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Inclusive Education regarding NEP-2020: Challenges and Remedies

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Abstract

National Education Policy -2020 is the latest visionary of our education system. This visionary leads our education system to take a large step towards equity and equality. Inclusion in mainstream education is the central thought of NEP-2020. There is always a question mark behind every policy's implementation in the real field. This should be minimised with remedies and to imply that all remedies in a better way the challenges should be intercepted by all the stakeholders, teachers and parents. 'Learning for all' is the hidden motto of this education policy and through the objectives of inclusive education this would be fulfilled. The current scenario of regular classrooms is little different than the vision of NEP-2020. Somewhere lack of participation, lack of opportunities, lack of infrastructure and lack of humanity are also seen in the education system. These are the major challenges towards inclusive education but NEP-2020 has given gentle and effective suggestions for equitable and inclusive education. The remedies in terms of availability of resources, infrastructure, opportunities in each and every field and support of humans will definitely fill the lack of the education system. Some of the suggestions given by NEP-2020 regarding inclusive education; were already given in RTE-2009 Act,

NPE-1986, NPE-1968 and so forth policies but at the time of implementation in regular classroom all recommendations are not justified and applied therefore that kind of challenges must be emphasised for the better remedies to remove that kind of problems. NEP-2020 also focuses on Sustainable Economical and Developmental Goals to fill the gap in the education system. This study gives a sharp view about inclusive education, their recent challenges and remedies to resolve the glitches of it. Even this study shows the challenges of current education system which will be diminished by the visionary of NEP-2020.

Keywords: Inclusive Education, NEP-2020, Equality and Equity

Introduction

Inclusive Education is the area in which maximum implementation is remaining, due to number of challenges in any suggestion or recommendation of any policy. As inclusive education is the output of the historical process, from separated education to inclusive education. From separated education to integrated education and from integrated to inclusive education this journey is very impactful and meaningful. In the past the specially needed persons were excluded from the society, then time by time the improvement was happening than this group was satisfied with basic fulfillment and by the time integration in the mainstream; makes closer to every group of children. Under one roof both groups are treated equally but with different circumstances. At the end after the Independence of the nation; many policies and commissions suggested about the inclusive education in the field rather than the integrated or special education. Required ones are definitely satisfied with special education to fulfil their special need but under one roof all are equally treated must be followed by the people.

National Policy of Education-1968 has suggested about the equalization of educational opportunity regarding regional imbalances, common school system, education for girls, education for minorities and facilities to all children in mainstream education; if someone

requires more facility than it must be provided. Even this kind of recommendations are given in further educational policy documents like NPE-1986, PoA-1992, NCF-2005 and NEP-2020 as well. But major lack is in the implementation due to practicalities of the approach to justify the needs. Somewhere the acceptance of all including CWSNs, person with disabilities, minority groups, women and all other people are lacking our objective of inclusive education. Ample number of challenges raised for the inclusive education and to fulfil that all challenges NEP-2020 is bringing remedies for enhancement of it. At glance the challenges are faced by the stakeholders, teachers and parents to make availability and conducive environment for the learners. Even in teaching training programs these kinds of special skills are not taught to teachers as well; therefore, teachers will fail at some point to handle the child in the classroom. Somewhere, lack of infrastructure in institutions and economical lack in administration make the loss of opportunities and participation for special children. NEP-2020 suggested about the solutions for the problems in current education system regarding inclusive classrooms and inclusive society. Remedies are given in the NEP-2020 will successfully implement than maximum resolution can be achieved in education system.

Historical view of Inclusive Education

There is a hierarchy of education system with upliftment of inclusivity in the regular classrooms and institutions. In ancient time period there was an exclusion in the education system, if the person was having disabilities or any deficiencies; were excluded from the society. By the time that groups are separated from the mainstream and facilitated separately in another area and community. Than to remove this kind of discrepancy educational policies suggested about the integration of special groups in the mainstream, but the facilities and dealings were allotted separately. From last two decades; approach of inclusivity was enhanced to involve all equally in mainstream education under one roof. By this way the availability of resources, infrastructure and the man power is deliberately expanded in every institution. Challenges regarding participation, competition, examination,

assessment and so forth are in the focus and recently the NEP-2020 suggested the remedies regarding these challenges to overcome and improve our education system.

NEP-2020 shows the pathway to make inclusive education system and inclusive society by the equality and equity in the society. All members of the society have own responsibility to take care of them and others to get comfortable environment to needed ones. Uniformity in the education system brings novelty in society in the manner of living styles, human relationships and conducive environment of the society.

Needs of learners regarding Inclusive Education

The latest challenge of learners is the enrichment of resources and fulfilment of basic needs in regular classroom arrangement. Some social barriers make children more uncomfortable in the social platforms. Rigidity of schooling system make them more demotivated towards the learning process in the classroom, somewhere it makes more internal suffocation in the public. Major challenge is regarding the lack of teaching learning materials and instructional strategies, due to this miscommunication in learners make them hopeless and aimless.

These all problems are minimized at large extent by means of the suggestive pathways of NEP-2020. It brings changes in availability of teaching learning material, proper communication and give-take of instructions by mean of proper strategies used with different instrumental, digital devices. Social barriers can be minimized with the acceptance and promotion of special children by making conducive environment and motivation from the teachers and other authorities. By this way they feel secure and togetherness with regular children. They feel normal as others and even internal motivation and efforts for the work will be definitely boosted out. Equal opportunities to all and needed ones are provided with that much assistance in terms of equity must be provided. The current generation requires equity first than the equality; this will improve our education system for sure.

Role of stakeholders in Inclusive Education

Curriculum developers, policy makers and educationists played an important role in the education system and inclusive education is the novel approach nowadays in it. Therefore, all stakeholders have to take note in sincere consideration for better outcome from it. Flexibility and acceptance of the special child in mainstream education resists the growth of children by their quality performance. Administrators have their important role in the management and administration of any institution, a big challenge to the administrators is if no one in the institute has been having any kind of disability or else than there would be no readiness for specific infrastructure and other facilities. Suddenly, if any admission in that is to be done than rapidly, they have to arrange all the facilities in the campus. In practicality, this will not be fully possible because various circumstances are there to be processed in the system and it takes time for it. Economical expenses and funding issues are raising the challenges towards management system to fulfil the inclusivity of the campus.

NEP-2020 has suggested the remedy regarding this challenge; it ensures that in every school and college there must be the infrastructural facilities for special children and there must be an inclusive campus. Then only the authenticity of institution will be maintained otherwise the inspectional grade will be decreased. Even people are resisting themselves to raise an issue for the problem and taking its solutions. In that problems role of parents, teachers and other committee members of school management committee and committee of higher education as well.

Reflection of Teachers on Inclusive Education

Perspectives of teachers are very significant in every discipline of education because policy makers and curriculum developers form the norms and regulations regarding education and children are learning that new curriculum but bridge between these two groups is teachers; they connect theoretical work to be applied in real world in front of the

children. Therefore, the role and reflections of teacher on inclusive education is mandatory. Challenges are there in terms of pedagogical practices of teachers for special learners. Lack of training and judgement in teachers to deal with the special child and fulfil their needs accordingly. Teachers may face difficulties in real classrooms therefore, there is huge need for special training in pre-service and in-service teacher education programs.

NEP-2020 take the vibrant solution for this difficulty of pre-service and in-service teacher training programs. Integrated Teacher Education Program (ITEP) is propounded by the NEP-2020 which brings ultimate solution of the problems regarding inclusive education in teacher education. Bachelor of Education (B.Ed.) in Special Education two-year course is also came with the new suggestions of NEP-2020. If these pathways are intimately implemented and followed properly than that challenges are minimized at very short time period.

Conclusion

This study is exclusively reflecting the challenges and remedies regarding Inclusive Education. The educational hierarchy of inclusive education shows the importance of it from the independence of India. As NPE-1968, NPE-1986, PoA-1992, NCF-2005, RTE-2009 and at last NEP-2020 are suggesting various pathways for inclusive education. But the lack in implementation makes always gap in the education system in regular classrooms. Somewhere the unique ways of NEP-2020 make hopes for more betterment in inclusive education. As NEP-2020 solves the problems with ITEP program, special B.Ed. program and training programs of pre-service and in-service teacher education. Needs of learners are in the focus by this policy as it reflects on challenges and relative remedies of the inclusive education. Definitely, these ways will lead to the perfect inclusive education in the India.

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