

Inclusive Education in Times of Crisis: A Qualitative Study of Disability Representation in English-Language News

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ABSTRACT:

The main research interests of inclusive education have been policy, pedagogy, access, and school-based support. There has been less focus on the representation of the educational rights and support needs of learners with disabilities in public communication in security crises. This study examines how digital news in English was reported on education-related disruptions in Jammu and Kashmir following the attack in Pahalgam on 22 April 2025 and the subsequent security escalation in May 2025. The data analysis method used was qualitative comparative content analysis, which was carried out using a purposive sample of 14 digital news items from public sources available from April 22 to May 15, 2025. The items were categorized in terms of educational access, disability and special education visibility, vulnerable learners, psychosocial support, source use and headline/lead framing. Results: Education was primarily mentioned in terms of administrative disruption, whether that be closures, postponement of examinations, reopening notices, notices regarding mobility in border regions, or safety notices. The selected corpus contained no explicit mention of learners with disabilities, special educators, accessible transport, assistive technology, reasonable accommodation, counselling or examination accommodations, nor mention of the perspective of parents of learners with disabilities. Regional reporting had greater sensibility towards local disruption, while national/wider reporting expected education to be approached from a security, official order and system level disruption perspective. Conclusion: The results indicate that while crisis reporting can make schooling visible, the disruption of schooling is not necessarily equalled. The paper makes a

contribution in special education scholarship by elaborating the role of media silence in reducing the population's awareness of inclusive education in emergency situations and suggesting a checklist for education departments, journalists and the school for responding to crises in an inclusive way.

Keywords: inclusive education; special education; disability; education in emergencies; media framing; Jammu and Kashmir; qualitative content analysis

1. Introduction

Inclusive education rests on the principle of access, participation and benefit for all learners, including those who have disabilities, and those who have been affected by social, economic, linguistic, gendered, displacement or conflict disadvantage, in ordinary school systems. Inclusive education was set as a key direction for special needs education in the Salamanca Statement and Article 24 of the Convention on the Rights of Persons with Disabilities affirms “inclusive education is a right to be realized without discrimination and on the basis of equal opportunity” (United Nations, 2006; UNESCO, 1994). The Rights of Persons with Disabilities Act, 2016 mandates inclusive education, reasonable accommodation, building accessibility, communication support, individualized support and transportation support in educational institutions receiving government funding or government recognition for children with disabilities (Government of India, 2016). Equity and inclusion are also at the core of education development in the National Education Policy 2020 (Government of India, Ministry of Education, 2020). As a result of security crises, school closures, travel restrictions, displacement, fear, school closures, cancellation of exams, disrupted communication, and disruption of daily routines can interrupt the process of schooling. These breaks are not uniform. A short closure could also impact a learner with visual, hearing, locomotor, intellectual, psychosocial, developmental, and/or multiple disability by interfering with continuity of therapy, accessible transportation, classroom assistance, resource-room support, access to a special educator, communication in accessible formats, and predictable routine to support emotional

regulation. Crisis is thus transforming inclusive education from a matter of routine school management into an emergency access and support issue. The present study aims to investigate the representation of education and inclusive education in the English-language newspapers and electronic media during the security crisis in Jammu and Kashmir in April-May 2025. The immediate source of the incident was the attack on the tourists in the area of Pahalgam on 22 April 2025, which in turn impacted mobility, public communication, institutional routines, and educational timetables. The following period saw school and college closures, university closures and delays in eligibility exams, and a phased reopening following an escalation of security issues in May 2025. This study does not examine political, diplomatic or security arguments. It examines the news text as public communication and what it might reveal about the educational rights and support needs of vulnerable children and young learners, in particular those with disabilities, in the context of disruption of schooling. The research problem is that the news coverage can make education visible in a restricted administrative way but it will not make inclusive education visible as a rights and support issue. If only school closure and reopening or an examination delay is reported in public communication, then the specific challenges faced by learners with disabilities might not be discussed. This is relevant for special education because public exposure can impact the perception of what is important for addressing the crisis by the policymaker, school system, families, and citizens.

The paper is a contribution to special education scholarship in three ways. First, it links inclusive education and representation in the media, a topic

that has not been well covered in literature. Secondly, it provides an open, qualitative framework for coding crisis reporting for the recognition of disability; reasonable accommodation; psychosocial support; vulnerable learners; and support continuity. Third, it brings up practical implications for education systems in reporting and communication during a crisis, with sensitivity to inclusion.

2. Context of the April-May 2025 Jammu and Kashmir Crisis

The empirical setting is from the attack in the town of Pahalgam, Jammu and Kashmir on 22 April 2025. Regional reports indicated that it was a big civilian and tourist attack in which 26 people lost their lives (Daily Excelsior, 2025a; Greater Kashmir, 2025a). This contextual detail is provided solely to provide context for the level of public disruption into which the reporting of education took place. It caused condemnations, expressions of sorrow, calls for public safety, closures, and changes in institutions of schooling and higher education later on. The disruption of education became apparent in a number of phases. The private schools were reported closed in mourning right after the attack (Greater Kashmir, 2025b). Schools, colleges, universities and educational institutes have been shut in certain districts of Jammu and Kashmir (J&K) following Operation Sindoor and tensions between the two countries in early May (Greater Kashmir, 2025c, 2025d; Hindustan Times, 2025; Livemint, 2025). The University of Kashmir exams were postponed till 10 May and JKSET/LSET was postponed (Daily Excelsior, 2025b, 2025c). Reports started to mention reopening of institutions (from 12-15 May) in non-border districts, and phased reopening in border districts, with institutions near the Line of Control/International Border (LOC/IB) remaining closed until later in some locations (Daily Excelsior, 2025e; Greater Kashmir, 2025e; Times of India, 2025; etc.).

This is important for inclusive education because there was no single symbolic closure as a result of this crisis. It created a series of disruption: mourning closure, security closure, postponement of examinations, phased reopening and continued

closure in high-risk border areas. The stages have the potential to impact learners differently based on disability, geographic setting, household resources, reliance on transportation, device and internet access, and psychosocial risk.

3. Review of Literature

3.1 Inclusive Education, Disability Rights, and Public Visibility

The concept of inclusive education has shifted from the idea of placing children with disabilities in mainstream classrooms to a more expansive focus on participation, belonging, support and barriers to participation. Ainscow (2020) explains that inclusion and equity are ongoing processes that are influenced by local systems, values, leadership and cultures. Florian (2014) also makes the point that the implementation of inclusive education is more dependent on classroom and school practice than on the wording of the policy. This implies that the term "schools" or "students" does not automatically imply inclusion for media analysis. The inclusion reading should include questions about the readers, obstacles and supports identified. Special education scholarship also warns against the concept of inclusion becoming an amalgamated or easy one. The research on inclusive education has been demonstrated to be conceptually diverse and empirically limited by Goransson and Nilholm (2014) and the challenges of inclusive education to the institutional production of exclusion is put forward by Slee (2011). The resulting insights are relevant in a context of crisis reporting as news frames can inadvertently perpetuate the notion of a generic learner. Framing is offered in a generic way that may cause learners who rely on assistive technology, reasonable adjustments, family-school coordination, counselling or individual support to be lost. The question is made relevant in the Indian legal and policy landscape. The Rights of Persons with Disabilities Act, 2016 lays down obligations on inclusive education, accessibility, reasonable accommodation, appropriate communication, early identification and monitoring of participation and attainment and support for transportation (Government of India, 2016). The National Education Policy 2020 situates 'disability' in a broader agenda of equity and inclusion

(Government of India, Ministry of Education, 2020). These frameworks transform disability inclusive education from “a pedagogic and moral matter” to “a matter of rights and governance”.

3.2 Education in Emergencies and Disability Inclusion

Education in emergencies scholarship focuses on safe, equitable, inclusive and protective learning in emergencies. The INEE Minimum Standards are grounded in the concept of education response, which involves preparedness, response and recovery, and have standards for access, learning environment, protection, wellbeing, teaching, teachers and policy (INEE, 2024). Similarly, a pedagogy of inclusion in UNESCO's reporting emphasizes that learners can be excluded based on background, identity, ability, poverty, location, migration and displacement status (2020). The standards apply even if there is no formal definition of a humanitarian emergency. Emergency-like barriers for learners are created by the closure of school, restriction on transport, insecurity, emergency of examinations and fear. Reopening schools is not enough to make education disability-inclusive in emergencies. It includes accessible information, planning for transport, assistive technologies, reasonable adjustments, communication supports, contact with families, child protection, psychosocial supports, disability-disaggregated information, and child/parent participation. UNICEF's reporting on children with disabilities highlights that children with disabilities are often invisible, uninvolved and uninvolved in systems of support (UNICEF, 2013). It is important to note, therefore, that a reopening order does not necessarily mean that inclusive education is re-established. The key question is whether all learners are able to safely and meaningfully learn.

3.3 Media Framing, Agenda Setting, and Missing Voices

Media representation is a process of choosing and assigning issues, groups and consequences to audiences. Entman (1993) explains that framing involves emphasizing portions of the perceived reality in communicative acts. According to McCombs (2004), the influence of prominentness in the media can affect the attention of audiences. Scheufele and Tewksbury (2007) tie framing,

agenda setting and priming together as three related processes in public interpretation. In this study these concepts are employed to explore if inclusive education made it into the public discourse of crisis reporting. In times of crisis, official confirmation, public safety, casualty counts, administrative responses, closure orders, and a sense of urgency can all be given more importance than real news. These are real news priorities. They can also have background social consequences, however, such as a loss of learning support, stress on caregivers, limited mobility, disruption of therapy, loss of routine, or trauma-informed return to school. Media silence, therefore, is not accepted as a proof that the vulnerable learners were not affected. It is considered to be proof that their learning needs were not brought to the community's attention in the selected coverage.

3.4 Research Gap

Previous inclusive education studies have focused on: policy implementation; teacher preparation; participation in the classroom; disability rights; and barriers to schooling. Research on the media has focused on crisis framing and agenda setting, the reporting of conflict and public representation. There are less studies that are related to these fields, encompassing how newspapers and digital news represent inclusive education in security crises. This gap becomes crucial in Jammu and Kashmir given that there is possible risk of disruptions in schooling, security threats on the borders, disruption of transport, postponement of exams, and psychosocial stress. The present study aims to bridge this gap by dealing with the content analysis of selected regional and national/wider news coverage in English language during a fixed crisis period qualitatively using comparative analysis of the content.

4. Objectives and Research Questions

The objectives of the study are:

1. To examine how selected English-language regional and national/wider digital news reports represented education-related concerns during the April-May 2025 Jammu and Kashmir security crisis.

2.To identify whether learners with disabilities, special educators, accessible support, reasonable accommodation, psychosocial support, and other vulnerable learners appeared directly, indirectly, or not at all in the selected coverage.

3.To compare coverage patterns in relation to source use, headline orientation, educational access, disability visibility, psychosocial support, and vulnerable learners.

4.To develop implications for special education, crisis communication, and inclusion-sensitive journalism.

The study was guided by four research questions:

1.How were education-related concerns represented in selected news coverage during the crisis period?

2.To what extent were learners with disabilities, special educators, accessible support, psychosocial support, and vulnerable learners visible in the coverage?

3.How did regional and national/wider coverage differ in proximity, source selection, and framing of educational disruption?

4.What do these patterns imply for inclusive education policy, special education practice, and crisis-sensitive reporting?

5. Theoretical Framework

Research methodology is integrated framework based on framing theory, agenda-setting theory and inclusive education theory. Framing theory can be used to analyse the crisis represented in the news and the aspects that were foregrounded and backgrounded. The analysis questions and reflects on if education was seen primarily as institutional closures, as examination deferments, as public safety, or as a rights and supporting issue to a variety of learners?

There is a theory called agenda-setting theory that aids in understanding the meaning of prominence. The public agenda may recognise disruption even if the disability related support does not appear as a recurring administrative item. This differentiation is at the heart of a special education reading of media coverage. The analysis is guided

by the theory on inclusive education. The work of inclusion is done by eliminating barriers to participation, learning, safety, communication and belonging. Coverage is more inclusion-sensitive if it identifies: barriers; unequal impacts; voices of those affected by education; and links between disruption and support measures.

6. Methodology

6.1 Research Design

Content analysis was used as a qualitative research technique in the study. This was an appropriate design given the goal was not only to quantify the terms but to examine their meanings in news text related to education, disability, vulnerability and support. The study was comparative since it differentiated the regional proximity coverage from national/wider coverage. It was qualitative as it looked at meaning, emphasis, choice of source, framing of the headline, and whether the text included an education concern for inclusive education. The unit of analysis was the news item, comprising headline, lead paragraph, body text, quoted or paraphrased sources or a mention of a source, and any references to education.

6.2 Corpus and Sampling

The corpus comprised 14 publicly accessible digital news items in English language from 22 April to 15 May 2025. Items were selected purposively because they mentioned the context of the Pahalgam attack, closure of schools/colleges, postponement of university/eligibility exams, reopening of schools/colleges, disruption in the borders/districts, or education related consequences during the pre-defined crisis period. Regional coverage comprised of Greater Kashmir and Daily Excelsior while national/wider Indian coverage comprised of Hindustan Times, Livemint, and Times of India. The inclusion criteria were: (a) English digital news item; (b) published between 22 April and 15 May 2025; (c) direct link to the attack in Pahalgam, Operation Sindoor, escalation of security in Jammu and Kashmir, closure of an institution, closure of a school/college, postponement of examinations, reopening of examinations, local disruption; and (d) publicly available text that was coded. Items that did not meet the following criteria were

excluded: opinion pieces (unless solely to provide context), social media posts that did not report news, duplicate syndicated items when substantially similar to an item already included, items not in the time period defined, or items lacking education or institutional-disruption relevance. The corpus is not comprehensive. Thus,

this study does not lead to the conclusions that are referred to as statistical generalisations but as analytic generalisations about a pattern visible in the selected coverage, and not to all the English, Urdu, Hindi, TV, radio, or social media coverage in Jammu and Kashmir or India.

Table 1. Corpus composition

Source group	Number of items	Examples of included coverage	Role in analysis
Regional Kashmir-based coverage	6	Greater Kashmir reports on Pahalgam attack, PSAJK school closure, district closure, examination postponement, and border-district reopening	Local proximity and Kashmir-specific disruption
Regional Jammu-based coverage	5	Daily Excelsior reports on Pahalgam attack, Kashmir University postponement, closure orders, reopening, and partial reopening in Jammu Division	Regional administrative response, border-district closure, and examination disruption
National/wider Indian coverage	3	Hindustan Times, Livemint, and Times of India reports on school closures, university exams, and cautious reopening	Wider security and system-level framing

6.3 Coding Categories

A deductive-inductive coding framework was used. The preliminary categories were taken from inclusive education studies, education in emergencies and media framing studies. When reading closely, indicators were adapted to reflect

both explicit mention and significant ellipsis. Only education disruption was coded when an item referred to an education disruption but not specifically to one of the inclusion categories mentioned.

Table 2. Coding framework

Category	Indicators	Inclusive education relevance
Educational access	School closure, reopening, transport restriction, examination postponement, attendance, digital access, institutional continuity	Shows whether learners could continue schooling during disruption
Special education visibility	Learners with disabilities, special educators, resource rooms, assistive devices, sign-language support, accessible transport, reasonable accommodation	Shows whether disability-specific support needs were recognised
Vulnerable learners	Border-area students, girls, economically weaker learners, remote learners, children from affected families, hostel or migrant students	Shows whether unequal impact was recognised beyond generic references to students
Psychosocial support	Fear, counselling, safety, trauma, child wellbeing, parent-school contact, routine restoration	Shows whether emotional and developmental needs were considered
Source use	Officials, school leaders, students, parents, teachers, counsellors, special educators, disability advocates	Shows whose voice shaped the news frame
Headline/lead framing	Security-oriented, administrative, child-centred, education-centred, neutral, alarm-oriented	Shows what received public salience

6.4 Analytical Procedure

All items were catalogued into a corpus log, by date, outlet, headline, source group, topic, publisher URL and verification information. Then, all of the corpus entries with hyperlinks were saved in Appendix A, allowing readers or reviewers to follow these hyperlinks to find the evidence to support the analysis without having to receive the full text of the news articles. The coding was used to facilitate systematic interpretation of the corpus since the corpus is small and purposive, not statistical inference. The counts in the evidence table are not an estimate of all media coverage, but rather indicators of transparency. If an item included a general 'students' or 'children' term but did not refer to disability, support or differentiated barriers, it was coded as generic learner visibility and not as special education visibility.

6.5 Trustworthiness and Reflexivity

A time window, explicit inclusion/exclusion criteria, a corpus log, a stable coding framework, memo writing, and comparison across source groups helped to build up the trustworthiness. Negative evidence was treated with care: When there was no mention of disability in a news report, this was not interpreted as indicating that the report did not affect learners with disabilities; rather, it was interpreted as indicating that the selected report did not make the learner with

disabilities visible.

A limitation of the study is that it was conducted using only one document, and there were no interviews conducted with the parents, officials, special educators, learners, and journalists. Claims are structured as representation claims, not lived-experience claims, to limit over interpretation, and avoid claims that are too strong. The analysis thus focuses on the content of selected news texts that were made public, rather than on what actually happened to all learners in the crisis.

7. Findings

7.1 Crisis-Education Timeline

In the corpus, there was an obvious crisis-education sequence. The reporting on the attack in Pahalgam, the grieving, the condemnation and closure of schools immediately focused on 22-23 April 2025. Reporting was switched to security escalation and precautionary closure of schools, colleges, universities and educational institutions in selected districts across the country from 7-10 May. In the same time the postponement of the examinations was seen such as the University of Kashmir examination. Between 12-15 May, institutions were reported to reopen in areas away from the border and to reopen progressively in districts bordering the LOC or International Border, and continued to be closed longer in some instances.

Table 3. Crisis-education timeline and inclusion observation

Period	Dominant news event	Education-related representation	Inclusive education observation
22-23 April 2025	Pahalgam attack and mourning response	Private school closure, public condemnation, shutdowns	Education appeared symbolically through mourning; disability-specific needs were not visible
7-10 May 2025	Operation Sindoor and India-Pakistan security escalation	Closure of schools, colleges and universities; postponement of examinations	Education framed mainly as safety and administration; accessibility and special support were not visible
12-15 May 2025	Ceasefire and reopening phase	Non-border reopening, border-district phased reopening, continued closure near border areas	Return-to-school support and learner wellbeing appeared weakly; differentiated vulnerable groups remained marginal

7.2 Education Was Visible Mainly as Administrative Disruption

Administrative disruption was the most frequent education frame in the chosen corpus. The schools, colleges, universities and educational institutions, the closure and reopening orders, examinations and safety advisories were reported. This became public knowledge of the disruption of education but was still institutionally centred. The learner presented primarily as part of a general student population that needed to be closed or needed to be reopened for students to resume learning. This pattern is significant, for the visibility of an institution is not the same as inclusive visibility. A closure order is a notice to tell people that classes are cancelled. It does not address how a child may require an accessible transportation system, therapy, sign language interpreter, resource teacher, assistive technology, accessible learning material, a scribe, compensatory time or a predictable school routine due to disrupted schooling. Coverage thus acknowledged education as a public system, and almost never learners as multiple rights-holders with different support needs.

7.3 Direct Disability and Special Education Visibility Was Absent

in the Selected Corpus

The most important finding was the absence of direct disability-specific reporting in the selected education-related coverage. Across the 14 coded items, the reports did not meaningfully discuss learners with disabilities, special educators, resource rooms, assistive devices, accessible transport, alternative communication, examination accommodations, reasonable accommodation, or continuity of therapeutic support. When 'students' or 'children' were mentioned, they were generally treated as a broad category. This absence is not a minor editorial detail. From a special education perspective, it indicates a representational gap between general educational disruption and unequal educational disruption. A student without a disability may experience closure as lost classroom time and examination uncertainty. A student with a disability may additionally lose access to support-person contact, therapy routines, mobility arrangements, accessible formats, behavioural support, communication assistance, or stable routines. If these differences remain unreported, public recognition of crisis-related educational exclusion remains incomplete.

Table 4. Evidence matrix for coded inclusion themes in the 14-item corpus

Theme	Coding result	Pattern observed	Interpretive implication
Education access/disruption	Present in 12 of 14 items	Closure, postponement, reopening, border-district continuation, and safety advisories were repeated	Education was visible as an institution and schedule issue
Direct disability reference	Absent in 14 of 14 items	No direct mention of learners with disabilities in education-disruption items	Special education needs were not publicly foregrounded
Special educator/resource support	Absent in 14 of 14 items	No discussion of special educators, resource rooms, therapies, assistive technologies, or communication support	Support continuity was missing from the news frame
Reasonable accommodation/examination access	Absent in 14 of 14 items	Postponement was reported, but accommodations such as scribes, accessible formats, compensatory time, or adapted exam arrangements were not discussed	Examination disruption was framed generically

Theme	Coding result	Pattern observed	Interpretive implication
Vulnerable learners beyond disability	Indirect or limited in 4 of 14 items	Border-area learners and local students appeared more than other vulnerability categories	Location-based vulnerability was more visible than disability-based vulnerability
Psychosocial support	Limited in 2 of 14 items	Fear, relief, and return to routine appeared weakly; counselling and trauma-informed support were largely absent	Wellbeing was secondary to closure/reopening decisions
Education-facing sources beyond officials	Limited in 2 of 14 items	Official and administrative sources dominated; occasional student voice appeared in reopening reports	Source selection narrowed the education frame

7.4 Regional Coverage Offered Proximity but Not

a Strong Inclusive Lens

Outlets from the region, namely Kashmir and Jammu, had better local connections. Greater Kashmir and Daily Excelsior reported closure orders, phases of reopening, impact on borders, postponement of exams and responses by local institutions. This is an advantage as regional newspapers have much more opportunity to see the impact of disruption on everyday life, on transport, on school attendance and on family stress. But geographic proximity alone was not enough to create reporting sensitive to

inclusion. Regional reports were less specific, but contained a significant amount of the same official ordering, administrative announcement, and generic student safety vernacular. Parents of disabled children, special educators, school counsellors, disability-rights organisations and child-protectionists did not have strong voices.

7.5 National/Wider Coverage Framed Education Through Security and System-Level Impact

The reporting of school closure and postponement of examinations in the national and wider Indian media often used security escalation, border tension and public safety to frame the situation. This coverage helped to situate Jammu and Kashmir education disruption in the broader context of a national concern related to border states, universities, examinations and student

movements. National/wider coverage was less likely to capture the lived educational complexity of the learner in impacted districts at the same time. Education was not seen as a child's right issue, but one to be addressed in the context of security decisions.

7.6 Source Selection Narrowed the Educational Frame

The use of sources was a key issue that kept inclusive education on the margins. The most frequent sources for reports were through the work of the ministers, notices from the universities and the official orders, police or security announcements. In a crisis situation, these sources are essential as they enable the closure and reopening decisions to be backed up. But an official-source frame has a tendency to answer a limited question, which is what has the administration ordered? It seldom responds to the way children, parents, teachers and vulnerable children and learners interpret the decision. There was a lack of a focus on support gaps in the absence of special educators, disability advocates, counsellors, school heads, parents, and students.

7.7 Headline and Lead Framing Favoured Crisis Salience Over Inclusion Salience

The main story and the lead in the selected coverage tended to be about attack, shutdown, closure, security, Operation Sindoor, border districts, postponement of examination, or reopening. This is a pattern that you would expect in a security crisis. It's not the case that all

headlines should include the word disability or inclusion. Instead, follow-up reporting should be included in extended crisis coverage and could ask the question of who is most impacted by closure and what support is offered. Disruption was the only type of vulnerability signaled in education headlines in the selected corpus. This is a lost opportunity to take up agenda-setting on inclusive education rights.

7.8 Psychosocial Support Was Under-Reported

A security crisis may bring fear, uncertainty, sadness, family stress and disruptions in routine. Reestablishing routines and school relationships can be protective to children. However, the chosen education related reports concentrated more on opening and closure rather than counselling, trauma informed return to school, child wellbeing or parent-school communication. This absence is significant due to the particular relevance of psychosocial support for learners with disabilities, children in border areas and learners who face repeated disruption.

8. Discussion

8.1 From School Closure to Inclusive Education Continuity

The study reveals that crisis reporting can address educational disruption as an administrative issue instead of an issue of inclusive education. The actions of closure, postponement, or reopening are visible, as they are official actions. The continuity of support is less apparent, as it involves follow-up reporting and education-oriented sources, and the need to consider inequalities in barriers. In the field of special education, this separation is crucial. It's not enough for schools to reopen for learners with disability and additional support needs to return, learn, communicate, feel safe and be included with the appropriate support, it must also be that way.

8.2 Media Silence as Public Under-Recognition

Whenever there are no disability-specific references, it does not mean that learners with disabilities were not affected. It is interpreted as lack of public recognition of the covering. In the framing terms, what is not selected is not included in the public frame. What is not constantly made visible is less likely to be public agenda. The lack

of media coverage of special education can thus have policy implications, civil society repercussions and family awareness implications on the recovery from a crisis.

8.3 Complementary Responsibilities of Regional and National Coverage

Local newspapers have the benefit of being close. They can detect local transport problems, closures of the border areas, school problems and parent complaints. The scale of the national newspapers and wider outlets. They can relate local disruption to policy responsibilities, disabilities rights and national education structures. There are two levels to inclusion-sensitive crisis reporting: the local detail and the rights-based interpretation.

8.4 Contribution to Special Education Scholarship

The paper makes an important contribution to special education as it focuses on the influence of public representation as well as school practice and policy on inclusive education. The more often the media uses the term 'students' without distinction, the more difficult it is for the public to distinguish that some students need reasonable accommodation, accessible communication, assistive devices, therapy continuity, counselling and/or special support. The special education lens thus shifts the focus of media analysis from what happened in schools to who was named and who was un-named as a learner.

9. Implications for Inclusive and Special Education

1. Education departments can prepare crisis communication templates that include disability-inclusive information on accessible transport, assistive devices, counselling, examination accommodation, parent helplines, special educator contact, and alternative learning arrangements.

2. School leaders can document how closures and reopening affect learners with disabilities and share verified, child-sensitive information with local media without exposing children's private details.

3. Special educators and counsellors can be recognised as legitimate crisis-information sources when reporting concerns learning continuity, psychosocial wellbeing, examination support, or

return-to-school arrangements.

4. Teacher education and special education programmes can include public communication and media literacy so that educators can explain inclusive education needs during disruption.

5. Journalists covering crises can avoid treating children as a single undifferentiated category. Where schooling is affected, reporting can ask which learners face additional barriers and which support systems are available.

10. Inclusion-Sensitive Crisis-Reporting Checklist

Based on the analysis, the following checklist is proposed for journalists, school leaders, and education officials reporting on school disruption during crises:

1. Does the report mention whether children with disabilities or additional support needs are affected?
2. Does the report identify whether accessible transport, assistive devices, resource teachers, therapy, or counselling are available during closure or reopening?
3. Does the report include at least one education-facing source beyond officials, such as a teacher, school head, counsellor, parent, student, special educator, or disability advocate?
4. Does the report distinguish among non-border learners, border-area learners, remote learners, girls, economically weaker learners, hostel students, and migrant students where relevant?
5. Does the report explain examination accommodation or alternative arrangements for affected students?
6. Does the headline or lead paragraph avoid unnecessary alarm while still conveying verified safety information?
7. Does the report protect child privacy and avoid exposing identifiable vulnerable children?

11. Limitations

The study is limited to selected English-language, publicly accessible digital news reports and does not include Urdu, Hindi, television, radio, social

media, or private e-paper archives. Therefore, it cannot be generalised to all media coverage in Jammu and Kashmir or India.

The study analyses representation, not the actual lived experience of learners with disabilities. The absence of disability in coverage does not mean disability-related disruption did not occur. It means such disruption was not made visible in the selected texts.

The study uses purposive qualitative sampling and a small corpus. It is designed for analytic interpretation rather than statistical frequency claims. Future research can strengthen the evidence by adding a larger multilingual archive corpus, multiple coders, interviews, and mixed-method frequency analysis.

12. Future Research Directions

1. Future studies can include Urdu and Hindi newspapers to capture a wider regional media ecology.
2. Researchers can conduct interviews with special educators, parents, students with disabilities, school counsellors, journalists, and district education officers to compare media representation with lived experience.
3. A longitudinal study can examine whether inclusive education becomes more visible after repeated crises, policy interventions, or advocacy campaigns.
4. Television, digital news portals, and social media can be compared with newspapers to examine differences in speed, depth, source use, and inclusion sensitivity.
5. Future quantitative or mixed-method content analysis can measure the frequency of disability-related terms, source types, education frames, and learner-voice representation across a larger corpus.

13. Conclusion

This study investigated the portrayal of education and inclusive education issues in selected English-language regional and national/wider digital news reports of the security crisis in the state of Jammu and Kashmir in April-May 2025. The analysis

revealed that education was present primarily as part of the disruption of institutionality, such as closing the school, postponing exams, reopening the school, public safety, and administration decision making. The learner with disabilities, special educators, accessible transport, assistive device, counselling, reasonable accommodation, examination support, and parent experience, however, did not have direct references or were too marginal in the selected corpus. This is significant from a special education standpoint, as crisis situations impact children not equally. The lack of public systems during a disruption can lead to a deeper form of exclusion for children who rely

on an accessible public system, stable routines, therapeutic services, and differentiated communication. It is argued that inclusive education can be achieved by making these unequal effects visible in a neutral way, responsible and child centred, by means of newspapers and digital news. To increase the visibility of the need to maintain the right to education under challenging security situations, more inclusion-sensitive crisis reporting is needed to ensure that this right is recognised by families, educators, policymakers, and communities.

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Sources Used for Article Writing given below:

No .	Outlet	Date	Headline / topic	Source group	Primary coding note
1	Greater Kashmir	22 Apr 2025	Pahalgam attack: 26 people, mostly tourists killed; several injured	Regional Kashmir	Crisis context; disability/special education visibility absent
2	Daily Excelsior	22 Apr 2025	Terror strikes Kashmir: 26 people, mostly tourists, killed in Pahalgam's Mini Switzerland	Regional Jammu	Crisis context; disability/special education visibility absent

No .	Outlet	Date	Headline / topic	Source group	Primary coding note
3	Greater Kashmir	22 Apr 2025	PSAJK shuts schools across J&K to mourn Pahalgam terror attack	Regional Kashmir	School closure; disability/special education visibility absent
4	Greater Kashmir	7 May 2025	Educational institutions in Kashmir parts to remain closed tomorrow: Div Com	Regional Kashmir	Closure and safety; official source frame
5	Hindustan Times	7 May 2025	J&K schools closed, university exams cancelled after India strikes terror targets	National/wide r	School closure and university examinations; security frame
6	Livemint	7 May 2025	Schools closed in districts of Kashmir, Jammu & Punjab; Kashmir University exams postponed	National/wide r	Closure and examination postponement; system-level frame
7	Greater Kashmir	8 May 2025	Educational institutions in Kashmir parts to remain closed till May 10	Regional Kashmir	Closure and student/staff safety; disability-specific support absent
8	Daily Excelsior	7 May 2025	Kashmir University postpones all exams till May 10	Regional Jammu	Examination postponement; accommodation not discussed
10	Daily Excelsior	9 May 2025	Educational institutions to remain closed on May 9, 10	Regional Jammu	Closure; official source frame
11	Daily Excelsior	12 May 2025	Schools, college to reopen in J&K's non-border districts	Regional Jammu	Reopening; generic student/institution frame

No .	Outlet	Date	Headline / topic	Source group	Primary coding note
12	Greater Kashmir	14 May 2025	Educational institutions reopen in border districts of Jammu and Kashmir	Regional Kashmir	Reopening and student relief; disability- specific support absent
13	Daily Excelsior	14 May 2025	DSEJ orders partial reopening of schools in Jammu Division	Regional Jammu	Partial reopening; border proximity and continued closure
14	Times of India	15 May 2025	Cautious reopening of schools in border areas as normalcy returns to J&K	National/wide r	Cautious reopening; system-level frame