

Impact and Awareness of National Education Policy 2020 for Inclusive Education

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Abstract

Education is the basic means of human development, through this there is an increase in knowledge and art skills and change in behavior and this work starts from the birth of man, life effort goes on. Education After birth, the parents of the child and then the school fulfill their responsibility and to improve the education, many national and international education policy came, which gave a new dimension to education. But in Indian society, children with disabilities were not able to get education completely, at present the National Education Policy 2020 has come into force. And in Chapter 6.8 of School Education in Part 1 of the National Education Policy 2020, education of children with special needs has been discussed under Inclusive Education, in which quality education to children with disabilities up to class 8 or 18 years under the Right to Education Act, April 1, 2010. Till now, there has been talk of free and compulsory and arrangement of education at home to the parents of children suffering from severe and profound disability. And in the National Education Policy 2020 Chapter 6, in 6.8.1 of Inclusive Education, initiative will be taken for the disabled on the following points.

- Inclusion of children with special needs in normal schools
- Financial support for efforts made for the education of children with special needs
- Access to schools for children with special needs
- Inclusion of children with special needs
- Provision of system of education at home
- Availability of Open School for Hearing Impaired Children
- Special Educators and Physicians with Cross disability Training
- Scholarship for students with special needs

The new National Education Policy 2020 has been described for inclusive education through this paper.

Keyword: Special Education, Integrated Education, Inclusive Education, National Education Policy 2020

Introduction

Education is an essential feature of any modern civilized society called advanced and developed and without it, progress can never be complete and multi-dimensional. For this reason, in a democratic system, all general and handicapped people have an equal right to get an education, but it was not fully available for the teacher of the disabled.

Initially, Divyangjan was looked upon with hatred. They lived a neglected and despised life in society, they were considered to be the result of the actions of their past lives or the curse of God, they are a burden on others, and they cannot do anything themselves. For this reason, they were often tortured or killed.

In the twentieth century, new thinking and belief in the democratic governance system, along with the progress of science and national and

international efforts, opened new doors for the education of the divine. International efforts can be taken from the Universal Declaration of Human Rights of 1948 and the Declaration on Persons with Disabilities of 1975. It propounded the principle that all human beings are free from birth and equal in terms of status and rights. In this sequence, when December 3, 1981, was declared as the International Year of Disability and compulsory education was introduced, the general public and the national governments with disabilities broke their sleep, and legislation related to them was passed.

The use of the term inclusive in the international context has increased since the mid-1990s when the World Conference on Access and Equity on Special Educational Needs was organized by UNESCO in 1994 in Salamanca (Spain). 92 governments and 25 international organizations participated in this conference. The conference concluded with the proclamation that each child has unique characteristics of character, interests, abilities, and learning needs. Therefore, this system should take care of the wide variety of these specifications and requirements.

Special Education

“To bring the way of life and daily living conditions of all special persons as close to normal living conditions as possible” UNESCO 1983 It is the process of teaching according to the needs of special children. Under this, such education arrangements are made for children of any level of variation in comparison to the so-called normal children, which can increase their intellectual and subject-related knowledge as well as compensate for their various skills and reduce the effect of their disability. This form of education was based on a different education system from the general to the special children.

In the words of Crick 1962, the term special education refers to those aspects of education that are carried out for children with disabilities and gifted children but are not used in the case of average children.

Integrated Education

Integrated education adopts those parameters in which educational resources suitable for special children are made available in a normal school. The purpose of integration is to eliminate or

reduce the obstacles in the development of the child from any aspect which separates the child from the normal system.

According to Father Bulke's English-Hindi course, to integrate means to organize. According to the Concise Oxford Dictionary (Allan, 1991) also unified means to reunite the separated people. Integrated education is started by the Integrated Education Scheme for Children with Disabilities, the IEDC scheme run by the Ministry of Welfare in 1974 after independence.

Inclusive Education

In this modern ideology of education, an individual difference-based education system for all special children has been promoted. Not only in the education of all the special children of this ideology, but also in the lifestyle, progress has been achieved on a large scale.

National Education Policy 2020

Education of children with special needs has been discussed under inclusive education in Chapter 6.8 of School Education in Part 1 of the National Education Policy 2020, in which quality education to children with disabilities up to class 8 or 18 has been discussed under the Right to Education Act, April 1, 2020. Talks about the provision of free and compulsory education for up to one year and at-home education to the parents of children suffering from severe and profound disabilities. In 6.8.1 of Inclusive Education in the National Education Policy 2020 Chapter 6, initiatives will be taken for disabled people on the following points.

Inclusion of children with special needs in normal schools: Connecting children with special needs to nearby schools and ensuring participation in school processes from the Basic level to Class XII, thereby maintaining the priority of education programs.

Financial support for efforts made for the education of children with special needs: Clear and efficient responses will be created to secure financial support for the inclusion of children with special needs in schools and school complexes. Keeping in view the need of children suffering from severe and different types of disabilities, this financial assistance will also be made available for setting up resource centers at the village/block

level. In this center, parents/guardians will get full support for education and skill development at home. It will also include ISL or other local sign language and resources available through NIOS, if available.

- **Access to schools for children with special needs:** To ensure participation of children with special needs, barrier free structures, ramps, railings, children with special needs, toilets and proper transport arrangements will be provided in the school.
- **Inclusion of children with special needs:** Assistive devices enable children with special needs to participate easily in the classroom with their classmates and teachers, as well as language-wise reading materials such as simple format textbooks printed in braille and capital letters. Will be done for the fulfillment of this objective; the help of research work will be taken. And other steps will also be taken like- assessment individual educational plans IEP, etc.
- **Provision of system of education at home:** For children with severe and profound disabilities, who are unable to go to school, arrangements will be made for education at home so that they can complete school education through facilities like NIOS. So that the educational needs of the parent/caregiver and the child can be met. The program of inclusive education for children with special needs will be implemented in partnership with resource centers, NGOs, and voluntary organizations.
- **Availability of Open School for Hearing Impaired Children:** NIOS, ISL International Sign Language Teaching Children with Special Needs High-quality model for teaching all subjects will be developed by ISL.
- **Special Educators and Physicians with Cross disability Training:** Special teachers and doctors have to be appointed to meet the needs of all learners. and support for the rehabilitation and educational needs of children with severe and multiple disabilities in collaboration with resource centers and special educators at the block level.
- **Scholarship for students with special needs:** To increase the participation of children with special

needs in school education, especially at the level of secondary education, scholarships will be given.

Need and Importance of this Study

The progress we are seeing today, without systematic study, the pace of development would not have been the same as it is today. Through study, we get new facts, ideas, actions, and achievements in our lives and in society. Sociologists, economists, and educationists are engaged in study work in their respective fields, they do not need any laboratory.

The way to solve a problem can be paved through the results obtained from the study. Every section of society benefited from the study. It also helps the teacher to organize his work. Reality and psychological deficiencies in teachers' work can be overcome through study. If the teacher does this, the students will benefit from it.

National Education Policy 2020 has been implemented in the Indian context. But access to education for disabled children remains a challenge even today, to eliminate these challenges, all points of education, teacher, student, curriculum, and school structure have to be taken together. All the points have been discussed in the National Education Policy 2020.

Implementation of National Education Policy 2020 for Inclusive Education

The National Education Policy (NEP) 2020 envisions the development of a comprehensive and inclusive education system that caters to the needs of all learners regardless of their backgrounds, abilities, or socio-economic status. The policy recognizes that inclusive education is critical for fostering equity, social justice, and empowering learners with diverse needs to achieve their full potential. In this implementation plan, we will outline the key strategies and actions that can be taken to promote inclusive education in India, based on the NEP 2020 framework.

Building an Inclusive Culture: The first step towards inclusive education is to create a culture of acceptance and respect for diversity within schools and communities. This can be achieved by promoting awareness, sensitivity, and empathy towards learners with diverse backgrounds, disabilities, and special needs. Teachers, parents, and other stakeholders can play a crucial role in building an inclusive culture by engaging in

dialogue, celebrating diversity, and providing positive reinforcement to learners who exhibit inclusive behavior.

Universal Access and Participation: The NEP 2020 emphasizes the need to ensure universal access and participation of all learners in education. This requires removing physical, social, and cultural barriers that prevent learners from accessing education, such as lack of infrastructure, discrimination, or stigma. Schools can promote universal access by providing flexible and accommodating learning environments, using assistive technologies, and adapting curriculum and teaching methods to meet the diverse needs of learners.

Curriculum and Pedagogy: The NEP 2020 emphasizes the need to promote multi-disciplinary, holistic, and experiential learning that caters to the needs and interests of learners. Inclusive education requires adapting the curriculum and pedagogy to suit the learning styles, abilities, and interests of learners with diverse needs. This can be achieved by using a range of teaching methods such as differentiated instruction, peer tutoring, and project-based learning that promote collaboration and student-centered learning.

Teacher Education and Professional Development: Teachers play a critical role in promoting inclusive education by creating an inclusive learning environment, adapting teaching methods to meet the diverse needs of learners, and addressing any barriers to learning. The NEP 2020 highlights the need to provide pre-service and in-service training to teachers on inclusive education, diversity, and special needs. This can be achieved through workshops, seminars, and online training modules that equip teachers with the skills, knowledge, and attitudes required to create inclusive learning environments.

Partnerships and Collaboration: The NEP 2020 recognizes the importance of partnerships and collaboration among different stakeholders such as schools, parents, NGOs, and the private sector in promoting inclusive education. Schools can collaborate with community organizations, disability groups, and other stakeholders to identify and address the barriers to learning,

promote awareness, and provide support to learners with diverse needs.

Issues and Challenge of National Education Policy 2020 for Inclusive Education

The National Education Policy (NEP) 2020 is a comprehensive framework for education reform in India, aimed at transforming the education system to meet the changing needs of the 21st century. The policy aims to promote inclusivity, equity, and access to education for all students, irrespective of their socio-economic status, gender, religion, or disability. However, the implementation of the policy poses several challenges and issues, particularly in the context of inclusive education. In this response, I will highlight some of the major challenges and issues related to inclusive education under the NEP 2020.

Implementation challenges: One of the key challenges of the NEP 2020 is its implementation at the ground level. The policy envisages significant changes in the education system, including the inclusion of children with disabilities and the provision of quality education to all students. However, the implementation of such reforms requires significant investment, capacity building, and systemic changes, which can be challenging in a country with a vast and diverse education system. The success of inclusive education under the NEP 2020 will depend on the effective implementation of the policy at all levels.

Infrastructure challenges: The implementation of inclusive education also poses infrastructure challenges, particularly in rural and remote areas. Many schools in these areas lack basic facilities, such as ramps, accessible toilets, and inclusive classrooms, which are essential for children with disabilities. The NEP 2020 acknowledges this challenge and proposes the creation of a National Mission on Foundational Literacy and Numeracy, which will focus on strengthening the infrastructure and resources of schools. However, the success of this mission will depend on its effective implementation and allocation of resources.

Teacher training and capacity building: Another significant challenge in implementing inclusive education under the NEP 2020 is the

training and capacity building of teachers. Many teachers in India lack the necessary training and skills to teach children with disabilities or to create an inclusive classroom environment. The NEP 2020 proposes the establishment of a National Teacher Education Programme, which will focus on the training and capacity building of teachers. However, the success of this programme will depend on its effective implementation and the availability of resources.

Social and cultural barriers: In India, social and cultural barriers can hinder the access to education for marginalized groups, such as girls, Dalit's, and tribal communities. These barriers can also impact the inclusion of children with disabilities in mainstream schools. The NEP 2020 acknowledges this challenge and proposes the creation of a Gender-Inclusive Education System and a National Curriculum Framework for School Education, which will promote diversity and inclusion. However, the success of these initiatives will depend on their effective implementation and the engagement of communities.

Funding: The NEP 2020 has set ambitious targets for improving the quality of education, including inclusive education, but funding remains a significant challenge. The government's budget allocation for education has remained stagnant at around 3% of GDP for several years, which is insufficient to meet the needs of the education sector.

Limited Participation: Despite efforts to promote inclusive education, students with disabilities continue to face discrimination and exclusion. Many parents are hesitant to send their children with disabilities to mainstream schools due to the lack of understanding and support from teachers and other students.

Conclusion

The role of National Education Policy 2020 for inclusive education is beneficial for all the people in general and Divyangjan, but more benefits are being given to general people in particular. with Very little use for the education of Divyangjan. And the pace of special teachers trained to educate

Divyangjan has been stopped, and this momentum needs to be sustained.

I hope that if the framework of National Education Policy 2020 is implemented in the inclusive classroom in the future, then immense possibilities will be created for disabled people to study in schools.

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