

# INCLUSIVE EDUCATION IN SECONDARY SCHOOLS OF LUCKNOW

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## ***Abstract:***

The Constitution of India has given provisions for children with special needs to study along with children without disabilities. Various schemes and financial incentives have been provided to them by the ministry of human resource development. The secondary school curriculum in India is the same for all types of children. The present paper discusses inclusive education in Indian schools and studies the opinion of students about Inclusive Education in secondary schools of Lucknow.

*Index Terms:* Secondary School, Curriculum, Inclusive Education, Right to Education

## ***Introduction:***

In its restricted sense, the word curriculum indicates a group of subjects arranged in a particular sequence. Sometimes it also includes the selection and arrangement of the content or the topics in various subjects. It means it includes the syllabus along with co-curricular activities and also the learning environment. In terminology, 'inclusion' denotes the methodology for pupils with the exceptional need to spend the majority or entirety of the time they have with pupils that are not disabled. According to Gulyani, and Ritika (2017), Inclusion means making the educational environment in such a way that it becomes possible to include students with special needs in the classroom itself. According to the Rehabilitation Council of India, (Singh, J.P,2004) institutions for people with special needs were available in India even before independence in institutes as well as in programs created by NGOs for mentally disabled kids. Nidhi Singal, (2006) expressed that Inclusive education in India has become a part of official documents and the term has been extensively referred to in the DPEP (District Primary Education Programme) which was primarily funded by the world bank.

## ***Objectives of the Study:***

- (i) To study about Inclusive Education in Indian secondary schools
- (ii) To find out the attitude of students about Inclusive Education in secondary schools of Lucknow

## ***Secondary Education:***

Secondary Education starts from class IX and continues up to class XII. Class nine and ten come under the lower secondary stage and classes eleven and twelve come under the higher secondary stage. It is a very important stage for all the students as they begin to choose their careers at this stage. It is necessary for every child in society to enjoy the right to education even if they belong to a less privileged class in terms of money or physical disability. The concept of Inclusive education began in India even before independence. But after independence special schools were established for physically disadvantaged students.

***Position of Inclusive Education in India:***

The Ministry of human resource development has been given the responsibility of providing education to children with disability by providing various schemes and also financial incentives. Chatterjee et al (2003) focused on the Constitution of India and recommended that India's five million mentally disabled children and thirty-five million physically challenged must be provided admission in the primary and secondary institutions. Madan, Ankur & Neerja Sharma (2013), believe that Inclusion or the education of children with disabilities in regular classrooms must be adopted both as an ideology and as a practical solution to support the Education for All and to bring about equity in education in India.

***Students' opinion about Inclusive Education in Secondary Schools of Lucknow:***

*To find out students' opinion about inclusive education in secondary schools of Lucknow, a questionnaire was prepared which contained items related to inclusive education in secondary schools of Lucknow.*

***Sample of the study:***

Hundred students from various secondary schools of Lucknow following CBSE, ICSE, Madrasa board and U.P Board curricula formed the sample of the study. 15 students were taken from Police Modern Senior Secondary School, (CBSE), and 10 from Cathedral Senior Secondary School. (CBSE) 15 students from City Montessori School (ICSE), 10 from La Martiniere Girls' college, (ICSE Board), 15 students were from Karamat Husain Muslim Girls PG College, Nishatganj (UP Board), 10 from Motilal Nehru Inter College (UP Board) Lucknow, 15 students from Madrasa Al Firdous Rehmani School, Dubagga, and 10 students from Madrasa Arbia Khazinatul Uloom, Nakhas. They were asked questions through a questionnaire on Inclusive education which is the tool for the study. The questionnaire included items like, Do the students have facilities for Inclusive education in their school, How do they feel studying in the same class with disabled children, Do they like the concept of Inclusive education in India, Do they feel that they should be provided with the separate curriculum, How can equality in education be brought for CWSN (Children with special needs)? What is the opinion of their parents / Guardians regarding IE in the schools?

***Findings of the study:***

It was found that the students of all the school boards gave similar types of responses. None of them had extra facilities for CWSN like an assistant teacher not available for them. Among the sample students, only the govt. school and the govt. aided school had one disabled child in each one of them. And they had the facility of a wheelchair for them. Other schools did not have CWSN. It was found that all the hundred sample students liked the concept of inclusive education and regarding providing separate curriculum for the CWSN, 80% of students said that if the disability is mild then there was no need of providing a separate curriculum, but if the disability was severe then there was a need of separate curriculum for them. Around 70% of students said that they should be treated just like all other children and should be taught along with others. They said that their parents also liked the concept of inclusive education.

***Conclusion:***

Although the Indian constitution provides the right to inclusive education it is still in its preliminary stage in India, most schools do not have proper training for the teachers regarding inclusive education and also

required facilities were not available in schools. Although the students of secondary schools in Lucknow showed an overwhelming response towards inclusive education but it is not available in most of the schools. It is therefore the need of the hour to promote awareness about inclusive education among the members of society so that it can be popularised. Only then right to education for all can be guaranteed.

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