

Research Vidyapith International Multidisciplinary Journal

(International Open Access, Peer-reviewed & Refereed Journal)

(Multidisciplinary, Monthly, Multilanguage)

* Vol-2* *Issue-7* *July 2025*

Inclusive Education- A Study of the Perspectives of Secondary School Students and Teachers

Dr. Preeti Sethi

*Assistant Professor, Department of Education, Astron College of Education,
Meerut, C.S University, Meerut*

Abstract- Inclusive education is the phenomenon through which individuals with disabilities are integrated into a regular classroom and it helps to reflect the commitment of the world to provide educational opportunities as highlighted in UNCRPD. It stresses the significance of enrolling diversity and promoting the feeling of acceptance among the students who are impaired. This paper analysis the importance of including learners with disabilities into the mainstream classes and the appropriate attitude of teachers, students and administrators towards inclusive education. Through this paper an attempt has been made to highlight some barriers like lack of professional development of the teachers, difficulty of bond creation among the class-fellows, insufficient learning facilities, absence of participation of parents and lack of policies and laws that are associated with its practice. In conclusion, this paper emphasized the transformative nature of inclusive education in fostering a learning atmosphere that promotes diversity, empathy, and acceptance, contributing to students' overall development.

Keywords- Inclusive Education, Social acceptance, Empathy, Humanistic Approach, UDL

Introduction

Education is often referred to as society's equalizer (Singh et al., 2020) due to its potential to foster both intellectual and personal growth. But for years, the exclusion of diverse student groups and disadvantaged communities has been a problem in educational institutions around the world such as those with disabilities, individuals of various ethnic backgrounds, and individuals with lower socioeconomic positions. Faced with this difficulty, the idea of inclusive education has become a transformative catalyst for present-day pedagogy. By recognizing that everyone, despite their differences, has the right to an equitable and high-quality education, inclusive education represents a paradigm shift in education.

An educational strategy known as inclusive education supports settings where each student may study and feel appreciated as a member of the

wider society (Moriña, 2017). It aims to make education accessible to all citizens, including those with disabilities (Khasanah & Salim, 2018). Its goal is to ensure that every student has equal opportunities for involvement, engagement, and achievement in their neighborhood public educational institution, thereby enhancing accessibility in the learning environment with great academic opportunities and results (Ainscow, 2020; Balansag et al., 2018; Slee, 2018).

In 1994, The International Assembly on Teaching Children with disability, a body associated with the United Nations Educational, Scientific, and Cultural Organization (UNESCO) produced a comprehensive document that aimed to address the educational concerns of individuals with disability. The Salamanca Statement highlights the significance of inclusive mainstream schools in eradicating prejudice, promoting inclusive settings, and guaranteeing fair educational opportunities for people, especially those with unique academic needs. In the years following the Salamanca declaration, the world community has made a continuous global initiative to support the inclusion of persons with impairments into society.

With policies and recommendations within several global organizations, inclusive education is specifically defined as incorporating many agreed-on desirable components drawn from a human rights perspective (Hardy & Woodcock, 2015). The Convention on the Rights of Persons with Disabilities (CRPD), adopted by the UN in 2006, played a pivotal role in advancing the significance of inclusive education. Article 24 of the CRPD recognizes the entitlement of disabled individuals to access education at the same opportunity as those without disabilities. This global accord marked a great advancement by acknowledging the need for inclusive education on a worldwide basis. According to the convention, individuals with disabilities must be given fair and equal opportunities to receive excellent, inclusive, and free education at the primary and secondary levels in their localities. This right should be ensured without discrimination, allowing them to receive education equal to their non-disabled peers.

Research Questions

1. What are the provisions and support available for children with special needs in the classroom and within the school?
2. How would the teachers be motivated and equipped to advocate inclusion?

Objectives of the Study

1. To identify the provisions and support available for children with special needs in the classroom and within the school?
2. To assess the measures adopted for motivating and equipping the teachers to advocate inclusion.

Research Methodology

Population of the Study- The population of the study comprises of all the students studying at the secondary level in the private schools of Meerut district which are affiliated to C.B.S.E board.

Sample of the Study

The sample of the study comprises of 50 students and 10 teachers of

the secondary level of 5 private schools affiliated to C.B.S.E board which are selected through random sampling..

Method

Descriptive type of normative survey method was used for the study. Mixed method technique was used for the study.

Tools used

Self-constructed questionnaire has been used by the researcher for the study. Focus group discussion has been organized with the teachers for the collection of the data.

Findings of the Study

1. Availability of support infrastructural facilities and provisions for children with special needs:

- The students reported that 80% of the schools are having separate washrooms for students with special needs.
- The students reported that 90% of the schools are having ramps available in the schools for facilitating the students with special needs.
- As far as appointment of resource teachers are concerned, the students reported that there are no resource teachers in the schools.
- The students reported that there is no facility of master trainer available in the schools.
- The students reported that only 10% of the schools are providing vocational training to the students with special needs.
- The students reported that none of the school has special provisions in the examination system for CWSN.

2. To assess the measures adopted for motivating and equipping the teachers to advocate inclusion.

- Mostly teachers do not support CWSN during and even after the school hours expect those who are having some training or inclination towards handling the students with special needs.
- Generally the teachers are not facilitated with any resource teacher who can advice and guide as to how to cope up with the needs of special children in the regular classroom.
- None of the teachers are trained with the use of special skills like knowledge of braille for helping any visually impaired child or using any hearing aid for hearing impaired students etc.
- Most of the teachers fail to suggest necessary curricular modification or adaptation and classroom strategies for inclusive education.

Suggestions

1. It is suggested that orientation of teachers is essential towards practice of inclusive education. Such orientation programmes includes:-

- Modalities of Inclusive education to bring about the desirable change within the available resources for facilitating In-service teachers.
- Adoption of special methodology of teaching in inclusive set up.

- Making special tools of teaching for keeping in mind CWSN.
- Developing empathy towards CWSN.
- For inculcating positive attitude in teachers towards CWSN and Inclusive education.

2. The curriculum for pre-service teacher education programme should be reformed to include specific teaching methodologies for CWSN as core part of curriculum

3. Public policies, supportive legislation and budgetary allocations should not be based on incidence but on prevalence of special education.

4. Facilities such as support staff, learning materials for CWSN, necessary aids etc. should be arranged by the administrators so that teachers are supported in handling inclusive education.

Author's Declaration:

The views and contents expressed in this research article are solely those of the author(s). The publisher, editors, and reviewers shall not be held responsible for any errors, ethical misconduct, copyright infringement, defamation, or any legal consequences arising from the content. All legal and moral responsibilities lie solely with the author(s).

Reference-

1. Abate, L. (2005). Teachers attitude towards their inclusion of children with disability in regular schools. Unpublished Master's Thesis. Addis Ababa. AAU press.
2. Ainscow, M. (1995). Education for All; Making it happen. Keynote Address Presented at the International Special Congress, Birmingham, UK, April 10-13
3. Ainscow, M. (2005). Understanding the development of inclusive education system. *Electronic Journal of Research in Educational Psychology*, 3(3), 5-20.
4. Astha, Bhargav, S. & Vats, R. (2012). Inclusive Education for Disabled at Secondary Stage in Haryana: Inputs and Action Required. *International Journal of Social Sciences & Interdisciplinary Research*, 1(1)
5. Collier, P., Hoeffler A., "Greed and Grievance in Civil War", Policy Research Working Paper: no. wps 2355, World Bank Development Research Group, 2001.
6. Department of Education of Groups with Special Needs (DEGSN) (2013). Strengthening Inclusive Education at Secondary Stage in States/UTs: Regional Consultations. Coordinated by Dr. Bharti, Report of three days (27th -29th November 2013), Regional Consultations Dedicated to Hindi Speaking States Organized at CIET, NCERT New Delhi.
7. Dwyer, B., & Gigliotti, R. A. (2017). From institutional diversity and inclusion to societal equity and justice: Higher education as a leadership training ground for the public good. In *Breaking the Zero-Sum Game: Transforming Societies through Inclusive Leadership* (pp. 285-303). Emerald Publishing Limited
8. European Agency for Development in Special Needs Education/ Meijer, C.J.W. (Editor) (2003). *Inclusive Education and Classroom Practices*. Editorial support: Peter Walther-Muller, Working Partner of Switzerland. www.european-agency.org
9. European Agency for Development in Special Needs Education/ Meijer, C.J.W. (Editor) (2005). *Inclusive Education and Classroom Practice in Secondary Education*. www.european-agency.org
10. Fortier, P.M. (2014). *Inclusion and Behavioural Difficulties in Secondary Schools: Representation and Practices*. Massey University, Manawatu, New Zealand.

11. Konza, D. (2008). Inclusion of students with disabilities in new times: responding to the challenge. University of Wollongong, Australia.
12. Macià, M., & García, I. (2016). Informal online communities and networks as a source of teacher professional development: A review. *Teaching and teacher education*, 55, 291-307. © 2019 JETIR June 2019, Volume 6, Issue 6 www.jetir.org (ISSN-2349-5162) JETIR1906L67 *Journal of Emerging Technologies and Innovative Research (JETIR)* www.jetir.org 469
13. Meyer, L. (2001). *The Meyer Report*. Victoria: Department of Education, Employment and Training.
14. Mock, D. R., & Kauffman, J. M. (2002). Preparing teachers for full inclusion: Is it possible? *The Teacher Educator*, 37(3), 202-215.
15. Opertti, R. & Brady¹, J. (2010). Moving forward with Secondary Education Reforms : Issues, Challenges and Proposals. · Pearce, M. & Forlin, C. (2005). Challenges and Potential Solutions for Enabling Inclusion in Secondary Schools . *Australian Journal of Special Education*, 29(2), 93-105. DOI:1080/1030011050290202
16. Pearce, M., Gray, J. & Campbell-Evans, G. (2009). The Inclusive Secondary Teacher: The Leaders' Perspective. *Australian Journal of Teacher Education*, 34(6). <http://dx.doi.org/10.14221/ajte.2009v34n6.7s> · Pearce, M., Gray, J. & Campbell-Evans, G. (2010). Challenges of the secondary school context for inclusive teaching. *Issues in Educational Research*, 20(3)
17. NCERT (1998). Sixth All-India Educational Survey. National Council of Educational Research and Training, New Delhi edu.ph
18. State Council of Education Research and Training (SCERT) (2010). *Towards Inclusive Education*.
19. The Salamanca Statement and Framework for Action on Special Needs Education. World Conference on Special Needs Education: Access and Quality, Salamanca, Spain, 7-10 June 1994. UNESCO and Ministry of Education and Science, Spain 1994
20. UNESCO (1996). *Resource Teacher Education Resource Pack: Special Needs in the Classroom*. UNESCO, Paris.

Cite this Article-

'Dr. Preeti Sethi', 'Inclusive Education-A Study of the Perspectives of Secondary School Students and Teachers', *Research Vidyapith International Multidisciplinary Journal (RVIMJ)*, ISSN: 3048-7331 (Online), Volume:2, Issue:07, July 2025.

Journal URL- <https://www.researchvidyapith.com/>

DOI- 10.70650/rvimj.2025v2i70001

Published Date- 01 July 2025