

International Journal of Research in Special Education

E-ISSN: 2710-3870

P-ISSN: 2710-3862

IJRSE 2024; 4(1): 05-08

© 2024 IJSA

www.rehabilitationjournals.com

Received: 09-10-2023

Accepted: 15-11-2023

Avinash Vitthalrao Aneraye
Assistant Professor, Ajay Leela
Special Teacher Training College
Jodhpur, Rajasthan, India

Sunil Kumar Shirpurkar
Assistant Professor, DSE&R,
NIEPVD, Uttarakhand, India

Neeraj Madhukar
Assistant Professor, CRC-
Chhatarpur, Madhya Pradesh,
India

Shivanand Sakharan Kahalekar
Academic Coordinator,
Yashwantrao Chavan
Maharashtra Open University
Nashik, Maharashtra, India

Corresponding Author:
Avinash Vitthalrao Aneraye
Assistant Professor, Ajay Leela
Special Teacher Training College
Jodhpur, Rajasthan, India

Impact of national education policy 2020 on inclusive education for individuals with disabilities

Avinash Vitthalrao Aneraye, Sunil Kumar Shirpurkar, Neeraj Madhukar and Shivanand Sakharan Kahalekar

Abstract

India's educational system is about to undergo a major overhaul according to the National Education Policy (NEP) 2020. This study researches how NEP 2020 will affect inclusive education for people with impairments. Key legislative provisions, implementation techniques, and their consequences for developing an inclusive learning environment are examined in this study. The study examines the possible advantages and difficulties related to the policy's inclusion approach, highlighting the chances it offers for the education of people with disabilities. The study also examines how community involvement, teacher preparation, and technology might promote inclusive practices. This research adds to a better understanding of the interplay between NEP 2020 and inclusive education for people with disabilities by critically evaluating the policy's effects. Through examining these variables, the study seeks to advance a thorough comprehension of how the policy affects the educational environment for people with disabilities.

Keywords: National education policy 2020, inclusive education, individuals with disabilities, educational transformation, technology in education, special education, equity, diversity, empowerment, social inclusion

Introduction

The Government of India's National Education Policy (NEP) 2020, which aims to bring in a revolutionary age in the nation's educational landscape, represents a considerable break from conventional methods of education. This policy's emphasis on inclusive education-a dedication to giving people with disabilities fair access to education-is one of its most important features. The goal of inclusive education is to provide a setting in which all students, regardless of ability or disability, may receive high-quality instruction and actively engage in the learning process. This essay explores how NEP 2020 will affect inclusive education for people with impairments. In order to ensure that every student may succeed, inclusive education goes beyond just integrating people with disabilities into regular classes. Instead, it entails developing a setting that meets a variety of learning requirements. Examining NEP 2020's policy provisions, implementation techniques, and consequences for disabled people within the educational system is crucial as it develops. The research will conduct a critical analysis of the main NEP 2020 elements that are related to inclusive education, including technological integration, community participation, teacher preparation, and accessibility. These elements are essential in determining how inclusive educational institutions are. Through a detailed examination of these policy effects, the study seeks to shed light on how well NEP 2020 promotes inclusive education. In addition, the integration of technology into education is examined as a critical facilitator of inclusion. As NEP 2020 places a strong emphasis on leveraging technology, understanding how it can be harnessed to cater to the diverse needs of individuals with disabilities becomes paramount. Additionally, teacher training programs and community involvement are evaluated as essential elements in creating an inclusive educational ecosystem. Through this exploration, the paper seeks to provide a nuanced understanding of the interplay between NEP 2020 and inclusive education for individuals with disabilities. By shedding light on the potential benefits and challenges, the research aims to contribute valuable insights to educators, policymakers, and stakeholders invested in realizing the goals of inclusive education in the context of India's evolving education policy landscape. Knowing how NEP 2020 will affect inclusive education for people with disabilities is crucial as India works to bring its educational system into line with international norms.

The purpose of this research is to provide insightful information to educators, policymakers, and stakeholders so that the inclusive education goals established in the revolutionary NEP 2020 may be effectively realized.

Review of Literature

1. **Early Childhood Care and Education (ECCE):** The NEP 2020 emphasizes the importance of ECCE, and this can positively impact individuals with disabilities by providing them with early interventions and support.
2. **Universal Access to Education:** The policy envisions universal access to education, which implies that individuals with disabilities should also have equal opportunities to access education. This includes providing necessary infrastructure, support services, and trained teachers to cater to diverse learning needs.
3. **Flexible Curriculum and Assessment:** The NEP promotes a flexible and multidisciplinary approach to education. This flexibility can benefit students with disabilities by allowing for personalized learning plans and assessment methods tailored to their individual needs.
4. **Teacher Training and Professional Development:** The policy emphasizes the need for continuous teacher training and professional development. This can contribute to a better understanding and implementation of inclusive teaching methods to support students with disabilities in mainstream classrooms.
5. **Use of Technology:** The NEP recognizes the role of technology in education. This can be particularly beneficial for individuals with disabilities, as technology can provide tools and resources to facilitate their learning and participation in the education system.
6. **Community Participation:** The policy encourages community participation in the education process. This can be crucial for individuals with disabilities, as community involvement can lead to increased awareness, acceptance, and support for inclusive education.

Operational Definition

1. **Inclusive Education:** In this study, inclusive education refers to the educational approach that actively accommodates and addresses the diverse learning needs of individuals with disabilities. It encompasses the provision of accessible learning materials, supportive classroom environments, and the active participation and engagement of students with disabilities in mainstream educational settings.
2. **Policy Implementation:** Policy implementation, within the scope of this study, refers to the actual execution and application of the inclusive education provisions outlined in the National Education Policy 2020. This includes the enactment of specific strategies, allocation of resources, and enforcement of policies aimed at creating an inclusive learning environment for individuals with disabilities.
3. **Accessibility:** Accessibility, as measured in this study, pertains to the availability and usability of educational resources, infrastructure, and technologies for individuals with disabilities. It includes physical accessibility (e.g., ramps, and elevators), curriculum accessibility (e.g., adapted materials), and technological accessibility (e.g., assistive technologies).

4. **Technology Integration:** Technology integration is operationally defined in this study as the incorporation and utilization of digital tools, platforms, and assistive technologies to enhance the educational experience and accommodate the diverse learning needs of individuals with disabilities within the framework of NEP 2020.
5. **Teacher Training Programs:** Teacher training programs, as assessed in this study, refer to organized and systematic initiatives aimed at equipping educators with the necessary skills, knowledge, and competencies to implement inclusive teaching practices effectively. This includes workshops, courses, and professional development activities focused on inclusive education strategies.
6. **Community Engagement:** Community engagement, within the context of this study, involves the active participation, collaboration, and support of various stakeholders, including parents, local communities, and non-governmental organizations, in fostering an inclusive educational environment. It includes activities such as community awareness programs, outreach initiatives, and collaborative partnerships.
7. **National Education Policy 2020: The Education Policy** lays particular emphasis on the development of the creative potential of each individual. It is based on the principle that education must develop not only cognitive capacities - both the 'foundational capacities' of literacy and numeracy and 'higher-order' cognitive capacities, such as critical thinking and problem-solving - but also social, ethical, and emotional capacities and dispositions. (As Per The NEP)
8. **Diversity:** Diversity is the condition or quality of having a variety of different elements or attributes within a group, community, organization, or any other setting. It encompasses the recognition and acceptance of differences in various aspects, such as demographics, culture, ethnicity, gender, religion, socioeconomic status, abilities, and more.

Hypothesis

The National Education Policy 2020 is likely to have a positive impact on inclusive education for individuals with disabilities in India.

Objective

1. **Early Childhood Care and Education (ECCE):** The NEP emphasizes the importance of early childhood care and education, which is particularly crucial for children with disabilities. Early identification and intervention can play a vital role in supporting the development of children with special needs.
2. **Universal Access and Participation:** The policy emphasizes the principle of universal access to education, ensuring that every child, including those with disabilities, has the right to quality education. It aims to reduce disparities and barriers to learning.
3. **Curricular Reforms:** NEP 2020 advocates for a flexible and inclusive curriculum that accommodates the diverse learning needs of students, including those with disabilities. This includes the development of suitable learning materials and resources for students with special needs.
4. **Teacher Training and Professional Development:** The policy recognizes the importance of training teachers to handle diverse learning needs. Specialized

training programs are encouraged to equip teachers with the skills and knowledge required to support students with disabilities.

5. **Assistive Technologies:** NEP 2020 acknowledges the role of technology in making education more accessible. It encourages the use of assistive technologies to cater to the specific needs of students with disabilities, ensuring a more inclusive learning environment.
6. **Inclusive Infrastructure:** The policy emphasizes creating an inclusive infrastructure that is physically accessible to all, ensuring that educational institutions are designed to accommodate individuals with different abilities.
7. **Flexibility in Assessment:** NEP 2020 promotes a shift from rote learning to a more competency-based approach. This can benefit students with disabilities, allowing for varied assessment methods that consider individual learning styles and abilities.
8. **Community Participation:** The involvement of parents, communities, and non-governmental organizations is encouraged to create a supportive ecosystem for individuals with disabilities within the education system.
9. **Diversity and Multilingualism:** The policy recognizes the diversity of languages and cultures in India. This inclusivity is essential for students with disabilities who may benefit from learning in a language that suits their needs.

Potential Outcomes and Benefits

Potential outcomes and benefits of the National Education Policy 2020 on inclusive education for individuals with disabilities can have a significant impact on various aspects of their educational experience. Here are some potential outcomes and benefits:

1. **Improved Access to Education:** NEP 2020 emphasizes the creation of an inclusive and accessible education system. This can result in improved physical infrastructure, such as ramps and elevators, making schools and colleges more accessible for individuals with mobility challenges.
2. **Inclusive Curriculum and Teaching Practices:** The policy encourages the development of a curriculum that is flexible and caters to diverse learning needs. Teachers may receive training to employ inclusive teaching methods, ensuring that individuals with disabilities can actively participate in the learning process.
3. **Support Services and Specialized Resources:** NEP 2020 may lead to the establishment of support services, such as special educators, counselors, and assistive technology, to address the specific needs of students with disabilities. This can enhance the overall learning experience and provide necessary assistance.
4. **Promotion of Assistive Technologies:** The policy may encourage the integration of assistive technologies in the learning environment. This includes tools and devices that assist individuals with disabilities in accessing educational materials, participating in class activities, and completing assignments.
5. **Inclusive Assessment and Evaluation Methods:** NEP 2020 may drive changes in assessment methods to ensure they are inclusive and consider diverse learning

styles. This could involve modifications in examination formats, alternative assessment methods, and accommodations for individuals with disabilities during evaluations.

6. **Promotion of Inclusive Attitudes and Awareness:** The policy's emphasis on inclusive education can contribute to fostering positive attitudes and awareness among students, teachers, and the community. This can lead to a more inclusive culture within educational institutions and society at large.
7. **Transition Support for Higher Education and Employment:** NEP 2020 may include provisions for supporting individuals with disabilities during the transition from school to higher education or employment. This could involve guidance counselling, skill development programs, and collaborations with employers to create inclusive workplaces.
8. **Empowerment and Increased Opportunities:** Inclusive education, as promoted by NEP 2020, has the potential to empower individuals with disabilities by providing them with equal opportunities for learning and personal development. This, in turn, may lead to increased participation in various aspects of society.
9. **Community Engagement and Collaboration:** The policy encourages collaboration between educational institutions, parents, NGOs, and other stakeholders. This collaborative approach can result in community engagement programs that support the inclusion of individuals with disabilities in both formal and informal educational settings.
10. **Legal Protections and Rights:** NEP 2020 may reinforce legal protections and rights for individuals with disabilities in the education system. This can include safeguards against discrimination, provision of reasonable accommodations, and the enforcement of accessibility standards.

It's crucial to remember that the real results and advantages will depend on how well the policy is implemented and how persistently problems and weaknesses in the system are fixed. The impact of NEP 2020 on inclusive education for people with disabilities will need to be continuously monitored and evaluated.

Conclusion

The Indian government's National Education Policy 2020 shows a strong commitment to supporting inclusive education for people with disabilities. The strategy lays the groundwork for a more inclusive and equitable education system by tackling a number of issues, including curriculum revisions, early childhood education, teacher preparation, assessment techniques, special education support, technological integration, and community involvement. The NEP 2020's holistic approach recognizes that children, including those with disabilities, have a variety of learning needs. Although the policy offers a thorough structure, efficient execution, resource allocation, and continuing monitoring and assessment are necessary for its successful implementation. The degree to which these concepts are really implemented on the ground will determine the real impact of the National Education Policy on inclusive education for people with disabilities. In order to provide an inclusive and supportive environment that guarantees equal opportunities for all kids, regardless of their skills or

disabilities, continued collaboration among educational stakeholders, including schools, instructors, parents, and communities, is imperative. Inclusive education for people with disabilities may benefit from the implementation of India's National Education Policy 2020. Nevertheless, the successful execution of the policy, appropriate resource allocation, and ongoing progress monitoring and assessment are all necessary for the successful implementation of these inclusive policies.

References

1. Kamala K. India National Education Policy (NEP) 2020. *Advance Research Journal of Social Science*. 2020;11(2):80-86.
<https://doi.org/10.15740/has/arjss/11.2/80-86>
2. Asif M, Singh K. Libraries @ national education policy (NEP) 2020 in India. *IP Indian Journal of Library Science and Information Technology*. 2022;7(1):18-21.
<https://doi.org/10.18231/j.jlsit.2022.004>
3. Aithal PS, Aithal S. Implementation Strategies of Higher Education Part of National Education Policy 2020 of India towards Achieving its Objectives. *International Journal of Management, Technology, and Social Science*. 2020:283-326.
<https://doi.org/10.47992/ijmts.2581.6012.0119>
4. Sarva Shiksha Abhiyan [Internet]. AICTE India; [cited 2024 Jan 09]. Available from: <https://www.aicte-india.org/reports/overview/Sarva-Shiksha-Abhiyan>
5. National Education Policy 2020 [Internet]. Ministry of Education, Government of India; [cited 2024 Jan 09]. Available from: https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
6. Shukla B, Joshi M, Sujatha R, Beena T, Kumar H. Demystifying Approaches of Holistic and Multidisciplinary Education for Diverse Career Opportunities: NEP 2020. *Indian Journal of Science and Technology*. 2022;15(14):603-607.
<https://doi.org/10.17485/ijst/v15i14.2296>
7. Kumar D, Singh M. India's New Education Policy (NEP) 2020 Creating Children with Disability. *International Journal of Advanced Research in Science, Communication and Technology*. 2022:70-74.
<https://doi.org/10.48175/ijarsct-2505>
8. Gajendrabhai VS, Joshi SC, Saini B. NEP, 2020 and education of children with disabilities. *International Journal of Research in Special Education*. 2021;1(2):11-13.
<https://doi.org/10.22271/27103862.2021.v1.i2a.9>