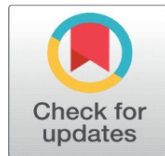


EQUITABLE AND INCLUSIVE EDUCATION IN NEW EDUCATION POLICY-2020

Dr. Samir Bhupendrakumar Vaghrodia ¹, Ashvin H. Rathava ¹

¹ Assistant Professor, M. B. Patel College of Education Sardar Patel University, Vallabh Vidyanagar, India



DOI

[10.29121/shodhkosh.v5.i1.2024.5737](https://doi.org/10.29121/shodhkosh.v5.i1.2024.5737)

Funding: This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors.

Copyright: © 2024 The Author(s). This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/).

With the license CC-BY, authors retain the copyright, allowing anyone to download, reuse, re-print, modify, distribute, and/or copy their contribution. The work must be properly attributed to its author.



ABSTRACT

National Education Policy 2020 seeks to sensitize students to the school curriculum (human values such as) respect, tolerance, empathy, human rights, gender equality, global citizenship etc. Human values inculcate in children and enrich a wider society by applying them in life. In this education system, more emphasis is placed on the most accessible education. The education system aims to benefit every child in India. The National Education Policy 2020 confirms that education should be an effective tool to address these shortcomings. This new policy places more emphasis on the education of children with disabilities in view of the RPWD 2016 Act. This policy is introduced to create all inclusive and equal opportunities for education which is seen in this policy as an effort to develop the country as well as to sensitize the students.

Keywords: Education, Inclusive, Policy-2020

1. INTRODUCTION

National Education Policy 2020 seeks to sensitize students to the school curriculum (human values such as) respect, tolerance, empathy, human rights, gender equality, global citizenship etc. Human values inculcate in children and enrich a wider society by applying them in life. In this education system, more emphasis is placed on the most accessible education. The education system aims to benefit every child in India. The National Education Policy 2020 confirms that education should be an effective tool to address these shortcomings. This new policy places more emphasis on the education of children with disabilities in view of the RPWD 2016 Act. This policy is introduced to create all inclusive and equal opportunities for education which is seen in this policy as an effort to develop the country as well as to sensitize the students.

2. NATIONAL EDUCATION POLICY RECOMMENDATION FOR DIVYANGA OR (CWSN) CHILDREN

New Education Policy-2020 also recognizes the importance of creating enabling mechanisms for providing Children With Special Needs (CWSN) or Divyang, the same opportunities of obtaining quality education as any other child.

Inclusion and Equal participation in school education:

- Ensuring the inclusion and equal participation of children with disabilities in ECCE and the schooling system will also be accorded the highest priority.

- Children with disabilities will be enabled to fully participate in the regular schooling process from the Foundational Stage to higher education.
- The Rights of Persons with Disabilities (RPWD) Act 2016 defines inclusive education as a 'system of education wherein students with and without disabilities learn together and the system of teaching and learning is suitably adapted to meet the learning needs of different types of students with disabilities'.
- This Policy is in complete consonance with the provisions of the RPWD Act 2016 and endorses all its recommendations with regard to school education. While preparing the National Curriculum Framework, NCERT will ensure that consultations are held with expert bodies such as National Institutes of DEPWD

Provided Resources

- school complexes will be provided resources for the integration of children with disabilities, recruitment of special educators with cross-disability training, and for the establishment of resource centres, wherever needed, especially for children with severe or multiple disabilities. Barrier free access for all children with disabilities will be enabled as per the RPWD Act.
- In particular, assistive devices and appropriate technology-based tools, as well as adequate and language-appropriate teaching-learning materials (e.g., textbooks in accessible formats such as large print and Braille) will be made available to help children with disabilities integrate more easily into classrooms and engage with teachers and their peers.

Resource Centres

- As per the RPWD Act 2016, children with benchmark disabilities shall have the choice of regular or special schooling.
- Resource centres in conjunction with special educators will support the rehabilitation and educational needs of learners with severe or multiple disabilities and will assist parents/guardians in achieving high-quality home schooling and skilling for such students as needed.
- Home-based education will continue to be a choice available for children with severe and profound disabilities who are unable to go to schools. There shall be an audit of home-based education for its efficiency and effectiveness using the principle of equity and equality of opportunity.
- While it is clear that the education of all children with disabilities is the responsibility of the State, technology-based solutions will be used for the orientation of parents/caregivers along with wide-scale dissemination of learning materials to enable parents/caregivers to actively support their children's learning needs will be accorded priority

Identify & helped

- Most classrooms have children with specific learning disabilities who need continuous support. Research is clear that the earlier such support begins, the better the chances of progress.
- Teachers must be helped to identify such learning disabilities early and plan specifically for their mitigation.
- Specific actions will include the use of appropriate technology allowing and enabling children to work at their own pace, with flexible curricula to leverage each child's strengths, and creating an ecosystem for appropriate assessment and certification.
- Assessment and certification agencies, including the proposed new National Assessment Centre, PARAKH, will formulate guidelines and recommend appropriate tools for conducting such assessment, from the foundational stage to higher education (including for entrance exams), in order to ensure equitable access and opportunities for all students with learning disabilities.

Social awareness

- The awareness and knowledge of how to teach children with specific disabilities (including learning disabilities) will be an integral part of all teacher education programmes, along with gender sensitization and sensitization towards all underrepresented groups in order to reverse their underrepresentation.

Special educators

- There is an urgent need for additional special educators for certain areas of school education. Some examples of such specialist requirements include subject teaching for children with disabilities/Divyang children at the Middle and Secondary school level, including teaching for specific learning disabilities.
- Such teachers would require not only subject-teaching knowledge and understanding of subject-related aims of education, but also the relevant skills for understanding of special requirements of children.
- Therefore, such areas could be developed as secondary specializations for subject teachers or generalist teachers, during or after pre-service teacher preparation.
- They will be offered as certificate courses, in the pre-service as well as in-service mode, either full time or as part-time/blended courses - again, necessarily, at multidisciplinary colleges or universities.
- Greater synergy will be enabled between the course curriculum of NCTE and RCI to ensure adequate availability of qualified special educators who can handle subject teaching as well.

The real problem of disabled children

Social Awareness

- There is a lack of awareness in the society for the disabled children. For such children, there is a lack of awareness among the parents.
- The society does not provide an environment for the education of disabled children.
- Even if parents have a problem with their child's disability, there is a lack of awareness to get medical treatment or a certificate. Fearing that their child will not be accepted in the society, the parents do not even issue a medical certificate.
- Such children are not accepted in society and in the family and are treated as one another

School Atmosphere

- The school classroom environment and seating arrangements are not conducive for disabled children
- C.W.S.N children are not valued by teachers, students and parents in the school
- disabled children are ridiculed by teachers and friends at school which is a very sad and serious problem.
- C.W.S.N children are not properly educated even in inclusive school due to lack of proper physical facilities
- C.W.S.N children does not involve in school indoor outdoor activities

Resources Centres

- The Centre's for Disabled Children operates only one or two days a week.
- These centres lack human and physical facilities.
- At the village level, the distance from the Centre home of the disabled children is more.

Support materials & Resources

- At the village level, there is a lack of support materials for disabled children.
- Where there are auxiliary materials, they are also not maintained.
- These auxiliary materials are more in one place and less in another.
- Lack of planning for distribution of auxiliary materials at district level, taluka level and cluster level
- At the village level, there is no concrete plan for the transportation of disabled children

3. SUGGESTIONS

Social awareness

- To spread awareness in the society through other means besides teachers.

- Disabled children need encouragement, not pity, to bring awareness in the society for the social development of disabled children, it is necessary for their parents to have a positive attitude and to conduct parental awareness programs.
- Special care should be taken to ensure that children with disabilities spend time with children of the same age so that they are not adversely affected.
- The government should bring in public awareness programs to identify such children so that public participation programs can be introduced so that disabled children can be identified.
- Parents should take their children with them to every social occasion so that they can adapt to the society
- The government should conduct a public participation program to provide guidance and training to parents to benefit from various government schemes for identification, assessment, medical certification, UID registration, I-card, transportation card, Nirmal Health Policy.
- Inclusive schooling and social awareness should be brought in to inculcate a positive attitude in inclusive school for disabled children

School atmosphere

- Special care should be taken to ensure that children with disabilities spend time with children of the same age so that they are not adversely affected.
- Inclusive school principals, teachers and general students should be sensitized about disabled children.
- Programs should be done in inclusive schools to give the right direction to the hidden talents of the disabled children like singing, playing, dancing, and drama.

Resources Centres

- To keep teachers of each category at the Resource Centres.
- A framework should be put in place to inform the parents about the therapies needed to prevent or eliminate the growing disability of the disabled child and to set up a follow-up work.

4. SUPPORT MATERIALS & RESOURCES

- The government should distribute zone and cluster to the child's personal interests, hobbies, special learning needs such as Braille, language, mobility, special education system and assistive devices according to the child's needs and arrange social audit for follow up

Special educators

- Special teachers for disabled children should be recruited immediately and teacher training centres for them should also be set up zone wise.
- The teacher and the guardian should forget the defect in the child and develop the child keeping in view the latent power potential in the child.
- The teacher and the guardian should forget the defect in the child and develop the child keeping in view the latent power potential in the child.
- Disabled children should be encouraged for their good deeds
- Short-term courses should be conducted for inclusive school teachers on how to handle and educate children with disabilities

CONFLICT OF INTERESTS

None.

ACKNOWLEDGMENTS

None.

REFERENCES

- Chatterjee, G. (2003). The global movement for inclusive education. Retrieved 11th January, 2016, from <http://www.indiatogether.org/2003/apr/edu-inclusive.htm>
- Das, A. K., Kuyini A. B., & Desai I. P. (2013). Inclusive Education in India: Are the Teachers Prepared? *International Journal of Special Education*.28 (1).
<http://www.internationaljournalofspecialeducation.com/articles.cfm?y=2013&v=28&n=1>
- Giffard-Lindsay, K. (2007). Inclusive Education in India: Interpretation, Implementation and Issues. Sussex: The Consortium for Educational Access, Transitions and Equity (CREATE) Available Online at http://www.create-rpc.org/pdf_documents/PTA15.pdf
- http://www.eenet.org.uk/resources/docs/inclusive_education_indian.php
- MHRD (2005).Action Plan for Inclusive Education of Children and Youth with Disabilities. Available on <http://www.education.nic.in>
- Ministry of Human Resource Development. National Policy on Education (PoA-1992). New Delhi: Government of India. New Education Policy-2020 Equitable and Inclusive Education.
- NCERT (2006).Including Children and Youth with disabilities in Education, a Guide for Practitioners. Department of Education of Groups with Special Needs. New Delhi:
- National Council of Educational Research and Training. Available on <http://ncert.nic.in>
- NCF (2005).
http://www.icevi.org/publications/inclusive_educational.html (Retrieved 10th January 2016)
- Sanjeev.K. (2006).Inclusive Education: A Hope for Children with Special Needs. Available on UNESCO (1994).Salamanca Statement. Retrieved January 17, 2016 from United Nations Educational, Scientific, Cultural Organization.
http://portal.unesco.org/education/en/ev.php-URL_ID=10379&URL_DO=DO_TOPIC&URL_SECTION=201.html
- UNESCO (2000).Dakar Framework for Action.
http://www.unesco.org/education/efa/ed_for_all/dakfram_eng.shtml
- UNESCO (2006).Inclusive Education. Available on
http://portal.unesco.org/education/en/ev.php-URI_ID
- UNICEF (2007).Promoting the Rights of Children with Disabilities.Innocenti Research Centre.