



A SYSTEMATIC REVIEW OF INCLUSIVE EDUCATIONAL PRACTICES IN SOUTH ASIAN TERTIARY EDUCATION INSTITUTIONS

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Abstract

This paper is a systematic review which investigates inclusive practices in South Asian tertiary education systems and examines whether the practices are effective for promoting equitable participation and access and academic success of diverse learners. The study was motivated by increasing education inequality and unequal enacting of inclusion policies in higher education institutions. The research methodology employed was a secondary qualitative method, which involved qualitative analysis of academic journal articles, policy documents, government reports and institutional publications from South Asian countries on inclusive education. This research suggests that there has been tremendous advancement in the areas of affirmative policies, scholarship programs, assistive technology and more positive institutional attitudes towards diversity and accessibility. Nevertheless, many problems remain, such as infrastructure, faculty training, socioeconomic differences and policy production-implementation. There are both strengths and challenges to inclusive practices as they are and the review recommends sustained investments, institutional reform and better implementation strategies for a more inclusive higher education in the whole of South Asia.

Keywords: tertiary education system, inequality, inclusion policies, diversity, higher education, South Asia

Introduction

Inclusive Education has become a basic guideline in terms of higher education systems around the world, in the light of the principles of social justice and equality and justice in education. Inclusive Practice at the tertiary level is about students from varied social, cultural, economic, linguistic and physical backgrounds being able to fully engage in education without being discriminated against or excluded. Adaptive measures for inclusive education have become more relevant in a diverse region like South Asia, where economic and social inequalities, increasing population growth and varying degrees of educational developments have been seen



in Higher Education (HE). At the policy and reform levels, efforts have been made in countries such as India, Bangladesh, Pakistan, Sri Lanka, Nepal, Bhutan, and Maldives to promote enrolment of marginalised groups (like persons with disabilities, women, ethnic minorities, rural and economically disadvantaged communities) in tertiary education.

While there are many positive signs around inclusion as an important priority education, a lot of difficulties are affecting the effective implementation of this goal in South Asian universities. Lots of universities and colleges deal with a lack of infrastructure, a lack of resources, lack of teacher training and deep social inequalities. Even though a majority of governments have adopted affirmative action policies and legislation for inclusive education, their realization of those policies is although uneven. Many students still face an obstacle to their participation, academic success and overall educational experience.

Current literature shows the progress and limitations obtained in developing inclusive tertiary education in South Asia. Some studies refer to positive developments, like improved enrolment rates within under-represented groups, the use of assistive technologies, the implementation of collaborative support services and scholarship schemes in schools, among others. There are other studies on the other hand that show that there are still disparities in terms of accessibility, gender, social background and lack of preparedness of the institutions. The bulk of the research focuses on individual countries and on specific aspects of inclusion, leading to disjointed information on trends and common problems in the region.

This systematic review aims to fill this void by drawing inferences from secondary qualitative research, policy documents and research papers which explore inclusive practices in HE in South Asia. The review is critical as it assesses what has been accomplished within inclusive frameworks and projects the patterns, hindrances and prospects for improvement in these frameworks. The study aims to bring together different findings and present them in an integrated way to assist in providing a thorough understanding of the status of inclusive practices in the region and how best to enhance inclusive practices for equitable access and participation in higher education.

Objectives

- To access the inclusive practices adopted in South Asian tertiary education systems.
- To evaluate the effectiveness of inclusive practices in promoting equitable participation and access in higher education.
- To explore the challenges arising from educational inequality within South Asian higher education institutions.
- To provide insights and recommendations for strengthening inclusive higher education practices and policies in the South Asian context.

Methodology

This study used a secondary qualitative research method of a systematic review. Electronic databases like Google Scholar, Scopus, ERIC, SpringerLink, and ResearchGate were used to select and collect the documents from 2015 to 2025: relevant peer-reviewed journal articles, government publications, policy documents, international organization reports, and academic



studies. The search terms used were – “inclusive education,” “higher education” and “tertiary education,” in addition to terms that included “South Asia,” “disability inclusion,” “educational equity” and “inclusive practices.”

The inclusion criteria included that aiming features tertiary education institutions (TEIs) in South Asian countries and addressing inclusive policies, practices, barriers or outcomes. Studies where the focus was just on either primary or secondary education were not included. Thematic analysis was used to analyse the selected literature and to identify the commonalities and themes of issues where they concerned access, participation, institutional support, policy implementation and educational outcomes. This was then synthesized to build a picture and a situational analysis of inclusive practices in the South Asian higher education context.

Findings

A notable variation between inclusive practice in the tertiary education system and the effectiveness of inclusive practices that were implemented in South Asian countries were observed. From the literature review, four key themes emerged: access and participation, policy and institutional involvement, technological and pedagogical change and persistent structural barriers. As per Bindhani and Gopinath (2024), there was a positive impact on the expansion of educational opportunities from government sponsored scholarship programmes, reservation policies and targeted admission programmes. Policies such as affirmative action and disability laws against discrimination were often cited in India as tools that can lead to greater representation in universities. There were indications of increased student enrolment in response to efforts to expand participation in Bangladesh and Sri Lanka as well.

The second theme was institutional commitment and policy frameworks. A number of Universities have created centres that support students with disabilities, there are also student counselling services and diversity committees to make integration easier. Equity and participation are becoming a key principle in national policies in all South Asian countries. Institutional-level capacity building efforts have been growing in the direction of inclusive education with several institutions including strategic plans containing diversity and inclusion goals.

The third theme was focused on the use of technology and innovative pedagogical methods. Apps, assistive technologies, online tools, and flexible learning styles all provided a greater experience of accessibility for students with varied learning needs. As per Lindner and Schwab (2025), with the spread of online learning after the Covid-19 crisis, technological solutions have been accelerated that would allow for a wider involvement of students who cannot attend for geographical or physical reasons. There was a growing emphasis on Universal Design for Learning (UDL) principles and student-centred approaches for supporting diverse learners.

Even with all of the above there were significant challenges to effective inclusion as seen through the fourth theme. Limited physical facilities, including ramps, elevator access, adaptive learning materials and accessible transport service facilities. Krämer *et al.* (2021) reported that they were not well trained in inclusive teaching strategies and disability accommodations. Often the largest barriers mentioned to implementing inclusive initiatives were financial.



Students from disadvantaged backgrounds continued to be negatively impacted by social stigma and discrimination, which led to a diminished sense of belonging and participation.

This review additionally showed significant mismatch between policy goals and practical execution. Although a number of countries have policy frameworks in place that promote inclusion, there is a lack of isometrics with respect to the actual institutional practice. In rural universities and smaller institutions there is often more trial of limited resources than is the case in urban institutions. Therefore, the extent of inclusion experiences students have is greatly influenced by geography, institutional resources and socio-economic conditions.

The overall results indicate that while there has been significant development towards inclusion in the higher education systems of South Asian countries, they face significant challenges in achieving truly equitable educational environments.

Discussions

The results illustrate that making South Asian tertiary education inclusive is not only a significant achievement, but also a complex issue. There is some evidence of better access to tertiary education in this area including from people who are educationally marginalised. However, the extent to which success in institutionalising inclusion has been achieved is different.

On a positive note, Navas-Bonilla *et al.* (2025) found that the growing push towards inclusion education is seen as an important shift in educational philosophy and policy. Government and Higher Education institutions are increasingly discovering that diversity is valuable in enriching learning environments and is an asset for general social and economic development. Admission expansion, scholarships and support services, all signify an increased effort to allow equity in education. This has helped to provide many students coming from a poorer socio-economic background, opportunities for higher education which would not otherwise have existed.

The rise in women's enrolment in Higher Education is one of the major success stories that have been identified in the literature in this paper. In most parts of South Asia, women's enrolment remains significantly better, and much improved, over the last decade. All this adds to the issue of equality in education and links with social change in the form of women's economic empowerment and social mobility. Likewise, affirmative action policies have helped to break down patterns of exclusion towards historically marginalised social groups and enabled their greater representation.

Integration of technology opens great potential for the improvement of inclusion. Lopez-Gavira *et al.* (2021) stated that digital learning platforms can thus minimize geographical constraints, especially in areas where physical reach to Universities is scarce. Assistive technologies have enabled students with disabilities to participate in education through alternative assessments, modes of communication and modes of learning. Also, flexible learning space will provide alternative learning styles and adapt to personal factors so that it can be used as a wider participation.



However, the strength that has been noted in the review should not detract from the very real difficulties that are still to be faced. One of the foremost concerns that hangs in the air is the policy implementation aspect. Although the majority of the South Asian countries have adopted progressive educational policies, their effective implementation is constrained through lack of resources, less efficient administration and institutional inertia based on resistance to change. Policies need to be backed up by sufficient funding, monitoring and accountability processes, otherwise it is not possible to achieve inclusion.

Issues of infrastructure are particularly difficult. There are still many colleges and universities that do not have all the facilities needed to make the college accessible for a physically challenged student. Lack of transportation, buildings that are not accessible, and a lack of assistive resources hinder the ability to participate in education (Mendoza and Heymann, 2024). The above are all evidence that policy is not enough; there is a need for action for structural change to include people.

Implementation of inclusive practices is made more difficult by differences between countries. The economic development, educational and governance systems and cultural contexts of south Asia are highly diverse. It therefore means that success in one nation with a strategy does not necessarily guarantee the success of that strategy in other countries (Rapp and Corral-Granados, 2024). The contextual nature of local contexts should therefore be taken into account in the design and implementation of inclusive education policies.

The findings also reveal that the concept of inclusion is not only about disability but it's a multidimensional one. IR matters a lot, but if that is to be effective then disability inclusion has to necessarily address issues of gender, ethnicity, language, religion, socioeconomic and geographical location. Inclusion from a wider perspective allows institutions to identify barriers that impede student participation that are intertwined and complex.

A further key point is about helping inclusive practices to sustain. Many successful undertakings rely on ephemeral funding sources or upon outside donors or temporary projects. For the institution to become long term sustainable it is important to ensure that all inclusive principles are embedded in the institutional governance system, financial budgeting system, curriculum design and quality control system (Donath *et al.* 2023). Changes in the political and economic landscape can jeopardize progress on inclusion if there is not a solid commitment.

In conclusion, the evidence indicates that some significant changes are taking place in the systems of higher education within the countries of South Asia, with a movement toward increased inclusiveness. To achieve meaningful and equitable inclusion, however, ongoing efforts are needed to address structural inequalities, enhance institutional capacity, build faculty capacity and create enabling educational cultures. Further progress will rely not only on the extent of access, but also whether or not all students are prepared to engage with and to thrive in higher education settings.

Conclusion

This systematic review analysed secondary qualitative studies, academic publications, policy documents and institutional reports to investigate inclusive practices in the context of tertiary



teaching and learning in the South Asian region. The results indicate that there has been great progress in opening up opportunities in higher education institutions and improving diversity. Some positive developments are the supportive policy frameworks, affirmative action measures, technological innovations, and the greater participation of historically marginalised groups.

The review also found significant issues that constrain the impact of inclusive education programs. Some of these challenges remain, such as limited infrastructure development, limited faculty training, finance constraints, as well as limited gaps with regards to implementation in society. These problems point out the difficulties with implementing inclusive education policies that effectively lead to meaningful learning experiences for all learners.

The study finds that, despite progress applying definitions of inclusion in higher education in South Asia, a strong sense of educational equity is continuous and remains as a goal to be achieved. Investing in institutional capacity, access, inclusive pedagogies and taking action on broader socioeconomic inequities are important areas of future action. By championing commitment and by developing policies that are supported by evidence, tertiary sector institutions in South Asia can be closer to developing learning environments that are truly inclusive, enabling all students to succeed and participate eruptively.

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