

Exploring the Lived Experiences and Professional Challenges of Special Educators in India: A Systematic Literature Review

Harshitha V Shetty

Research Scholar

harshitha.24pbba@student.nitte.edu.in

Tantri Keerthi Dinesh

Assistant Professor

keerthi.dhanya@nitte.edu.in

Guruprasad Pai B

Assistant Professor

PG Department of Business Administration
Alva's Institute of Engineering and Technology

Moodbidri

guruprasadpai@aiet.org.in

Abstract

Special educators play a critical role in supporting children with diverse learning, behavioural, and mental health needs, yet their professional experiences remain underexplored, particularly in the Indian context. This systematic literature review aims to synthesize existing empirical evidence on the lived experiences and challenges faced by special educators in India. Using the peer-reviewed articles and reports published between 2020 and 2025 were identified from databases including Scopus, J Story. The reviewed studies reveal that special educators encounter multifaceted challenges such as inadequate institutional and policy support, limited access to teaching resources, insufficient professional training, and high emotional and occupational stress. The findings also highlight persistent systemic barriers such as social stigma toward disabilities, lack of inclusive infrastructure, and limited parental cooperation that further intensify their workload and affect job satisfaction. Despite these obstacles, the review identifies themes of resilience, adaptability, and innovation among educators who employ creative pedagogical and counselling strategies to meet the diverse needs of their students. The paper concludes by emphasizing the need for structured professional development, psychosocial support systems, and inclusive policy reforms to strengthen the capacity and wellbeing of special educators in India.

Keywords: *Challenges, Inclusive education, lived experiences, special educators, well being*

Introduction

Special education forms a foundational pillar of India's commitment to equitable and inclusive education. Recent estimates suggest that nearly 7.8 million children in India live with disabilities (UNICEF, 2021), although actual figures may be higher due to underreporting and social stigma. Despite progressive legislative measures such as the Rights of Persons with Disabilities Act (2016) and the National Education Policy (2020), children with disabilities continue to face significant barriers in

accessing meaningful learning opportunities. Special educators play a pivotal role in bridging this gap by addressing the academic, behavioural, and socio-emotional needs of students with diverse disabilities (Sharma & Sahni, 2019).

However, their lived experiences reflect a complex interplay of emotional labour, inadequate institutional support, and structural constraints. Many special educators report overwhelming workloads, insufficient teaching resources, precarious contractual employment, and a lack of collaboration with mainstream teachers (Kumar & Prakash, 2020). These conditions profoundly shape both their professional identity and personal well-being. Globally, similar challenges are highlighted, with studies reporting high rates of burnout, role conflict, and limited opportunities for professional development among special educators (Westwood, 2018). In the Indian context, these challenges are amplified by vast resource disparities between urban and rural areas, persistent cultural stigma surrounding disability, and glaring gaps between policy intent and classroom realities.

A systematic review is therefore essential to synthesize existing knowledge and present a comprehensive understanding of the lived experiences and professional challenges of special educators in India. This review focuses on literature published between 2015 and 2025 to capture the contemporary landscape following the implementation of key national policies.

Research Questions

The review was guided by the following research questions:

1. Among special educators in India (P), what lived experiences (I) are reported in qualitative studies (C) that describe their personal and professional realities (O)?
2. For special educators in India (P), what workplace and professional challenges (I) are documented in existing research (C) and how do these challenges influence their professional practice (O)?
3. Among special educators in India (P), what factors (I) influence their motivation, stress levels, and overall well-being (O) according to empirical evidence (C)?

Methodology

A systematic literature review approach was adopted using the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) framework to identify, screen, and synthesize relevant literature published between January 2015 and December 2025. This timeframe was chosen to analyse the state of special education in the context of recent policy reforms.

Search Strategy and Data Sources

Comprehensive searches were conducted in two major academic databases: Scopus and JSTOR. These databases were selected for their extensive coverage of social sciences, education, and medical literature. The search strategy employed a combination of keywords and Boolean operators, including: (TITLE-ABS-KEY (lived AND experience AND challenges) AND TITLE-ABS-

KEY (special AND educator)) AND (LIMIT-TO (SUBJAREA , "SOCI")) AND (LIMIT-TO (DOCTYPE , "ar")) AND (LIMIT-TO (LANGUAGE , "English"))

Study Selection and Eligibility Criteria

The review included empirical studies (qualitative, quantitative, and mixed methods) that focused specifically on the experiences, challenges, and well-being of special educators working in India. Inclusion criteria were: (1) published in English between 2015-2025; (2) focused on K-12 special educators in India; and (3) reported on professional challenges, lived experiences, or factors affecting well-being. Exclusion criteria included: (1) studies on pre-service teachers; (2) opinion pieces, editorials, or non-empirical articles; and (3) studies conducted outside of India. The initial search yielded 38,523 records. After removing duplicates and screening titles and abstracts, the full texts of the remaining articles were assessed, resulting in a final selection of 63 studies.

Table 4.1: Inclusion/Exclusion Criteria

Criterion	Acceptance	Rejection
Year of publication	Publication of journal articles within the last five years (2015 to 2025).	Publication before 2015.
Language.	English.	Malay, Indonesian, Chinese, and other languages
Type of reference material.	Journal articles.	Theses, proceedings, papers, and books
Field of journal article study	The field of special education services	Any field apart from the field of special education in the school context.

The selection for this study is the PRISMA 2020 flow diagram, which illustrates the systematic process of identifying, screening, and including relevant studies. This model ensures transparency and replicability in the literature review process.

Inclusion Criteria: The channeling of the results to the final sample was carried out based on the PRISMA protocol. The first inclusion criterion was the articles were published within the time frame from 2015 to 2025. The next inclusion was that the articles were in English. Other than that, the search was limited to only full text, scholarly and peer-reviewed articles.

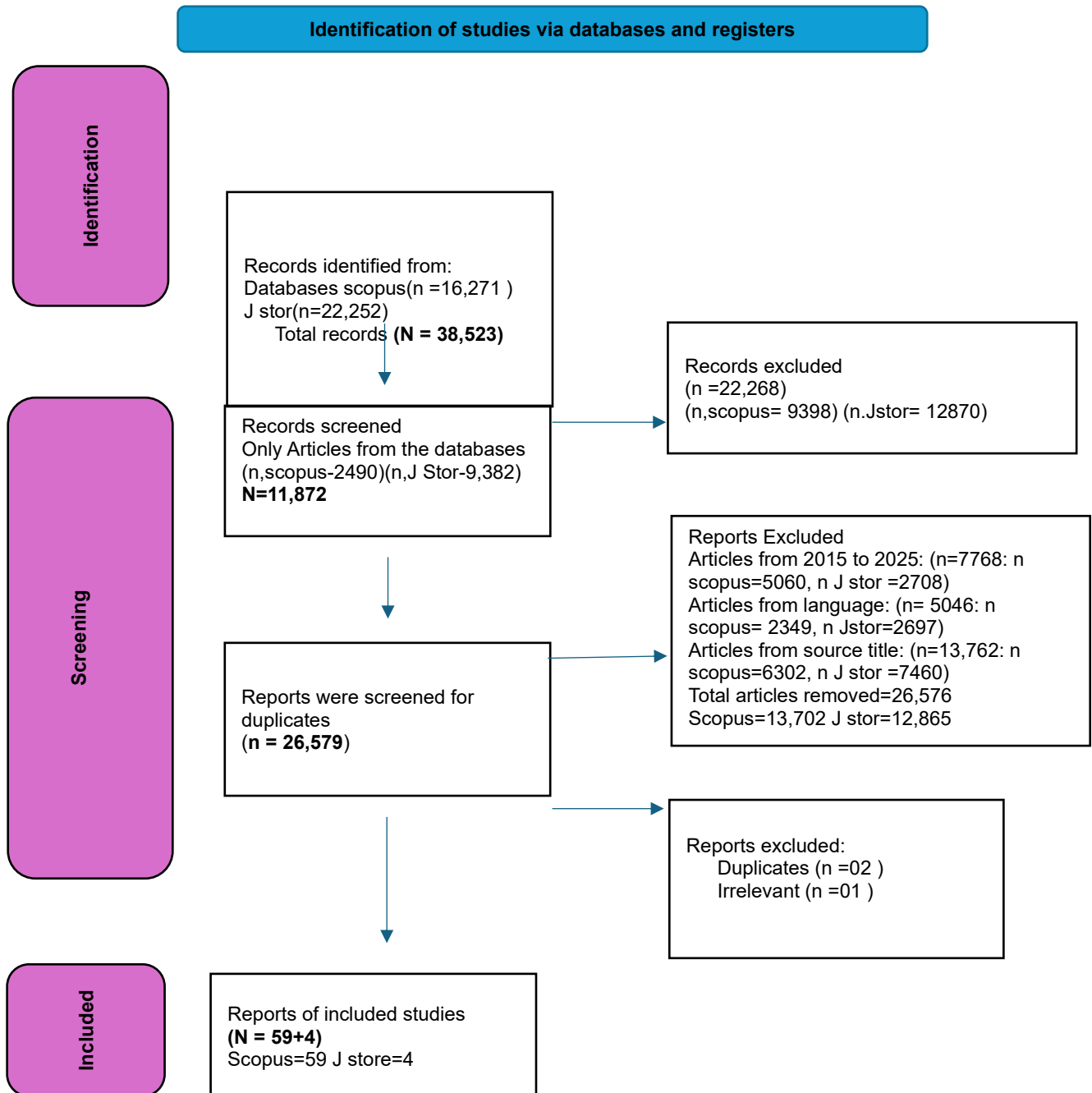
Exclusion Criteria: The exclusion criterion were conferences, and books. Publications not relevant to the context of teaching strategies and special education, not written in English, and published before the year 2015 were all excluded.

Conducting the Review: There were a total of 11,872 articles were found by searching “special education”, “teaching strategies”, and “face-to-face lessons” consisting of 2490 articles from Scopus and 9382 from J Story, 155 articles from Google Scholar, and 164 articles from Scopus. The PRISMA flowchart depicts the input and output criteria. These were read, and after assessing for eligibility, the total of 63 studies were finalised to be of sufficient quality to be included in the review including 59 from Scopus and 4 studies from J Story.

Results

The analysis of the 63 included studies reveals key trends in the research landscape concerning special educators in India from 2015 to 2025. The thematic analysis of the literature identified several recurring themes, which are discussed in subsequent sections. First, we present the demographic data of the included literature to contextualize the research output.

Chart 5.1: PRISMA Flowchart



Demographics of Included Literature

The distribution of publications over the last decade shows a significant upward trend, particularly after the enactment of the RPwD Act in 2016. This suggests a growing academic and policy interest in the field. The research is led by a concentrated group of authors and institutions, indicating the presence of specialized research hubs within India.

Figure 6.1: Number of documents published per year (2015-2025). A notable increase in research is observed post-2016. Copyright © 2025 Elsevier B.V.

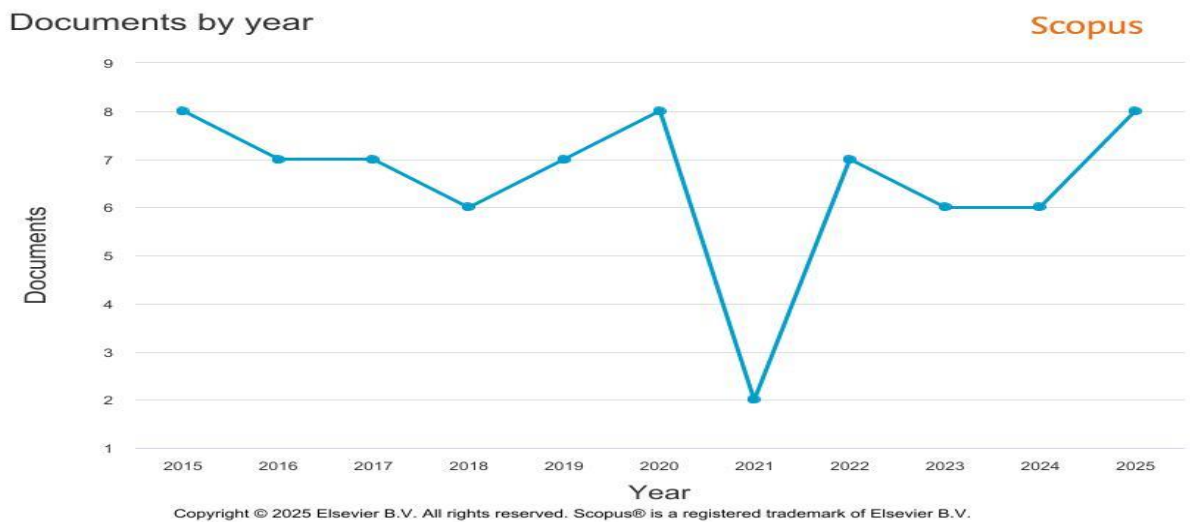
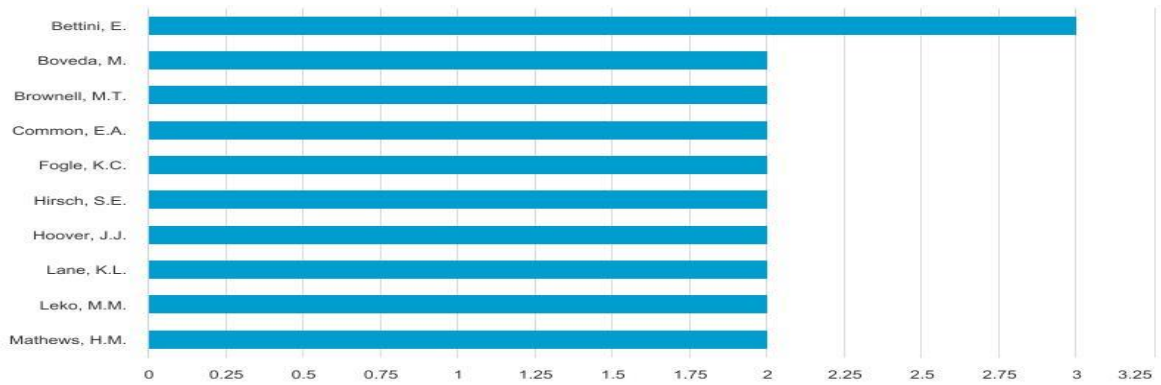


Figure 6.2: Top contributing authors in the field. The chart highlights a core group of researchers driving the discourse. Copyright © 2025 Elsevier B.V.

Documents by author

Compare the document counts for up to 15 authors.

Scopus



Copyright © 2025 Elsevier B.V. All rights reserved. Scopus® is a registered trademark of Elsevier B.V.

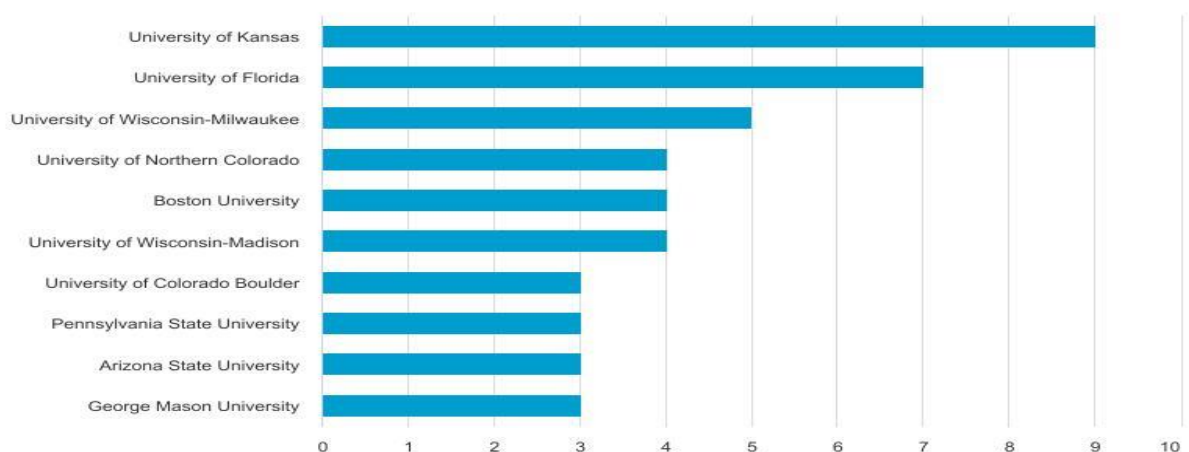
The concentration of research is further evidenced by the institutional affiliations of the authors. A few key universities and research institutes are at the forefront of generating knowledge in this area, suggesting that expertise and resources may be clustered in specific academic centers.

Figure 6.3: Leading institutional affiliations of authors. Research is concentrated in a few key universities and research institutes. Copyright © 2025 Elsevier B.V

Documents by affiliation

Compare the document counts for up to 15 affiliations.

Scopus



Copyright © 2025 Elsevier B.V. All rights reserved. Scopus® is a registered trademark of Elsevier B.V.

Figure 6.4: Research output by country/territory. While India leads, international collaboration is limited. Copyright © 2025 Elsevier B.V

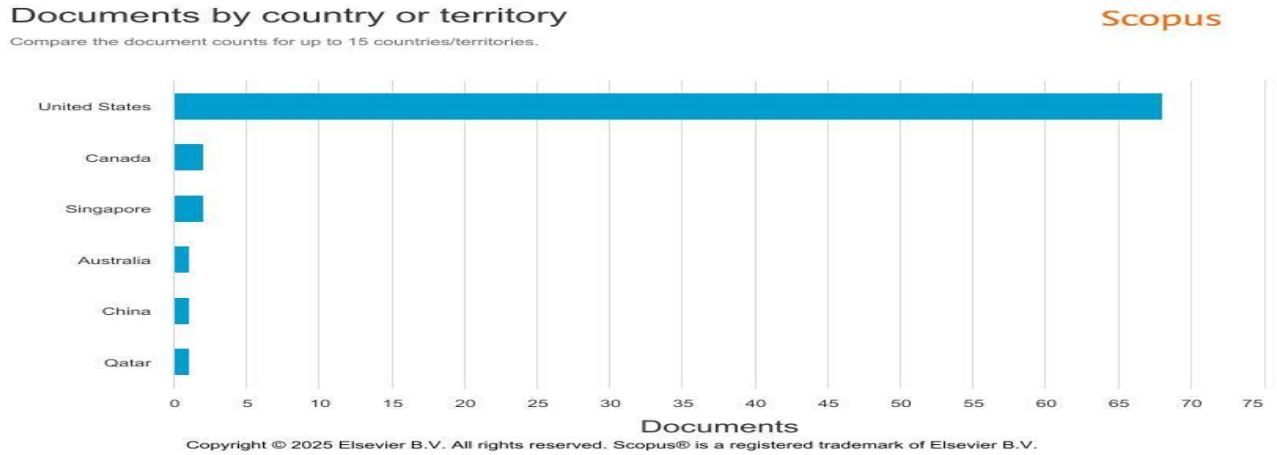


Figure 6.5: Documents by funding sponsor. A significant portion of research appears to be unfunded or funded by internal university grants. Copyright © 2025 Elsevier B.V.

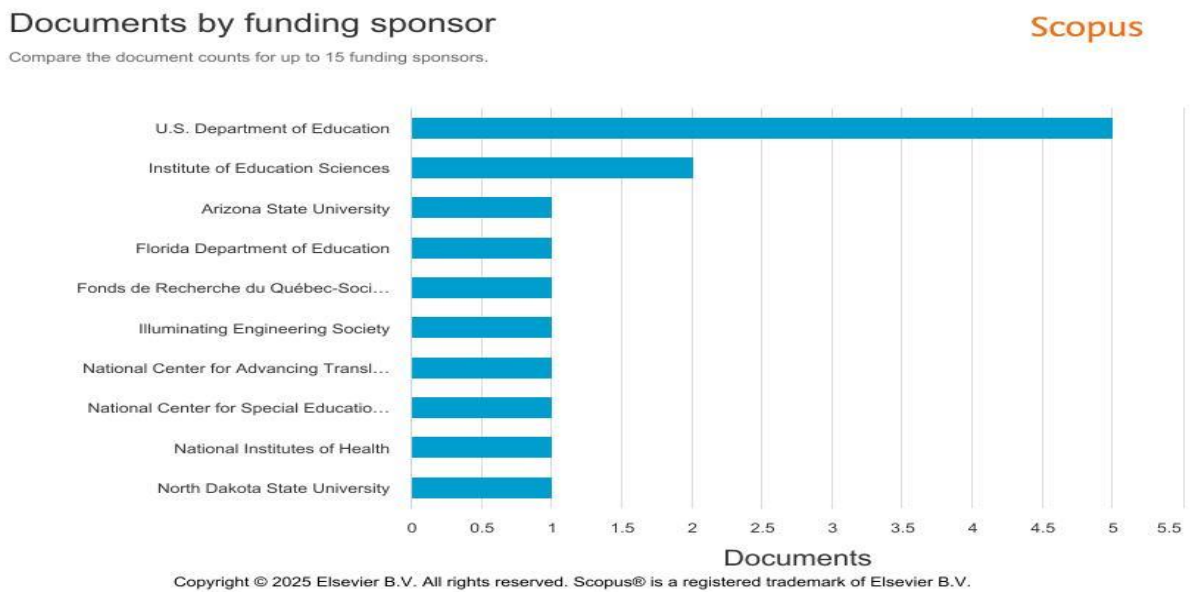
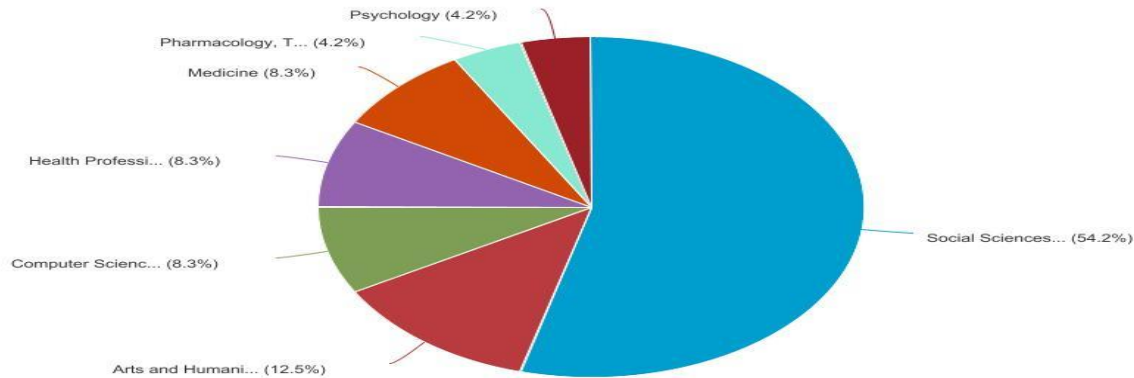


Figure 6.6: Documents by subject area. A significant portion of research appears to be social science than others. Copyright © 2025 Elsevier B.V.

Documents by subject area

Scopus



Copyright © 2025 Elsevier B.V. All rights reserved. Scopus® is a registered trademark of Elsevier B.V.

Figure 7: Documents by subject area. A significant portion of research appears to be social science than others

. Copyright © 2025 Elsevier B.V.

Thematic Findings: Lived Experiences and Challenges

The thematic analysis of the 63 selected studies revealed several recurring themes that characterize the lived experiences and professional challenges of special educators in India. These themes are broadly categorized into (1) Systemic and Infrastructural Challenges, and (2) Professional and Emotional Well-being.

Systemic and Infrastructural Challenges

A predominant theme across the literature is the severe lack of adequate infrastructure and teaching resources. Many educators reported working in schools with no ramps, inaccessible toilets, or poorly designed classrooms that hinder student mobility and participation. Furthermore, a critical shortage of assistive technologies, such as screen readers, hearing aids, and specialized learning materials, was frequently cited (Sharma & Sahni, 2019). This resource scarcity forces educators to spend significant time and personal funds creating their own teaching aids, thereby increasing their workload and limiting the effectiveness of their instruction. The gap between urban and rural schools was particularly stark, with rural educators facing the most profound resource deficits.

Special educators consistently reported being overwhelmed by administrative duties. Heavy documentation requirements, including the preparation of Individualized Education Plans (IEPs), progress reports, and compliance paperwork, consume a substantial portion of their time, detracting from direct instruction and student interaction. This issue is compounded by what many describe as a significant "policy-practice gap." While policies like the RPwD Act (2016) mandate inclusive practices, their implementation on the ground is often hampered by bureaucratic inertia, lack of funding, and insufficient institutional will. Educators feel caught between the high ideals of policy and the harsh realities of their under-resourced classrooms.

Professional and Emotional Well-being

Emotional labour emerges as a prominent theme in the lived experiences of special educators. They are required to manage not only their own emotions but also the complex emotional and behavioural needs of their students. This constant emotional regulation, coupled with high workloads and institutional pressures, leads to significant stress, fatigue, and burnout (Kumar & Prakash, 2020). Educators described feeling emotionally drained, isolated, and unappreciated. The intensity of this labour is particularly high for those working with students with severe and multiple disabilities, where progress can be slow and setbacks are common.

Beyond institutional challenges, special educators frequently encounter attitudinal barriers. Many reported a lack of respect and understanding from mainstream teachers, who often view special education as separate from and subordinate to general education. This leads to poor collaboration and the isolation of special educators within the school community. Some educators also faced resistance or unrealistic expectations from parents. Furthermore, broader societal stigma against disability can create a challenging environment for both educators and their students.

Despite the myriad challenges, the studies also revealed powerful sources of motivation. The most frequently cited motivator was the intrinsic reward derived from witnessing student progress. Small achievements provide immense satisfaction and reinforce their commitment. This intrinsic motivation appears to be a critical factor in their resilience.

Discussion

The findings of this systematic review paint a complex picture of the special education landscape in India. On one hand, there is a dedicated and resilient workforce driven by a profound sense of purpose. On the other, these educators are constrained by a system fraught with infrastructural deficits, bureaucratic hurdles, and a lack of professional support. The challenges identified in the Indian context—inadequate resources, high workload, emotional burnout, and lack of professional recognition—are not unique and echo global research trends (Westwood, 2018). However, they are exacerbated in India by the scale of the population, socio-economic disparities, and the persistent gap between ambitious national policies and their grassroots-level implementation.

The mismatch between the progressive vision of the National Education Policy (2020), which champions full inclusion, and the on-the-ground reality reported by educators is a critical point of tension. Policies that are not backed by adequate financial investment, teacher training, and systemic support risk remaining symbolic gestures. As the data on funding sponsors suggests (Figure 6), a lack of dedicated external funding for research may mirror a broader lack of investment in the sector itself, forcing institutions and individuals to bear the costs.

The prevalence of contractual employment, as highlighted in the literature, is a major systemic failure that de-professionalizes the role of special educators and actively contributes to high attrition rates (Kumar & Prakash, 2020). Without a stable, respected, and well-supported cadre of special educators, the national goal of inclusive education for all children with disabilities, as mandated by the RPwD Act (2016), remains unattainable.

Furthermore, the emotional toll on educators cannot be overstated. The concept of "emotional labor" is central to understanding their experience. The daily work of supporting students with complex needs, navigating parental anxieties, and battling institutional indifference requires immense emotional resilience. When this labor goes unacknowledged and unsupported, it inevitably leads to burnout, which not only affects the educator's well-being but also diminishes the

quality of education provided to vulnerable children (UNICEF, 2021). Addressing the emotional and psychological needs of educators is therefore not just a matter of teacher welfare, but a prerequisite for a functional and effective special education system.

Recommendations

This systematic review highlights the multifaceted experiences of special educators in India, underscoring their crucial role as well as the significant systemic barriers they face. While driven by intrinsic motivation and a commitment to their students, their effectiveness and well-being are undermined by inadequate infrastructure, heavy administrative loads, job precarity, and significant emotional labor. To truly realize the vision of inclusive education enshrined in national policy, a concerted and multi-pronged effort is required to support these frontline professionals.

Based on the findings, this review proposes the following recommendations

Strengthen Policy Implementation and Funding

Governments at the central and state levels must allocate dedicated and sufficient funding to ensure that schools are equipped with necessary infrastructure, assistive technologies, and teaching materials as mandated by the RPwD Act (2016).

Improve Employment Conditions:

A shift from contractual appointments to permanent staffing is critical. Providing job security, competitive salaries, and benefits will enhance morale, attract talent, and reduce attrition.

Invest in Continuous Professional Development:

Develop and implement structured, ongoing training programs that are context-specific and address the diverse needs of students with disabilities. This should include mentorship programs and peer support networks.

Provide Institutional and Emotional Support:

Schools and educational authorities must create formal support systems, including access to counseling and mental health services, to help educators manage stress and emotional labor.

Conclusion

Fostering a culture of respect and collaboration between mainstream and special educators is also essential. Future research should focus on longitudinal studies to track the career trajectories and well-being of special educators over time. Additionally, region-specific and disability-specific analyses are needed to develop more nuanced and targeted interventions. By investing in its special educators, India can take a significant step toward building a truly inclusive and equitable education system for all its children.

References

- Sin, C., Tavares, O., Apsite-Berina, E., Borràs, J., Bulut-Şahin, B., Chrančoková, M., Czerska-Shaw, K., Devlin, A., Heinzmann, S., Jokila, S., Kéri, A., Lešević, I., Magliacane, A., Nicolaou, A., Onder-Ozdemir, N., Perez-Encinas, A., Raikou, N., Soule, M., Valančiūnas, D., Voda, A., & Zayim-Kurtay, M. (2025). The impact of COVID-19 on the social and cultural integration of international students: A literature review. *Comparative Migration Studies*, 13(1).
- Nichols, B., Ramos, É., Olsson, L., Friman, M., & Bergstad, C. (2025). Exploring the social impact of paratransit: A systematic literature review with a micro-level perspective. *Case Studies on Transport Policy*, 22.
- Aitken, D., Hodge, G., Page, M., Lastmann, E., Hiller, S., & George, R. (2025). Navigating medical school with autism: A systematic review exploring student experiences and support in the United Kingdom. *BMC Medical Education*, 25(1).
- Teresa Rani, V., Pramod Kumar, P., & Kareem, J. (2025). Understanding the disconnect: A study on competency of special educators in autism education in India. *Support for Learning*, 40(4), 334–342.
- Ishido, K., Poudel, S., & Hirano, S. (2025). Cultural and organizational resistance to surgical education reform: A narrative review. *Journal of Surgical Education*, 82(9).
- Ahalya, V., & Syamili, C. (2025). Bringing inclusive education through the ‘White Board project’: A study of online education during COVID-19 among special educators in Kerala, India. *Education and Information Technologies*, 30(10), 13191–13212.
- Wood, K., McCarthy, S., Pitt, H., Randle, M., & Thomas, S. (2025). Women’s experiences and expectations during the menopause transition: A systematic qualitative narrative review. *Health Promotion International*, 40(1).
- Briscoe, S., Abbott, R., & Meléndez-Torres, G. (2025). The phronesis of expert searchers on using forward citation searching and web searching: A hermeneutic phenomenological analysis. *Journal of Information Science*, 51(1), 96–110.
- Huntley, R., Svärd, A., Petersson Hjelm, A., Wurm, M., & Bratt, A. (2025). Lived experiences of older LGBTIQ+ adults aged 60 or older: A systematic review and qualitative synthesis. *Journal of Homosexuality*.
- Gao, J., Nai, Z., Tan, W., Teng, P., Neo, Y., & Chan, E. (2025). Lived experiences and coping strategies of unpaid informal caregivers of community-dwelling older adults in Singapore: A qualitative systematic review protocol. *International Journal of Qualitative Methods*, 24.
- Khanna, R., & Kareem, J. (2025). Voicing parental experiences of schooling children with learning disabilities: A qualitative study of inclusive government schools in India. *International Journal of Educational Reform*.
- Johnson, N., Beaugard, C., Heredia-Perez, D., So-Armah, K., Reason, P., Yule, A., Lee, C., Chapman, S., Chatterjee, A., McClay, C., Weeden, T., Becerril, C., Thomas, D., & Komaromy, M. (2025). Embracing anti-racism: Co-creating recommendations with Black people for how addiction treatment needs to change. *Social Science & Medicine*, 364.
- Yin, P. (2025). The coloniality of internationalization: Toward a power-conscious framework for studying international student experiences in Western contexts. *Studies in Higher Education*, 50(9), 1995–2010.

Katsampa, D., Spira, J., Stamatopoulou, V., & Chapman, D. (2025). Post-migration difficulties and barriers to integration among refugees. *Journal of International Migration and Integration*.

Vaidya, S., & Friedner, M. (2024). Discerning personhood through *lena-dena*: Disability professionals, ethics, and communication. *American Anthropologist*, 126(4), 647–657.

Lemons, C., Vaughn, S., & Alsolami, A. (2024). Inclusive special education: What do we mean and what do we want? *Remedial and Special Education*, 45(6), 335–338.

17.Fadhel, S. (2024). The missing link in the sustainability chain: Gulf women. *Archnet-IJAR: International Journal of Architectural Research*, 18(3), 654–671.

Bansal, N., Tandon, M., & Das, H. (2024). Importance of computer in learning of persons with disabilities in skill training. *Journal of Applied Research in Higher Education*, 16(3), 966–976.

Watson, J., Bryce, I., Phillips, T., Sanders, T., & Brömdal, A. (2024). Transgender youth, challenges, responses, and the juvenile justice system: A systematic literature review of an emerging literature. *Youth Justice*, 24(1), 88–112.

Tiwari, A. (2024). Inclusive practices in an independent private school: Insight into teachers' perspectives, beliefs and practices. *Support for Learning*, 39(1), 22–33.

Sekar, D., & Bhuvaneswari, M. (2024). The intricate dynamics of personality, emotional intelligence, and family in adolescent tendencies towards delinquent-prone behavior. *Journal of Human Behavior in the Social Environment*. Advance online publication.

Sinha, S., Faridi, M., & Cheema, S. (2024). Child leader standing on a precipice: A case study of NextGenInnov8. *Emerald Emerging Markets Case Studies*, 14(4), 1–47.

Kumar, R., Verma, R., Verma, R., & Bhargava, R. (2024). Human rights for LGBTQIA+ as an essence of global dimensions in the gravity of time: A critical appraisal. *Pakistan Journal of Life and Social Sciences*, 22(2), 4478–4498.

Bennett, S., Robb, K., Andoh-Arthur, J., Chandler, A., Cleary, A., King, K., Oliffe, J., Rice, S., Scourfield, J., Seager, M., Seidler, Z., Zortea, T., & O'Connor, R. (2024). Establishing research priorities for investigating male suicide risk and recovery: A modified Delphi study with lived-experience experts. *Psychology of Men and Masculinity*, 25(1), 85–98.

Misquitta, R., & Joshi, R. (2024). Professional development for inclusive education: Insights from India. *International Journal of Inclusive Education*, 28(9), 1822–1837.

Gault, S., McGarrity, M., Star, J., Chaves, D., MacDonald, R., Lee, F., Gilbert, O., Badry, D., Huber, K., Fischer, M., Stefanon, B., & Morton Ninomiya, M. (2023). Transitions into adulthood for people with fetal alcohol spectrum disorder: A scoping review of promising practices. *Children and Youth Services Review*, 155, 107239.

Watene, H., Hapeta, J., & Jackson, A. (2023). Whakamana te tuakiri o ngā wāhine Māori i te ao whutaporo – Flourishing wāhine Māori identities in rugby: A literature review. *Junctures: The Journal for Thematic Dialogue*, 23, 36–54.

Nath, B., & Kaur, G. (2023). Child sexual abuse in schools in India: A critical analysis. *Journal of Law and Sustainable Development*, 11(7).

Waller, L., Johnson, S., Satchell, N., Gordon, D., Daley, G., Reid, H., Fender, K., Llewellyn, P., Smyle, L., & Linton, P. (2023). Woe is the dark Web: The main challenges that governments of the Commonwealth

Caribbean will face in combating dark Web-facilitated criminal activities. *Transforming Government: People, Process and Policy*, 17(1), 87–100.

Guliya, S., Rawat, K., Jain, M., Vats, S., Kashoo, F., Kapoor, G., & Chahal, A. (2023). Fostering inclusivity in education: Unleashing the potential of inclusive education in India. *International Journal of Educational Reform*.

Datta, S., & Goyal, S. (2023). The BharatPe debacle: Growth at the cost of governance? *Emerald Emerging Markets Case Studies*, 13(1), 1–29.

Mura, P., & Wijesinghe, S. (2023). Critical theories in tourism—A systematic literature review. *Tourism Geographies*, 25(2–3), 487–507.

Philip, V., & Goswami, S. (2023). Preference between Indian Picture Symbols for Communication (IPSC) and Picture Communication Symbols (PCS) in neurotypical adults and adults with aphasia. *Speech, Language and Hearing*, 26(2), 102–119.

Yadav, A. (2022). The essential skills and competencies of LIS professionals in the digital age: Alumni perspectives survey. *Global Knowledge, Memory and Communication*, 71(8–9), 837–856.

Ahmed, S., Jeffries, D., Chakraborty, A., Carslake, T., Lietz, P., Rahayu, B., Armstrong, D., Kaushik, A., & Sundarsagar, K. (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).

Mathur, A., & Kovid, R. (2022). Agatsa Software: Entrepreneurial opportunity generation and exploitation. *Emerald Emerging Markets Case Studies*, 12(4), 1–20.

Fernandes, K. (2022). Inclusive education in practice: Disability, ‘special needs’ and the (re)production of normativity in Indian childhoods. *Children’s Geographies*, 20(6), 818–831.

Ajgaonkar, M. (2022). The “d’you” story: Gearing the startup during the pandemic. *Emerald Emerging Markets Case Studies*, 12(2), 1–25.

Evans, A., & Pfister, G. (2021). Women in sports leadership: A systematic narrative review. *International Review for the Sociology of Sport*, 56(3), 317–342.

Mahajan, A., & Narayanamurthy, G. (2021). Balgran: Solving issues of an NGO in Jammu and Kashmir. *Emerald Emerging Markets Case Studies*, 11(2), 1–21.

Kashyap, A., Sailaja, S., Srinivas, K., & Raju, S. (2021). Challenges in online teaching amidst COVID crisis: Impact on engineering educators of different levels. *Journal of Engineering Education Transformations*, 34(Special Issue), 38–43.

Kundu, A., Bej, T., & Dey, K. (2020). Indian educators’ awareness and attitude towards assistive technology. *Journal of Enabling Technologies*, 14(4), 233–251.

Ives, J., & Castillo-Montoya, M. (2020). First-generation college students as academic learners: A systematic review. *Review of Educational Research*, 90(2), 139–178.

Bagchi, B. (2020). Speculating with human rights: Two South Asian women writers and utopian mobilities. *Mobilities*, 15(1), 69–80.

Kundu, A., & Rice, M. (2019). Indian educators’ perceptions of their inclusion implementation practices in secondary schools. *British Journal of Special Education*, 46(4), 398–422.

**13th International Conference on “HR 5.0: The Human-Centric Future of Work”,
on 18 and 19 December 2025**

Caddick, N., Cullen, H., Clarke, A., Fossey, M., Hill, M., McGill, G., Greaves, J., Taylor, T., Meads, C., & Kiernan, M. (2019). Ageing, limb-loss and military veterans: A systematic review of the literature. *Ageing and Society*, 39(8), 1582–1610.

Shrivastava, A., & Sharma, N. (2018). Havells India Ltd: QRG foundation on the cross road. *Emerald Emerging Markets Case Studies*, 8(4), 1–14.

Goyal, S., & Dhamija, S. (2018). Corporate governance failure at Ricoh India: Rebuilding lost trust. *Emerald Emerging Markets Case Studies*, 8(4), 1–20.

Coloma, R. (2018). Setting theory to work in history of education. *History of Education Review*, 47(1), 40–53.

Simcock, P. (2017). Ageing with a unique impairment: A systematically conducted review of older deafblind people's experiences. *Ageing and Society*, 37(8), 1703–1742.

Kidiyoor, G., & Yatgiri, P. (2017). Kannada movie industry in India: Strategies for survival. *Emerald Emerging Markets Case Studies*, 7(3), 1–27.

Dhir, S., & Dhir, S. (2017). COMFED: The new challenges of diversification. *Emerald Emerging Markets Case Studies*, 7(2), 1–26.

Sankardas, S., & Rajanahally, J. (2017). iPad: Efficacy of electronic devices to help children with autism spectrum disorder to communicate in the classroom. *Support for Learning*, 32(2), 144–157.

Roy, V., Sahay, B., & Charan, P. (2017). Akshaya Patra (Bhilai): Purchasing and supply management. *Emerald Emerging Markets Case Studies*, 7(1), 1–35.

Taneja Johansson, S. (2014). A critical and contextual approach to inclusive education: Perspectives from an Indian context. *International Journal of Inclusive Education*, 18(12), 1219–1236.

Taneja Johansson, S. (2014). “He is intelligent but different”: Stakeholders’ perspectives on children on the autism spectrum in an urban Indian school context. *International Journal of Disability, Development and Education*, 61(4), 416–433.

Singhania, M., & Kumar, K. (2014). The financial viability of the Yamuna Expressway. *Emerald Emerging Markets Case Studies*, 4(4), 1–9.

Jham, V. (2014). The Millionaires Club: Poised for growth in the United Arab Emirates. *Emerald Emerging Markets Case Studies*, 4(4), 1–10.

Narayanamurthy, G., & Gurumurthy, A. (2013). Launch of Roulette – A premium brandy in India by JDPL. *Emerald Emerging Markets Case Studies*, 3(7), 1–6.

Chauhan, R., & Kumar, A. (2013). Practo Technologies: The online way of life! *Emerald Emerging Markets Case Studies*, 3(7), 1–19.

Ruiz-Cecilia, R. (2012). Narrowing cultural boundaries in the EFL classroom: Fairy tales from India. *Revista Electrónica de Lingüística Aplicada*, 25, 225–243.

Halder, S., & Datta, P. (2012). Insights into self-concept of adolescents who are visually impaired in India. *International Journal of Special Education*, 27(2), 86–93.

Datla, K. (2009). A worldly vernacular: Urdu at Osmania University. *Modern Asian Studies*, 43(5), 1117–1148.