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## The Context of Inclusive Education in The Focusing Area of NEP 2020

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*Abstract:* Inclusion means the policy or practices of ensuring that all individuals in our society has access to resource and opportunities. Inclusion is necessity for all educational sectors. From the past years to present situations many committees, commission, policies have recommended inclusive education for all children. In the educational context, Inclusive education system means where the educational policy of placing children with special needs, physical or mental disabilities in mainstreaming classroom and providing them with their suitable atmosphere. On 29<sup>th</sup> July, 2020 Union Cabinet of India was approved the National Education Policy 2020 (NEP 2020) for outlines the vision of new education system of our country. The policy is a comprehensive framework for primary level to higher educational level as well as vocational training cum education in both rural and urban India. Major aim of the policy is to transform India's education system by 2040. NEP 2020 shows that inclusion as a part of the various reforms of the ongoing education system, which aims to create learning environments that are sensible for all learner needs, conducive to successful educational outcomes and ultimately to a more equitable society. In this paper tries to focus the implementation strategies for inclusive education in the light of recommendations given by NEP 2020.

**Index Terms** - Inclusion, Disabilities, Mainstreaming, Vocational Training, Equitable Society.

### I. INTRODUCTION

#### INTRODUCTION:

Education is the backbone of our society. We know that without proper education we face many challenges which are create barriers for our progressive life. So, education is essential and necessity for all individuals. But in our society some children have many kinds of disability. So, they cannot get proper education with their atmosphere. In this context, inclusive education is the most fruitful concept in the world. It is the most effective way to give the chance to go to school, learn and develop their skills for all children. Inclusive education means all children in the same classroom, proper learning opportunities for their learning in the same school.

The definition of inclusive education is given by the UNESCO's section for Special Needs Education (UNESCO 2000) that, "Inclusive education concerned with removing all barriers to learning, and with the participation of all learners vulnerable to exclusion and marginalization. It is strategic approach designed to facilitate learning success for all children. It addresses the common goals of decreasing and overcoming all exclusion from the human right to education, at least at the elementary level, and enhancing access, participation and learning success in quality basic education for all."

In 2015, for sustainable development India adopted the 2030 agenda. In NEP 2020, SDG (IV) mentioned to "ensure inclusive and equitable education and promote lifelong learning opportunities for all."

All children have the right to education with equal opportunities to access proper education. In the context of Inclusive Education, children should not be discriminated in the educational ground by language, sex, colour, race, class, age, social group, ethnic issue, religion, poverty, birth, disability or any other status. The education system should be flexible to accommodate diversity in the learning community. This education programme should be comfort zone for all types of learners.

### **OVERVIEW OF INCLUSIVE EDUCATION IN INDIA AFTER INDEPENDENCE:**

1. The Kothari Commission (1964-66) focus on the development of effective educational programme for the children with disabilities, to give the equalization of educational opportunities.
2. The first education policy NPE 1968 recommended that, “Educational facilities for the physically and mentally handicapped children should be expanded, and attempts should be made to develop integrated programmes enabling the handicapped children to study in mainstream schools” (NEP, 1968).
3. In 1971, Integrated Education programme was included in the Planning Commission of India.
4. Integrated Education for Disabled Children (IEDC) was launched by Indian Government in 1974. To promote integration of mild or moderate disabilities children in regular classroom was the vision of this scheme.
5. In Indian Constitutional Article 45, ensure the free and compulsory education for all children from age 6 to 14 years.
6. The second Education Policy of India in 1986 recommend that, “The children with mild disabilities should be permitted to education in the regular school while the children with moderate to severe disabilities should continue to get education in the special school” (NEP, 1986).
7. In 1987, the Mental Health Act came to prioritize institutionalization of mentally ill persons.
8. The Project Integrated Education for the Disabled (PIED) in 1987 was a joint programme of Education Ministry with UNICEF and NCERT for enroll the disabled children in neighbourhood school.
9. In 1992, Programme of Action recommend that, “the children with disabilities who can be integrated in the regular school must get education there and the children who are facing problems in integrating in the regular school must send to the special. After learning skills, they can further have shifted to the regular school” (POA, 1992).
10. In the same year, Rehabilitation Council of India also came to regulating the training of rehabilitation professionals and special education field.
11. In 1995, the Persons with Disabilities Act (PwD Act) came to ensure the full participation and equality of the people with disabilities in the Asian and Pacific region.
12. Government of India and World Bank launched District Primary Education Programme (DPEP) in 1997. DPEP recommend that, “any difference that a child exhibited in learning was to be attributed not a problem with child, but of school system” (DPEP, 1997).
13. National Trust Act came in the year 1999 for welfare and financial support of persons with Cerebral Palsy, Autism, Mental Retardation and Multiple Disabilities.
14. In 2001, Government of India launched Sarva Shiksha Abhiyan for the Universalization of Elementary Education. Though it was not only for disabled but it focuses on the context of ‘Education for All’.
15. At the secondary education level, Inclusive Education of the Disabled at the Secondary Stage (IEDSS) came in the year 2009.
16. In this year Right to Education Act, 2009 passed under the article 21A which ensure the education is a fundamental right for all children in India.
17. In 2016, the Rights of Person with Disability Act came through the replacement of the PWD Act of 1995. In this act includes 21 conditions of disability.

18. Recently in 2020 based on the recommendations of Kasturirangan Committee (2019) Government of India launched NEP 2020 which spread into four major parts. In this policy Inclusive and Equitable education is cover under the school education.

### **RECOMMENDATIONS OF NEP-2020:**

After 34 years National Education Policy 2020 has come by the recommendations of Kasturirangan Committee (2019). This policy is a very broad and comprehensive policy for all level of education. It focuses on the essentialities of equitable and inclusive education in school in the chapter no. 6. In this context the major recommendations are –

- I. Bridging Gaps for Participation, Learning Outcomes:** This policy recommends that should not be one child excluded to get opportunities to learn for their financial, cultural, social etc. circumstances. Here, major aim is to bridge the gaps in access, participation and learning outcomes in school education. This policy also focused on socio-economically disadvantaged groups in education.
- II. Fund for Inclusion:** According to U-DISE 2016-17 data, in primary level about 19.6% students belong in SC category, but higher secondary level this fraction falls to 17.3%. These enrollments are more less for ST category students (10.6% to 6.8%) and disabled children (1.1% to 0.25%). These decline in enrollment is even steeper in higher education. The Government of India to provide equitable quality education to girls and transgender students will constitute Gender Inclusion Fund.
- III. Upliftment of Children:** Increase educational opportunities, fill learning gaps through bridge course, giving scholarships and relaxation in fees, giving bicycles, giving cash incentive to parents etc. should be provide for quality education in dedicated regions.
- IV. School Culture:** The policy recommends for complete change in school culture for appropriate implementation of equitable and inclusive education. All stakeholders of school should be sensitized towards principles of inclusion.
- V. School Complex:** A resource centre will be provided by school complex. To ensure the barrier free education and fulfil the need of children with disabilities the school will be provide support mechanisms and individualized accommodation.
- VI. Curriculum:** To make National Curriculum Framework NCERT will co-operate with expert bodies like DEPwD. The curriculum should be flexible where children learn with their own pace.
- VII. Teacher Education:** The policy recommends about reformation of teacher education programme. It focuses on the training of pre-service as well as in-service. Its emphasis that teachers work in the inclusive set up, aware about gender inclusion and all inclusion related works should be an integral part of teacher education programs.
- VIII. Assessment:** PARAKH which is the National Assessment Centre will construct guidelines and testing tools for the assessment of the children with disabilities.
- IX. Home Schooling:** For children with profound and severe disabilities the home-schooling option will be available. In this purpose special educators and resource centres will provide for their support.

This policy has covered all level or all areas which are need for giving equitable and inclusive education. It has provided detail guidelines regarding inclusive fund, teacher education, curriculum, assessment. Policy also focuses on different incentives to gaining attention of children in education.

## SUGGESTIONS:

To reform of all level is necessary for successfully implementation of NEP 2020 in the field of equitable and inclusive education. Some suggestions for fruitfully implementations of NEP 2020 are-

1. **School Infrastructure:** The physical infrastructure of this type of educational institutions should be fruitfully accessible by the all types of learners. Infrastructure should be built on the universal design. According to all learners needs equipment and assistive devices should be arranged. For supporting regular schools in this context, special schools should be act like resource centres. Special teachers should collaborate with regular schools' teachers to give assistance, guidance and special advices.
2. **Methods of Teaching:** Teaching method is an essential factor of our education system. In inclusive education teaching method should be more strategic and personalized. Teachers should be encouraged all learners to expose their-selves with their own capabilities. Peer group tutoring should be encouraged in this field. Co-operative, collaborative, technology-based method also be encouraged for teaching method of inclusive institutions.
3. **Curriculum:** Curriculum is the pathway to attaining our aim. Curriculum is the best way in the education system to implement the principles of equity and inclusion. Curriculum should be carried a common framework of learning outcomes but students should learn their own way. It should be flexible for all types of learners in inclusive system. It should be relevant of the cultural background of students, interest, age, values, future aims, skills, opportunities, etc. At least, curriculum should be learner oriented.
4. **Assessment:** In the education system to know the progress of each and every student's assessment is necessary. Teachers know their students' achievement, capabilities, characteristics by the process of assessment. Assessment of inclusive education should be built with the basis of students' own learning capacities, curriculum, teaching method. For the all levels of learners' needs assessment procedure should be flexible with learners' own pace. For learners' continuous progressiveness assessment shall undergo with continuous basis. Multi-disciplinary assessment should be adopted to meet the diverse needs of all learners.
5. **Support Service:** To maintain the gap between vision and practice of inclusive education support services are very much required. All inclusive schools are assisted by well-planned and well-organized support services. Here, the role of this service not only for the learners, they are also responsible for teachers, educators, parents, schools. Special teachers, doctors, therapists, social workers collaborative work should be included in this support services.
6. **Professional Development of Teachers:** Professional development is essential factor for every profession. Here, without professional development teachers may not know their special responsibilities in special fields. In the context of inclusion, all teachers should take positive attitude for all types of learners. All teachers should have best and crystalized understanding for their skills and practices of inclusive system. For inclusive education research of teacher education should be encouraged very much with dynamic and various aspects. Teachers should be gathered their best pedagogical skills in the times of pre-service and in-service teacher education. Pre-service teacher education syllabus should be relevant with this context. Teacher trainees should be sent in real classroom to gather their real classroom knowledge in internship period.

To boost teachers' knowledge, practical skills, attitudes for inclusive system teacher educators should be given additional instructions and trainings.

7. **Community Collaboration:** Without social attachment education may not be fruitful with proper way. Awareness of equity and inclusion should spread through society as well as community. In school environment with school issues parents and community should be involved. Government should emphasize the partnership between schools and members of community. Community members act as social agents for changing the vision of inclusion.

## CONCLUSION:

According to Dr. A. P. J. Abdul Kalam, “All of us do not have equal talent. But, all of us have an equal opportunity to develop our talents.” In the field of inclusive education we observe the various diversities in students’ for their disability. If we want to progress of our nation in inclusive education, it’s our responsibility to make the education accessible for all types of learners. Only placement cannot be helpful for disabled learner, they will be helpful if they access the system properly with their own pace and ability. If the recommendations of the new education policy (NEP 2020) about inclusive education will be properly implement, we will must get highly success in the mission ‘education for all’. Then hopefully it will be reducing the gap between reality and expectations in the era of inclusive education.

## LIST OF ACRONYMS:

- DEPWD: Department of Empowerment of Persons with Disabilities
- DPEP: District Primary Education Programme
- IEDC: Integrated Education for the Disabled Children
- IEDSS: Inclusive Education of the Disabled at the Secondary Stage
- NCERT: National Council of Educational Research and Training
- NEP 2020: National Education Policy 2020
- NPE 1968: National Policy on Education 1968
- NPE 1986: National Policy on Education 1986
- PARAKH: Performance Assessment, Review, and Analysis of Knowledge for Holistic Development
- PIED: Project Integrated Education for the Disabled
- POA 1992: Programme of Action 1992
- PwD: Persons with Disabilities
- SDG: Sustainable Development Goals
- U-DISE: Unified District Information System for Education
- UNESCO: United Nations Educational, Scientific and Cultural Organization
- UNICEF: United Nations International Children’s Emergency Fund

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