality protocols, and their right to withdraw at any point. To preserve anonymity, the identities of participants and the names of schools were obscured in transcripts and reports. The research conformed to the ethical criteria established by the Institutional Review Board (IRB) and adhered to the research ethics delineated by the American Psychological Association (APA, 2017).

Data Analysis: The data obtained from interviews with school principals were analysed utilizing thematic analysis, adhering to Braun and Clarke's (2006) six-step methodology. This method facilitated the discovery of salient themes from the data, elucidating the challenges, strategies, and viewpoints of school leaders concerning inclusive education.

Thematic Analysis Process and Key Findings:

Table 1: Key themes emerged from data analysis

Key Theme	Findings from Data	Interpretation
Leadership and Vision	Some principals drive inclusion, ensuring resources & teacher motivation, while others struggle with autonomy.	Leadership is crucial, but institutional constraints limit action.
Resource and Infrastructure Barriers	Rural schools lack ramps, assistive technologies, and special educators. Funding shortages persist.	Urban-rural divide in access to inclusive education resources.
Teacher Preparedness and Training	Many teachers lack training. Some schools offer internal programs, but resistance remains	Continuous training needed to build confidence and skills.
Parental and Community Engagement	Parents of non-disabled students worry about learning impact; parents of disabled students feel support is lacking.	Awareness programs needed to foster acceptance and involvement.
Policy and Implementation Gaps	Policies exist, but unclear guidelines and funding issues hinder execution.	Stronger monitoring, funding, and structured implementation needed.
Successful	Peer mentoring,	Multi-stakeholder

Inclusive Strategies	teacher collaboration, NGO partnerships, and tech integration help.	collaboration and technology enhance inclusion.
----------------------	---	---

Discussion: This study's findings underscore the pivotal role of school principals in executing inclusive education, highlighting their leadership impact and the obstacles they face. This study offers distinct insights into how school leadership, resource limitations, teacher readiness, and policy deficiencies influence the efficacy of inclusion initiatives in Indian schools, building on prior research that has examined different facets of inclusive education.

The Role of School Leadership in Inclusive Education:

School principals are essential in promoting inclusive education, acting as intermediaries between legislative mandates and classroom execution. The results demonstrate that principals that advocate for inclusive education typically execute strategic initiatives, including teacher training programs, collaborations with NGOs, and the incorporation of technology. This corresponds with the research conducted by Sarikha Srinivasavarathan and Rajendran (2023), which underscores that proficient school leadership is crucial for promoting inclusiveness, especially in resource-constrained environments. In contrast to their study, which concentrated on the effects of leadership training programs, our data reveal that principals frequently encounter restricted autonomy and administrative limitations, hindering their ability to implement inclusion methods effectively.

Comparable research in many regions has likewise emphasized the significance of school leadership. Gale et al. (2022) performed a scoping review on inclusive education in India and determined that principals who participate in ongoing capacity-building initiatives and collaborative decision-making considerably enhance the success of inclusive education. Our research corroborates these findings while emphasizing that numerous principals, especially in rural regions, lack formal training in inclusive education policies, resulting in variable implementation of inclusion initiatives among various schools.

Resource and Infrastructure Barriers: A significant hurdle found in our study is the insufficiency of resources and facilities, especially in rural and low-income educational institutions. Principals identified restricted funding, insufficient assistive devices, and inadequate classroom adjustments as significant obstacles. The findings align with Bhan and Panshikar (2023), who discovered that numerous schools in Tripura are deficient in the physical infrastructure necessary for inclusive teaching, including ramps, sensory rooms, and accessible restrooms.

Conversely, research in high-income nations has indicated fewer infrastructural obstacles but a heightened focus on educator training and policy coherence. Bedi and Lafrance (2023) investigated the implementation of inclusive education in Canada and discovered that, despite enough

resources, policy inconsistencies and insufficient teacher preparedness persisted as significant obstacles. Our research indicates that, in contrast to Canada, infrastructure continues to be a significant impediment in India, necessitating immediate intervention from policymakers.

Teacher Preparedness and Training: Teacher readiness has surfaced as a significant concern. Numerous principals indicated that educators were insufficiently trained in special education methodologies, leading to diminished confidence and opposition to inclusion initiatives. This aligns with the observations of Ahmed et al. (2022), who indicated that professional development programs for teachers centred on inclusive education are limited in low- and middle-income nations. Our research substantiates this claim, demonstrating that even when training programs exist, they frequently lack consistency, are inadequately organized, or fail to align with the practical realities of the classroom.

Nevertheless, certain investigations yield conflicting results. Sharma et al. (2022) discovered that although Indian university educators exhibited a readiness to adopt inclusive methods, their perceptions were not markedly affected by their years of experience or educational attainment. This differs from our study, which indicates that educators with increased experience to inclusive education programs generally have heightened confidence and receptiveness to inclusion. This mismatch may be ascribed to the contextual distinctions between university educators and school-level teachers, as the latter frequently encounter more pressing classroom difficulties that necessitate practical answers over academic understanding.

Parental and Community Engagement: Parental perspective and community involvement were recognized as critical variables affecting the effectiveness of inclusive education. Numerous principals observed that parents of non-disabled students frequently voiced apprehensions regarding the potential decline in overall classroom performance due to inclusion, whereas parents of disabled students believed that schools failed to offer sufficient support services. The findings correspond with Mir and Waheed (2022), who discovered that students with impairments in Indian higher education frequently face social exclusion due to insufficient institutional assistance and a lack of awareness among peers.

Narayan and Patnaik (2021) discovered that robust parent-teacher collaboration is essential for surmounting these obstacles, indicating that schools that involve parents in decision-making processes generally achieve greater acceptance and participation in inclusive education initiatives. Our findings corroborate this assumption, although they also emphasize that principals frequently encounter difficulties in fostering parental involvement due to time limitations, administrative burdens, and the absence of organized engagement initiatives.

Policy and Implementation Gaps: A notable disparity between policy and practice emerged as a primary problem

in this study. Although the National Education Policy (NEP) 2020 and the Rights of Persons with Disabilities Act, 2016 advocate for inclusive education, principals indicated a lack of clarity regarding the implementation of these policies at the school level. This aligns with Ramchand (2021), who contends that India's attempts to conform to global obligations like the Sustainable Development Goals (SDGs) are impeded by an absence of definitive implementation plans.

Nonetheless, certain foreign research offer an alternative viewpoint on the efficacy of policies. Taneja-Johansson et al. (2021) investigated inclusive education policies in rural Indian government schools and discovered that, despite the existence of such policies, numerous schools lack the institutional frameworks necessary for their monitoring and enforcement. Our findings indicate that principals frequently perceive exclusion from policymaking conversations, which constrains their capacity to tailor policies to the specific circumstances of their schools.

Successful Inclusive Strategies: Notwithstanding these hurdles, several principals have effectively executed inclusive policies by utilizing peer mentoring programs, collaborative teaching approaches, and alliances with non-governmental organizations. This corresponds with Gale et al. (2022), who assert that schools that actively involve various stakeholders in their inclusion initiatives generally have improved student outcomes.

Furthermore, Krishan and Sharma (2023) propose that assistive technologies, including speech-to-text software and adaptive learning aids, can markedly enhance accessibility in inclusive classrooms. Our research revealed that urban schools are more inclined to implement these technologies, while rural schools persistently encounter technological challenges stemming from inadequate internet connectivity and financial limitations.

Conclusion: This analysis corroborates numerous established findings in the literature while also illuminating distinct insights and discrepancies. School leadership, deficiencies in teacher preparation, and infrastructural obstacles persist as significant impediments to inclusive education in India. Nonetheless, our study contrasts with certain prior research by illustrating that principals frequently encounter substantial autonomy restrictions, hence hindering their capacity to effectuate real change. Moreover, whereas numerous studies highlight the significance of teacher training, our findings indicate that the absence of institutional support and policy clarity impedes long-term sustainability, even when training is administered.

The results indicate a necessity for enhanced policy enforcement mechanisms, augmented financial resources for educational infrastructure, and broadened professional development initiatives for educators and school administrators. Future study should investigate methods to augment principal autonomy and institutionalize multi-stakeholder cooperation to establish a more sustainable

form of inclusive education in India.

Limitations of the Study: This study offers significant insights into the role of school principals in inclusive education, although several limits must be recognized. The sample size is restricted to 50 principals, thereby failing to encompass the complexity and diversity of inclusive education methods across various areas. An expanded sample may yield a more thorough comprehension of the discrepancies in leadership tactics and institutional obstacles (Creswell & Poth, 2018). Secondly, the geographical scope of this study is limited to schools in Madhya Pradesh, rendering the findings more pertinent to this particular region rather than universally relevant to all schools in India. Inclusive education policies and their execution might differ markedly due to regional infrastructure, finance resources, and socio-cultural influences (Ramchand, 2021). Finally, the study depends on self-reported data, which introduces a potential social desirability bias, as principals may depict their activities more favourably than they actually are (Bryman, 2016). Self-reported replies, although beneficial for grasping impressions, may not consistently represent actual implementation difficulties. Notwithstanding these constraints, the study provides essential insights into school leadership within inclusive education, pinpointing both challenges and exemplary approaches that can guide future research and policy improvements. Enhancing future research by using a bigger sample size, varied geographic locations, and triangulated data sources—such as classroom observations and teacher surveys—would significantly bolster the validity and relevance of the findings (Gale et al., 2022).

References:-

1. Ahmed, S. K., et al. (2022). *Teacher professional development for disability inclusion in low and middle income Asia Pacific countries: An evidence and gap map*. Campbell Systematic Reviews, 18(4). <https://doi.org/10.1002/cl2.1287>
2. Ainscow, M. (2020). *Promoting equity in schools: Collaboration, inquiry and ethical leadership*. Routledge.
3. American Psychological Association. (2017). *Ethical principles of psychologists and code of conduct*. APA.
4. Aruldas, K., Banks, L. M., Nagarajan, G., Roshan, R., Johnson, J., Musendo, D., Arpudharangam, I., Walson, J. L., Shakespeare, T., & Ajampur, S. S. R. (2023). "If he has education, there will not be any problem": Factors affecting access to education for children with disabilities in Tamil Nadu, India. *PLOS ONE*, 18(8), e0290016. <https://doi.org/10.1371/journal.pone.0290016>
5. Bazeley, P., & Jackson, K. (2013). *Qualitative data analysis with NVivo*. SAGE Publications.
6. Bedi, S., & Lafrance, S. (2023). *Right to Inclusive Education for Children with Disabilities*. Routledge.
7. Bhan, S., & Panshikar, A. (2023). *School readiness for inclusive education in Tripura, India*. Disability, CBR and Inclusive Development.
8. Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp0630a>
9. Bryman, A. (2016). *Social research methods* (5th ed.). Oxford University Press.
10. Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). SAGE Publications.
11. Fernandes, K. (2022). Inclusive education in practice: Disability, "special needs" and the (Re)production of normativity in Indian childhoods. *Children's Geographies*, 20(4), 521–537. <https://doi.org/10.1080/14733285.2022.2124845>
12. Forlin, C., Sharma, U., & Loreman, T. (2019). *Inclusive education for students with disability: A review of the best evidence in the field*. International Journal of Inclusive Education, 23(12), 1284–1302.
13. Gale, L., Bhushan, P., Eidnani, S., Graham, L., Harrison, M., McKay-Brown, L., Pande, R., Shreeraman, S., & Sivashunmugam, C. (2022). Overcoming barriers to inclusion in education in India: A scoping review. *Social Sciences & Humanities Open*, 5(1), 100237. <https://doi.org/10.1016/j.ssaho.2021.100237>
14. Gale, L., et al. (2022). *Overcoming barriers to inclusion in education in India: A scoping review*. Social Sciences & Humanities Open, 5(1), 100237.
15. Krishan, S., & Sharma, N. (2023). *Awareness of Universal Design for Learning (UDL) among teachers in India*. Journal of Educational Technology Development and Exchange, 16(1), 109–125.
16. Kundu, A., Bej, T., & Dey, K. N. (2020). Indian educators' awareness and attitude towards assistive technology. *Journal of Enabling Technologies*, 14(4), 233–251. <https://doi.org/10.1108/jet-04-2020-0015>
17. Mahapatra, S. (2021). *Challenges in inclusive education: Perspectives from Indian school leaders*. Educational Review, 73(4), 512–528.
18. Mathur, A. (2022). The demands of ethical learning and character development in our changing times. *Routledge EBooks*, 183–208. <https://doi.org/10.4324/9781003046059-10>
19. Ministry of Education. (2020). *National Education Policy 2020*. Government of India.
20. Mir, A. A., & Waheed, A. (2022). *Experiences of students with disabilities in Indian higher education: An interpretative phenomenological study*. Higher Education for the Future, 9(2), 186–202.
21. Ramchand, M. (2021). *Conceptions, perceptions, and practices of inclusive education in schools in Karnataka*.

- (India). International Journal of Inclusive Education.
22. Sarikha Srinivasavarathan, & Rajendran, P. (2023). Principals in Indian inclusive schools: Bridge over troubled waters. *Asian Education and Development Studies*, 12(4/5), 249–261. <https://doi.org/10.1108/aeds-07-2023-0086>
 23. Sarkar, T. (2023). Learning for all? Ableism, education policy, and the “global learning crisis” in India. *International Journal of Inclusive Education*, 1–17. <https://doi.org/10.1080/13603116.2023.2274109>
 24. Sharma, A., Malik, R., & Nagy, H. (2022). Exploring the teachers' perception towards educational inclusion: A study of teachers' in Pune, India. *Journal on Efficiency and Responsibility in Education and Science*, 15(1), 23–32. <https://doi.org/10.7160/eriesj.2022.150103>
 25. Sharma, U., & Salend, S. J. (2016). *School leadership and inclusive education: Practices and challenges*. European Journal of Special Needs Education, 31(3), 265-278.
 26. Taneja-Johansson, S., Singal, N., & Samson, M. (2021). Education of children with disabilities in rural Indian government schools: A long road to inclusion. *International Journal of Disability, Development and Education*, 1–16. <https://doi.org/10.1080/1034912x.2021.1917525>
 27. UNESCO. (2020). *The state of the education report for India 2020: Children with disabilities*. United Nations Educational, Scientific and Cultural Organization.
