

“INTERSECTIONAL LEGAL APPROACHES IN INCLUSIVE EDUCATION”
A COMPARATIVE STUDY OF STUDENTS WITH
INTELLECTUAL DISABILITIES IN INDIA AND GERMANY

An Abstract of the Thesis by

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This comparative study explores the intersectional legal approaches in inclusive education for students with intellectual disabilities in India and Germany, with a specific focus on their alignment with human rights principles and the Convention on the Rights of Persons with Disabilities (CRPD). In both countries, the pursuit of inclusive education for individuals with intellectual disabilities is deeply rooted in the commitment to uphold their fundamental human rights and dignity, as enshrined in international conventions like the CRPD. However, the study reveals substantial disparities in the implementation of these legal frameworks, reflecting the complex challenges faced by students at the intersection of disability, socio-economic status, gender, and cultural diversity. The challenges persist in addressing attitudinal barriers and accommodating the diverse needs of students from marginalized backgrounds. Recognizing the intersectionality of identities is essential to ensure that inclusive education aligns with the principles and objectives of the CRPD, promoting the dignity and rights of all students.