

# Promotion of Inclusive Education in The Vision of NEP 2020

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## Abstract

This paper entitled "Promotion of Inclusive Education in the vision of NEP 2020" examines the possible implementation to promote Inclusive Education in school. The new education policy 2020 focused a new light for sustainable development of differently abled children. It has been observed that the policy 2020 stresses on implementation of new technology, adopting new methodology, providing more facilities and assessment of children to achieve the broad vision i.e. "Swavalambansil Bharat"

**Keywords:** Right To Education (RTE), Education For All(EFA), Equitable And Inclusive Education, Special Educational Needs(SEN), CWSN, Collaborative Practice, Conducive School Climate, Follow Up Service.

## Introduction

The popular mantra of Upanishad teaches us to leave peacefully. In Upanishad, the mantra says "May sentient beings be at peace, may no one suffer from illness, may all see what is auspicious, may no one suffer. Om peace, peace, peace. Everybody has the right to exist in the society. Equality and Justice are the two important principles of a democratic country. But, it is very regret to say discrimination found in every sphere of human life. In early days, children of disadvantaged group were deprived of getting educational opportunity. .

The key objectives of SSA is to achieve the goal of Universalisation of Elementary Education (UEE).The important aspects of (UEE) are access, enrolment and retention of all children of 6-14 years of age .This goal of UEE, has further been facilitated in the constitutional 86<sup>th</sup> amendment act, to make free and compulsory elementary education;- a fundamental right for all the children. In 2009, Govt. of India implemented Right to Education (RTE) as child's birth- right and it includes as fundamental right of every citizen. In early days, children of disadvantaged group were deprived of getting educational opportunity. To achieve the objective of Education for All (EFA), Govt. of India planned to provide education to all categories of children to sit in normal classroom. Indian Education Commission has emphasised that "education of handicapped children should be an inseparable part of general education system". Hence the concept like "Equitable and Inclusive Education" emerged.

Diversity is not viewed as a problem to be overcome, but as a rich resource to support the learning for all.All students have a right to an education in their locality.

The objective of the SALMANACA conference held in Spain (1994) was to promote Inclusive Education for special need children. It emphasizes that school should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other condition.

Inclusive education refers to an education system that accommodates all children regardless of their physical, intellectual, social, emotional, linguistic variation. The system of education is said to be a good one while there is inclusion of children with diverse abilities and from diverse backgrounds have to be met by creating a child-centred pedagogy capable of successfully educating all children. *Inclusive education is about embracing all. Inclusion is not confined to the disabled. It also means non-exclusion.*

(NCF-2005)

## Objectives of the Study

The major aims of the paper are mentioned below -

1. To analyse the significance of Inclusive Education for CWSN.
2. To analyse the vision of 2020 on inclusive education.

3. To analyse the draft recommended by NEP-2020 for promotion of inclusive Education.

#### **Inclusion in Education**

Inclusion in education involves the process of increasing the participation of students in and reducing their exclusion, irrespective of their difference. Inclusion is concerned with fostering mutually sustaining relationships between schools and communities. In education, 'inclusion' refers to the placement and education of children with disabilities in regular classrooms with children of same age who do not have disabilities. The underlying premise of inclusion is that all children can learn and belong to the main stream of school and community life. Inclusion is a basic value that extends to all children. Inclusion gives a message;

Everyone belongs to the school.

Everyone is welcome to the school.

In the words of Loreman and Deppeler (2001) "inclusion means full inclusion of children with diverse abilities (that is both giftedness and disabilities) in all aspects of schooling that other children are able to access and enjoy. It involves, 'regular' schools and classrooms genuinely adapting and changing to meet the needs of all children as well as celebrating and valuing differences."

Lindsay (2003) has very rightly stated: "It (Inclusive education) is championed as a means to remove barriers, improve outcomes, and remove discrimination. Inclusion is, however, a complex and contested concept and its manifestations in practice are many and various." Inclusion is the provision of services to students with special needs in neighbourhood schools with necessary support services and supplementary aids for both children and teachers. It means meeting the needs of all children with and without disabilities for a free and quality public education in the least restrictive and most effective environment of the neighbourhood schools. Inclusion in education involves the process of increasing the participation of students in and reducing their exclusion, irrespective to their differences. Inclusion is concerned with fostering mutually sustaining relationships between schools and communities.

So, inclusion in education is an approach seems to be necessary for educating students with special educational needs. Under inclusion, students with special needs spend most or all of their time with non disabled students. Inclusion rejects the use of special schools or class rooms, to separate students with disabilities from students without disabilities. Fully inclusive schools which are rare, no longer distinguish between "general education" and "special education" programme instead, the school is restructured so that all students learn together.

In India, the concept of Inclusive Education has not yet been linked to a broader discussion of pedagogy (Anita, 2000) and quality education (Taneja, 2001). Any broad reform in education cannot be implemented without taking the inclusion of learners with SEN into consideration.

So many policies and commissions have been set in India since independence to bring

development of the disadvantaged group through education. New education policy 1968,1986, Programme of action 1990 and so on have been putting their recommendation for up-liftment of this group of children.

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'.

The National Education Policy 2020 introduced keeping a broad vision like Swavalambansila Bharat. This policy lay emphasis on the development of the creative potential of each individual irrespective of their differences. This policy puts focus on the promotion of inclusive education following points:-

1. \*Efforts should be made on creating enabling mechanisms for providing Children with Special Needs (CWSN) or *Divyang*, the same opportunities of obtaining quality education as any other child.
2. \*Ensuring the inclusion and equal participation of children with disabilities in ECCE and the schooling system will also be accorded highest priority. Children with disabilities will be enabled to fully participate in the regular schooling process from the Foundational Stage to higher education 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.
3. 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 multiple disabilities and will assist parents/guardians in achieving high quality home schooling and skilling for such students as needed.
4. Home-based education will continue to be a choice available for children with severe and profound disabilities who are unable to go to schools. The children under home-based education must be treated as equal to any other child in the general system. There shall be an audit of home-based education for its efficiency and effectiveness using the principle of equity and equality of opportunity. Guidelines and standards of home-based schooling shall be developed based on this audit in line with the RPWD Act 2016.
5. Education of all children with disabilities is the responsibility of the State, technology-based solutions will be used for the orientation of the 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.

6. Teachers must be helped to identify learning disabled children 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.
7. 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.
8. 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.

Education is such a man making factory where the real entrepreneur is the teacher. Thus teacher's role is quite vital for building a sound inclusive environment. Teachers must have an awareness of the components of inclusive classrooms and schools. These components provide the building blocks necessary for creating a safe and welcoming school community where individual differences are valued and embraced. These components are: Leadership, conducive School Climate and Structure, Student Placement, Family and Community Involvement, Collaborative Practices, Instructional

Practices, and Supplementary Aids and follow-up Services.

#### **Conclusion**

Equity of educational opportunity no doubt a gate way to achieve the goal of education for all. But where the issues of all round development of Children with Special Needs is there, more efforts are needed to be thought. Significance should be given on equity which may be helpful for exploring talents of exceptional children. Not only the educational institutions alone, rather the whole society should be well-equipped to provide all possible support to the children with special needs to develop self confidence to face the challenges of life.

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