

**OPEN ACCESS**

Volume: 11

Special Issue: 1

Month: November

Year: 2023

E-ISSN: 2582-0397

P-ISSN: 2321-788X

Received: 27.10.23

Accepted: 19.11.23

Published: 20.11.23

Citation:

Sheeba, KA, and R. Manjula. "Inclusive Education in NEP 2020." *Shanlax International Journal of Arts, Science and Humanities*, vol. 11, no. S1, 2023, pp. 108–10.

DOI:

<https://doi.org/10.34293/sijash.v11iS1-Nov.7098>

# Inclusive Education in NEP 2020

**Dr. K.A. Sheeba***Assistant Professor**Stella Matutina College of Education (Autonomous), Chennai***R. Manjula***Ph.D., Scholar**Stella Matutina College of Education (Autonomous), Chennai***Abstract**

The NEP 2020 released by the Government of India makes along way in the form of Inclusive Education. The different techniques, methods and strategies paved the way towards Inclusive Education. The well-defined policies are essentially required to provide proper education to underprivileged and disabled children. It is an acceptable fact that education is compulsory for all irrespective of any status of Socio-economically Disadvantaged Groups and it is no longer a privilege in our country. This is the most important aspect of providing alternative and accessible education to all needy persons. The Inclusive Education policies ensured the platform for the development of education for all for further development and growth in all walks of life. The reasons for the requirement of the introduction of inclusive education were analyzed in detail by the expert committee of NEP 2020 and suggested a good amount of measures to reach the needy.

**Keywords:** NEP 2020, inclusive education, disabled children, etc.**Introduction**

Education is very important for anyone irrespective of caste, religion, creed, society, social and economic background for sustainability in the world. The government, teacher educators, society, specialists and experts in the educational field contribute a lot for the development of education and especially in reaching the needy. In this context, inclusive education is vital in every aspect. The educational policies introduced by the various and successive governments played an active role in the overall development of the people. The current government had introduced a new education policy called NEP 2020 wherein new thinking, ideas, strategies for improvement and development have been introduced which was well received by most of the people of our country. The NEP 2020 had specifically created a volume of recommendations for the benefit of the needy people in our society and this is called Inclusive Education. In this paper, we shall discuss about various aspects and issues of inclusive education.

**Definition and Meaning of Inclusive Education**

As per the UNESCO, "It is concerned with removing all barriers to learning, and with the participation of all learners vulnerable to

exclusion and marginalization. It is a 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”.

It means the methods and measures of the educational practice with which the disabilities of children are addressed and cater to regular classrooms wherein the possibility of mingling with other normal children is ensured.

It refers to the acceptance and recognition for the development of Socio-economically Disadvantaged Groups.

### **Need of the Inclusive Education in India**

Our country is a thickly populated and very vast spread over. The expanse of the land was wide and reaching out to the needy people is very difficult. Though the RTE Act was implemented in 2009, the success rate was not encouraging. The growing inequality and inability to access the quality education had led the nation to chaos in the development of education for the underprivileged children, especially in socio-economic disadvantaged groups. The successive governments had different strategies to provide inclusive education but failed in their attempts. The parents and the society at large were not encouraged to send their wards to the school due to various reasons such as economic conditions, family background, acceptance among the peers, mode of transport, etc. Further, it is also very important to note that the teachers are not well trained to handle this type of children among the normal children. The implementation of the various provisions of RPWD Act was not encouraging and the government could not see the results envisaged for the underprivileged and disabled children.

### **Major Recommendation of NEP 2020 in the Inclusive Education**

The experts and authors of committee headed by Dr. Kasthurirangan had formulated and recommended various aspects and measures to get involved in Inclusive Education for the development of underprivileged children with all sorts of disabilities.

- To extend equal opportunities in the education system irrespective of socio-economic background.
- To support the children individually with all types of assistance without any discrimination.
- Establishment of resource centers in good numbers to cater to the needy persons.
- To provide accessible facilities to enable the children to reach the school with the transport arrangements.
- Sports and recreation center would be of added attraction to these children.
- To provide board and lodging amenities wherever required.
- Training of the teachers to handle the disabled children in a conducive manner.
- Curriculum and examination patterns can be modified to suit the requirements of such children.
- To provide suitable guidance to the parents and society to send the children to the school without any hesitation with the help of social counsellors.
- To extend financial assistance to the parents and give the books and other learning materials to encourage the admission of the children.
- An effective audit process is to be in place for the follow-up and implementation of the RPWD Act 2016. The respective State governments have to ensure that the benefits are available to disabled children without fail.
- To provide alternative forms of schools to preserve their traditions and pedagogical styles. More number of schools of Kendriya Vidyalaya and Navodaya schools to help the admission of these children.

- Creation of the Special Educational Zones in all the areas with significant population in Socio-economically Disadvantaged Groups and to provide scheme to attract the children and parents.

### **Conclusion**

The NEP 2020 and the Inclusive Education policies are discussed in this paper in a crisp manner to understand the earnest efforts of the government to promote and provide suitable education and guidance for the neglected and disabled children. If these policies are discussed and followed in letter and spirit by all stakeholders, the benefits are noticed like the light at the end of the tunnel seen by us.

### **References**

1. Dr. Mohan Kumar (2021) IJCRT “Inclusive Education and National Education Policy 2020: A Review” | Volume 9, Issue 9 September 2021 | ISSN: 2320-2882
2. Nurshat, Atshybayeva, Yegenissova Almazhai, Butabayeva Laura, Abusseitov Begakhmet, Ainur Zhorabekova, Baimukhanbetov Bagdat, and Uaidullakyzy Elmira. “Competences Given to Disabled Students within the Scope of Inclusive Education.” *World Journal on Educational Technology: Current Issues* 13, no. 4 (2021): 696–706
3. Korsgaard, Morten Timmermann, Vibe Larsen, and Merete Wiberg. “Thinking and Researching Inclusive Education without a Banister -- Visiting, Listening and Tact as a Foundation for Collective Research on Inclusive Education.” *International Journal of Inclusive Education* 24, no. 5 (2020): 496–512. <https://doi.org/10.1080/13603116.2018.1469680>.
4. Marsili, Francesco, Annalisa Morganti, and Alessia Signorelli. “The Italian Leadership on Inclusive Education: Myth or Reality?” *Science Insights Education Frontiers* 9, no. 2 (2021): 1241–63.
5. Nandini, ed. (29 July 2020). “New Education Policy 2020 Highlights: School and higher education to see major changes”.
6. Jebaraj, Priscilla; Hebbar, Nistula (31 July 2020). “Rigorous consultations done before framing new National Education Policy, says Ramesh Pokhriyal Nishank”. *The Hindu*. ISSN 0971-751X.
7. <https://shikshan.org/nep-2020/equitable-inclusive-education/>
8. <https://www.unesco.org/en/inclusion-education>.