



NEP 2020 : REALM OF SPECIAL EDUCATION

**Editors
Fr. Tom George
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NEP 2020: Realm of Special Education

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National Conference On
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JESUS,
I TRUST
IN YOU



Editorial

National education policy (NEP) 2020 is a comprehensive document which aims to bring transformational reforms in the education system of India. This policy is holistic, Multidisciplinary and flexible. One of the main aim of this document is to increase the Gross Enrolment Ratio (GER) to 50% by 2023. This education policy gives importance to teacher education, technology in education and Multidisciplinary Education.

One of the main area of discussion in the NEP is education of students with special needs. This policy speaks about the need to provide equitable and inclusive education for students with special needs.

The policy talks about inclusive education for students with special educational needs. But it seems that the New Education Policy is to be clearer about the education of persons with disabilities. Because the education and training of persons with disabilities is possible only if there are well trained educators who are trained to look after the needs of the students with special needs. It means that we cannot simply ignore the importance of Special Teacher Training Institutions. Special educators are part and partial of the training, teaching and rehabilitation of persons with disabilities. There is a need to have well trained special educators in every school. There must be special teacher to look after the needs of the students with special needs.

The National Education policy mentions the importance of special educators who plays a vital role in the inclusive education. The success of inclusive education mentioned in the education policy will only possible if there are sufficient number of special educators. Inclusive education is to provide equal opportunities to students with special education needs to learn and develop to their maximum capacities. It is to provide necessary support and services, including assistive technology to enable the students with special needs to participate fully in the academic and social aspects of education .

NEP 2020 proposes to creation of a National Mission for Foundational literacy and Numeracy. The Mission aims to ensure that every child is able to read, write and do basic maths. The policy recognizes the importance of providing specialised support to students who require additional assistance because of their special needs. There must be block wise resource centres to provide academic support to students who are with special needs.

The special educators must be trained to support in the inclusive set up. As the policy recognize that special educators play a critical role in the success of the inclusive education it suggest that more investment must be done in the training of special educators.

When it comes to the implementation of the policy more discussion needed. We may have many more questions and enquires about national education policy 2020. What are the changes needed in the existing policies and practices for training of special educators? The conference on National education policy 2020 will help us to find answer to this question and many more questions

The purpose of this conference on education policy 2020 is to provide a platform for all educators and academics to discuss and deliberate on New Education Policy 2020 and how it helps in the field of special education and what more to be added to the policy to have an inclusive, equitable and high education system where students with special needs are not excluded. This is an opportunity discuss, understand and suggest ways and means to implement the education policy in favour of students with disabilities and for a successful inclusive education system in our country.

With Regards

Fr. Tom George

Director

Manovikas College of Special Education

Ujjain (M.P.)

Gratitude

Few Words...



As we know motto of new education policy is to Educate, Encourage and Enlighten the society. The 3E will raise a person and personality. The aim of policy is to provide a bright future to India. It is possible when Educate, Enlighten and Encourage each and every Indian child. Whether he or she is normal or special child.

We all are realising that our country is getting place in the first line in the world. To maintain this place teacher and teacher educators should make hard and sincere effort for all children without discrimination. It is fact that teacher shape the future of our children which reflect in future of our country.

For this purpose, it is necessary to analyze NEP 2020 with reference to Special Education. The NEP highlighted 'the purpose of the education System is to develop good human beings, capable of rational thoughts and action'. To make it possible it is necessary to do things about inclusive education, curriculum, pedagogy assessment technique, research and role of teacher Present National Conference has made an attempt to peep into the field of Special Education. Resource persons given their fruitful views and ideas. I want to express my heartfelt gratitude to our Patron Bishop Dr. Sebastian Vadakkal, Vice Chancellor of Vikram University Ujjain Prof Akhilesh Kumar Pandey, Eminent Educationist Prof D.N Sansanwal, Key Note addressor Prof. Sudesh Mukhopadhyay and all learned Resource Persons Prof Sujata Bhan, Prof Sushma Sharma, Dr. Kaushal Sharma, Dr. Apporva Panshikar, Ms. Yukti Gupta.

We are publishing all Presentations of Resource persons and participants along with Key Note address. Thanks to all participants from all over India who have given grace to this conference.

With Regards,

Dr. Prem Chhabra
Academic Director,
Manovikas College of Special Education,
Ujjain

About the Conference

NEP 2020 emphasizes the need to provide an inclusive and equitable education system that recognizes the diverse needs of students with disabilities and special needs and encourages full participation. The policy highlights the importance of early identification and intervention for children with disabilities to address their individual needs and provide them with necessary support to succeed in their academic pursuits. NEP speaks about a teacher training program that provides educators with the skills and resources necessary to support children with special needs. The conference aims to provide a platform for interaction among various stakeholders in the education sector. It seeks to explore and discuss the various provisions of the New Education Policy 2020, best practices, innovative approaches, and implementation strategies. Through this conference on National Education Policy 2020, the participants can gain an in-depth understanding of the policy and its various components. The conference will also highlight the potential challenges in implementing the policy and identify ways to overcome them. It is time to peep into NEP 2020 to see the reflection of the Realm of Special Education.

Patron of the Conference



Bishop Dr. Sebastian Vadakkel

Conference Director and Convenor



Fr. Tom George

(Director, Manovikas College of Special Education, Ujjain)



Dr. Prem Chhabra

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DR. SEBASTIAN VADAKKEL
Bishop of Ujjain

Chief Guest



PROF. AKHILESH KUMAR PANDEY
Vice Chancellor
Vikram University, Ujjain

Key Note Address



PROF. SUDESH MUKHOPADHYAY
Former Chairperson
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Conference Director & Convener



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Message

I am happy to know the Manovikas College of Special Education, Ujjain has taken an excellent step to organize two days National Conference on National Education Policy:2020: Realm of Special Education. The topic selected for the conference is relevant to the time. Many eminent educators, students and parents will exchange ideas, share experience and discuss best practices in implementing the New Education Policy 2020. Let me avail this opportunity to wish the organizers all the best. May the conference be fruitful and engaging!



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संदेश

अत्यन्त हर्ष का विषय है कि मनोविकास कॉलेज ऑफ स्पेशल एजुकेशन जवाहर नगर, उज्जैन के द्वारा 7 एवं 8 जुलाई 2023 को **"NEP 2020 Realm of Special Education"** विषय पर आधारित एक राष्ट्रीय सम्मेलन का आयोजन किया जा रहा है। इस कार्यक्रम के सफल आयोजन हेतु मैं मनोविकास ऑफ स्पेशल एजुकेशन परिवार को अपनी ओर से हार्दिक शुभकामनाएं प्रेषित करता हूँ।

(डॉ. मोहन यादव)

प्रो. अखिलेश कुमार पाण्डेय
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सन्देश

मुझे यह जानकर प्रसन्नता है कि मनोविकास विशेष शिक्षा महाविद्यालय, उज्जैन राष्ट्रीय शिक्षा नीति 2020 : विशेष शिक्षा के क्षेत्र (National Education Policy 2020 : Realm of Special Education) पर आधारित दो दिवसीय राष्ट्रीय संगोष्ठी का आयोजन दिनांक 7 व 8 जुलाई 2023 को करने जा रहा है। इस अवसर पर शोध पत्रिका का प्रकाशन भी किया जा रहा है। विशेष शिक्षा के विभिन्न क्षेत्र और पक्षों पर विद्वतगण अपने विचार रखेंगे जो सबके लिये ज्ञानवर्द्धक होंगे तथा विशेष शिक्षा की गुणवत्ता में वृद्धि करेंगे।

मैं महाविद्यालय द्वारा प्रकाशित होने वाली शोध पत्रिका के सफल प्रकाशन के लिये शुभेच्छाएं प्रेषित करता हूँ।

(प्रो. अखिलेश कुमार पाण्डेय)

Prof.Arpan Bhardwaj

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Greeting message

I am very glad and delighted that Manovikas College of Special Education, Ujjain is going to organize a national conference on “**NEP 2020: Realm of Special Education**”. Providing value-based education and the development of mental consciousness is true education. This type of conference in the field of education is wonderful and commendable.

I send my best wishes for the success of the National Conference to be organized by the college.



(Prof.Arpan Bhardwaj)

अशोक कडेल
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शुभकामना संदेश



प्रसन्नता का विषय है कि मनोविकास कॉलेज ऑफ स्पेशल एज्युकेशन-उज्जैन द्वारा राष्ट्रीय शिक्षा नीति-2020 Realm of Special education पर राष्ट्रीय सेमिनार आयोजित किया जा रहा है। राष्ट्रीय शिक्षा नीति 2020 में दिव्यांग की शिक्षा को लेकर पर्याप्त महत्त्व दिया गया है, क्योंकि दिव्यांग को सहानुभूति के साथ सामर्थ्य की भी आवश्यकता है और यह सामर्थ्य शिक्षा से उसे प्राप्त होगा और शिक्षकों को भी बहुत धैर्यवान व संवेदनशील होने की आवश्यकता है, इन शिक्षकों का निरंतर उन्मुखीकरण और नयी-नयी तकनीक की जानकारी भी उन्हें इस दिशा में आगे बढ़ने के लिये प्रेरित करेगी। महाविद्यालय द्वारा इस दिशा में निरंतर प्रयास किये जा रहे हैं।

इस अवसर पर महाविद्यालय सेमिनार व स्मारिका का प्रकाशन भी करने जा रहा है, मैं अपनी शुभकामनाएँ प्रेषित करता हूँ।

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प्रति,

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मनोविकास विशेष शिक्षा महाविद्यालय द्वारा " Realm of Special Education " विषय पर आयोजित संगोष्ठी के सफल आयोजन हेतु हार्दिक शुभकामनाएँ। राष्ट्रीय शिक्षा नीति 2020 के संदर्भ में विशेष शिक्षा के क्षेत्र में विश्लेषण हेतु नियोजित विचार बिन्दु अत्यंत उपयोगी एवं महत्वपूर्ण सिद्ध होंगे।

समावेशन का विचार भारतीय संस्कृति के आधारभूत दार्शनिक तत्त्वों में निहित है। विशेष शिक्षा के संदर्भ में यह समीचीन है कि राष्ट्रीय शिक्षा नीति 2020 के परिप्रेक्ष्य में इस दिशा में चिन्तन हो। यह चिन्तन आने वाले शिक्षक समुदाय के लिए दिशा निर्देशक दीप स्तंभ का कार्य करेगा।

समस्त "मनोविकास" परिवार को आयोजन की सफलता के लिए पुनः मंगलकामनाएँ।

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1. Education of the Persons with Disabilities Yesterday, Today and Tomorrow (NEP 2020: Realm of Special Education)

Sudesh Mukhopadhyay

Introduction:

Let me start by first referring to the context in which we are going to have a dialogue and exchange our views. National Education Policy 2020 is in public domain. We all professionals, now certified, experienced and those who are in the making; are working in different roles to implement it with full sincerity.

Same is true for other stakeholders such as our learners, their families, and larger communities.

I also will like to draw your attention to the significant word that this conference is using REALM and the larger perspective that this word has significance for the special education.

- Realm as a term has travelled across the Globe, with "Realm" being particularly used for those states whose name includes the word *kingdom* (for example, the United Kingdom----- It is also useful to describe those countries whose monarchs are called something other than "king" or "queen"; for example, the Grand Duchy of Luxembourg is a realm but not a kingdom, since its monarch holds the title Grand Duke rather than King.¹
- Interestingly, there are also many synonyms to this word now such as *abstract sphere of influence, real or imagined. The domain of a certain abstraction.*
- For me, Realm of special education is its evolving nature over the centuries and decades as the Humankind evolved from being nomads, to hunters to being settlers.

In the process all types of territories became important! Territories brought wars, and also other documented and still unexplored aspects created situations that somehow, *we learnt to use terms with reference point of NORMALACY which is an illusion in itself. 'Special' is in the context of "Normal"*.

Evolving Nature of Special Education:

Special education, of course is a term that we all are quite familiar with and may have been used over few centuries. For example, 'Special education, as its name suggests, is a specialized branch of education. Claiming lineage to such persons as Jean-Marc-Gaspard Itard (1775–1838), the physician who "tamed" the "wild boy of Aveyron," and Anne

¹ <https://en.wikipedia.org/wiki/Realm>.

NEP 2020: Realm of Special Education

Sullivan Macy (1866–1936), the teacher who "worked miracles" with Helen Keller, *special educators teach those students who have physical, cognitive, language, learning, sensory, and/or emotional abilities that deviate from those of the general population. Special educators provide instruction specifically tailored to meet individualized needs, making education available to students who otherwise would have limited access to education*².

Many countries witnessed the establishment and growth of special services referred as rehabilitation and special centers after the World Wars where war veterans were served. Canada is one such example where all public places are accessible for wheelchair users and services for the Persons with Visual impairments are mainly for aging population unlike many other low-and middle-income countries where, polio and nutrition, etc. created these requirements in child population also. ***This is where may be the Term Special Education started evolving as different to Education.***

In India these services started most likely with Christian missionaries in the 1880s. As at that time there was no concept of Education as A Right or welfare states, the service/ charity model became synonym with special schools. For instance, formal educational institutions were established for the blind in 1887, for the deaf in 1888, and for mentally deficient in 1934 (Misra, 2000). After these early establishments in the late 19th century or early 20th century, a growth was seen in the establishment of these institutions in the latter half of the 20th century. After independence from Great Britain in 1947, there was a systematic development of special education in India that saw the establishment of 81 schools between 1960 and 1975. If we all may recall in the independent India, all these services have been with the Ministry of Social welfare (MSW) now known as Ministry of Social Justice and Empowerment (MSJE). Till 1983 or so even the Integrated Education Scheme was with MSW. Important is to note that The Education Commission 1964-66, recommended to establish a cell at NCERT and this happened only in 1983. Luckily, I have been the part of that first batch who was sent by GOI to learn about integrated education in Great Britain in 1984.

Even after RPWD Act 2016 which offers a choice for special and Inclusive education as a Right and India being signatories to all international conventions related to Education for All and Education and Empowerment of PwDs, the fact remains, Special Education and so-called General Education run as parallel systems. Most of the initiatives for special education are by Parents/ Families, Civil Society and Charitable trusts etc. Very few are government funded and even registered. No reliable data base is available.

Good news is that NEP 2020 has created many windows of opportunity by endorsing the RPWD Act 2016 in totality and the Judiciary including the Supreme Court of India has given important judgements. One such is the advisory issued that Chapter 3 of the RPWD Act on Reasonable Accommodation should be considered for those also who may not have Benchmark Disabilities but need Accommodation. MSJE/ DEPWD has already issued the

²<https://www.encyclopedia.com/social-sciences-and-law/education/education-terms-and-concepts/special-education>. (Note italics by this author to emphasise the point being made)

notification in 2022³. The matter of the Status of Special Educators is also under consideration as of now.

Hence, I summaries here that yesterday is important for us to understand the evolving nature of special education. Many futuristic developments are awaiting us. Our prime goal remains the same, “to Serve the Humanity” in all its diversity, and PwDs represent one such diversity, as none of us are Homogenous, in many ways each person is UNIQUE.

I am looking at NEP2020 for the opportunities that are/ may be available to serve their unique requirements as we all are being served in spite of not being homogenous. While NEP 2020, will be discussed in greater details, I will like to draw your attention to some specific area where Institutes for Preparing Manpower for the Special Schools and Inclusive Schools can also can evolve as Resource Support in multiple forms that NEP 2020 offers.

Special Schools are for empowering PwDS, and their role does not end with early intervention, education as per the needs arising from the conditions but also to empower them for Adult Roles and Contributing Citizens.

Main Take Aways from the NEP 2020:

Just to give a context to the Windows of Opportunity that I am indicating, let us look at some main points of the NEP 2020 that are across the Whole Policy document starting from the Statement of the Principles to the last chapter across School Education, Higher Education, Research and Making It Happen. It will be a mistake on our part if we just Google the Document for Special and / or Inclusive Education. We need to look at the Intent and not get delimited by the Letters used.

I. NEP recognizes the importance of creating enabling mechanisms for providing the Children with Disabilities quality education at par with all others and recognises their right to education and Choice of Schooling: Special as well as Inclusive.

II. All Children and Persons with Disabilities can fully participate in the education process from the Foundational Stage to the Higher education.

III. While preparing the National Curriculum Framework, NCERT will ensure that consultations are held with expert bodies such as National Institutes of DEPWD and

³ 641_2016_3_1501_30887_Judgement_28-Oct-2021.pdf, https://main.sci.gov.in/supremecourt/2016/6641/6641_2016_3_1501_30887_Judgement_28-Oct-2021.pdf. Para58. For the nature of observations made and directions issued, it is not limited to the States of Uttar Pradesh and Punjab but will perate across the country (all States and Union Territories).

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RCI. Curriculum for the Foundation Stage is already in Public Domain. It has sections related to Children with Disabilities.

IV. Schools/School complexes will be provided resources for the inclusion of children with Disabilities. (My Note: This is One Window to actualise SDG 17 on Partnerships and for the Evolving Role of Special Education).

V. By endorsing RPWD Act, we can expect that all challenges being faced by the special educators, ensuring reasonable accommodation, meeting special needs of Persons with Benchmark Disabilities, Assistive Devices, etc. will also be resolved as NEP 2020 progresses in the implementation Process.

Now there are evidences available in the Public Domain that Education of the Children and persons with Disability is in focus, Universities, Institutes, Professional bodies and even networks like CBR are actively involved. Hence, we need to understand how expectations from and the Role of Special education may further evolve in the next few years. I am going to share some select examples in this context.

Evidence of the Implementation of the INTENT of NEP 2020

Let me start with RCI and NCTE dialogue post- NEP 2020 as important evidence taking from the Annual Report of the RCI 2021-2022⁴.

- *p24 A meeting was held on 1st March 2021 with Member Secretary, National Council for Teacher Education (NCTE) through Video Conference regarding initiation of process for signing of a MoU between RCI and NCTE for recognition of TEIs for special teacher training courses as per the mandate of NEP 2020. Regulations for TEIs imparting special teacher training courses to be framed in consultation between both the organizations.*
- *PP26-27 (xvi) A Meeting on alignment of special education curriculum as per NEP 2020 and modalities for MoU between RCI and NCTE held under the joint Chairpersonship of Member Secretary, RCI and Member Secretary, NCTE on 21 October, 2021 at 4.00 p.m at RCI.*
- *(xvii) The following draft agenda by NCTE was discussed:*
 - i. *As per NEP 2020 only three programs in the field of Teacher Education i.e. Four years integrated B.Ed. Programme, two years B.Ed. programme and One year B.Ed. programme are to be offered. So the programs currently offered by RCI need to be aligned with the provisions of NEP 2020 as has been developed by NCTE. This was*

⁴ Excerpts from the Annual report of the RCI, 2022
<https://disabilityaffairs.gov.in/content/upload/uploadfiles/files/MSJE%20Annual%20Report%2022%20English.pdf>

taking into consideration as gradually all teacher education programs have to be converted by 2030.

- ii. *As per NEP 2020 standardization and institutional reforms have to be undertaken. NCTE wanted to discuss as to how these have been undertaken or proposed to be undertaken in respect of Special Education programs.*
- iii. *The content of the courses of general education and special education be shared for the benefit of the students.*
- iv. *The entry qualifications, minimum standards for special teacher educators be prepared by the RCI in consultation with NCTE with 20-30% flexibility as per the requirement of RCI. The amendments to B.Ed. & D.Ed. (Special Education) have already been made by NCTE and are prescribed as minimum qualifications for the appointment of the school teachers.*
- v. ***Research study undertaken by RCI in terms of the requirement /demand & supply of Special Educators state or disability wise.***
 - ***(xix) A Meeting to finalize the topic wise content for 5 days and 15-day in-service training module for inclusive education and to develop the norms and guidelines for setting up of special school for respective area of disability as per the directions of Hon'ble Supreme Court held on 19 November, 2021 at 4.00 p.m at RCI through video conferencing under the chairpersonship of Smt. Aloka Guha.***
 - ***(xx) The Expert Committee meeting for development/review of training programmes for various categories of professionals/personnel held on 25 November, 2021 and on 30 November 2021 at RCI under the chairpersonship of Shri Sohan Pal to scrutinise the applications received for empanelment of rehabilitation professionals as expert committee member and to select experts in all the 11 committees. Accordingly, the committee members have prepared the 11 Expert Committees for development of training programmes in various categories of professionals / personnel as:***
 - i. *Prosthetics & Orthotics.*
 - ii. *Audiologists, Speech Language Pathologists, Hearing Aid and Ear Mould Technicians, Speech & Hearing Technicians*
 - iii. *Clinical Psychologists and Rehabilitation Psychologists*
 - iv. *Hearing Impairment and Speech & Language disability*
 - v. *Special Teachers/ Orientation & Mobility Specialists in the field of Blind & Low Vision*
 - vi. *Special Teachers in the field of Intellectual and Developmental Disabilities (Intellectual Disability, Specific Learning Disability and Autism Spectrum Disorder)*
 - vii. *Multiple Disabilities (Cerebral Palsy & Deafblindness)*
 - viii. *Rehabilitation Counselors, Vocational Counselors, Placement Officers, Employment Officers and Rehabilitation Social Workers*
 - ix. *Indian Sign Language (ISL)*
 - x. *Rehabilitation Administrators, Community Based Rehabilitation personnel, Multipurpose Rehabilitation Workers, Rehabilitation Engineers, Technicians, and Care Givers.*
 - xi. *Inclusive Education*

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Similarly, one can also search for many such evidence from the websites of the Ministry of Health and Family Welfare as the Allied Services Bill has been passed by the Parliament⁵. This is important as many therapies are not under RCI Act but are required by our PwDs.

Also, Courts specially the Supreme Court is also endorsing the RPWD Act Provisions both in Education and other sectors such as Reasonable Accommodations in the competitive examinations and has given advisories to the DEPWD for the Reasonable accommodation. DEPWD has already issued the notifications. The issue of Special Educators is also under consideration.

Now I would like to move to some significant challenges that we as a sector need to address and special schools are the first step.

Some Significant Challenges:

I undertook a systemic review approach while preparing for the ‘Rights of Differently Abled Women’ from December 15 - 16, 2022 for DSE, Mumbai⁶. The report can be procured from the DSE on request. I am going to refer to some of the challenges that are equally important as we move to understand and execute NEP 2020 and some of the points are common with that write up/ presentation. Though one can list many points such as Health related Services, Digital Exclusion, Locational Disadvantages, etc., I am limiting to only few select points in this address that may be more important for this conference.

1. Recognising and Empowering PWDS as AGENCY:

As per RPWD Act,2016for example has a category of Persons with Intellectual Disability (PwID)with many more sub-categories like ASD, LD, and a category Mental Illness, etc. including ID, earlier referred to as Mental Retardation (MR). Hence, PwID are more than ID(MR) as we generally understand. Today even these peoplelabelled as ID are able to pass school level examinations through flexible curriculums and flexibility in materials, mode of assessment etc. Independent Living for Sustainable Development is influenced by this consideration! Hence, it is important that we learn to be Responsive and the important step would be the Recognition of the Vulnerable Being an AGENCY! And We all are vulnerable at some point of LIFE!

⁵. THE NATIONAL COMMISSION FOR ALLIED AND HEALTHCARE PROFESSIONS BILL, 2020, passed in 2021. (Its Schedule has many other Rehab Professionals that are not under RCI, such as Psychologists)

⁶Former Chairperson RCI and Professor &Head I Dept. of Inclusive Education, NIEPA. Keynote Speaker at 10.45-11.15 am, 15 December 2022 at Department of Special Education SNDT Women's university for the National Seminar sponsored by National Commission for Women, on the theme ‘Rights of Differently Abled Women’ from December 15 - 16, 2022.

In social science, agency is the capacity of individuals to have the power and resources to fulfill their potential. For instance, structure consists of those factors of influence (such as social class, religion, gender, ethnicity, ability, customs, etc.) that determine or limit agents and their decisions (Baker, 2005, P448). The influences from structure and agency are debated—it is unclear to what extent a person's actions are constrained by social systems⁷. This would imply that One's agency is one's independent capability or ability to act on one's will. We all need to Reflect & Analyze whether Do We Really Consider PWDS as an Agency? Do we discriminate across different disabling conditions?

We as sector will not be able to avail the opportunities, if we do not work together as a Team and mutually respect ALL Persons with Disabilities/ Vulnerable as NEP is going to prioritize on Special Education Zones that goes much beyond the PWDS.

2. Intersectionality:

To make full use of the challenge mentioned above, you may also like to use the term intersectionality and may also provide an insight the terms like cross- disability. These will have implications as we move forward on Curriculum reforms at all levels of education and empower PwDS to have a world view.

The term in literature is *Intersectionality* as explained by Anthony, N., Bills, K. (2021)⁸:

- *Studies indicate that many of these negative interactions derive from behaviors seen as “aggressive” by law enforcement (Tint et al., 2017). Tint et al. (2017) revealed that in a sample of 284 adults with ASD, 16% reported having a negative interaction with adults within a 12-18-month span due to their behaviors being misinterpreted as aggressive. Moreover, Turcotte et al. (2017) found that youth with ASD who have severe psychiatric problems had an increased risk of law enforcement interactions than other youth with the disorder.*
- ***The concept of intersectionality*** has increasingly been the focus of research pertaining to inequality among diverse and marginalized groups (Lapalme et al., 2020). --- *Intersectionality can be described as the interconnectedness of various marginalized groups based on race, disability status, gender, sexual orientation, and socioeconomic status (Lapalme et al., 2020). Thus, individuals who identify with multiple marginalized groups can experience higher levels of structural inequality when interacting with law enforcement*

These recent concerns of intersectionality of historically marginalised groups including Persons with Disability raises some important concerns to understand the evolving global perspectives about PwDs and within that the Women with Disabilities (WwDs).

⁷ Barker, Chris. 2005. *Cultural Studies: Theory and Practice*. London: Sage. ISBN 0-7619-4156-8 p448 as quoted in [https://en.wikipedia.org/wiki/Agency_\(sociology\)](https://en.wikipedia.org/wiki/Agency_(sociology))/ accessed 26 December 2022.

⁸ Anthony, N., Bills, K. (2021). Black, Autistic, and Interactions with Law Enforcement. *Academia Letters*, Article 395.

3. Gender:

“Among women, the woman with a disability is seen as inferior, and even among other people with disabilities she is not their equal. In fact, women with disabilities find themselves in a "Catch 22" situation, in which they are forced into being among the most isolated and marginalized. Thus, they become the poorest of people, leaving them at increased risk of ill health.

Women in poorer communities, and particularly those in the developing countries, appear to be more vulnerable to disability. A study, carried out in 1989 by the International Labour Organisation (ILO) in six Asian and Pacific countries, showed a relatively higher incidence of disability among women between the ages of 15 and 44 when compared to men. Yet, overall, there are more disabled men than women. This could be explained by the fact that women in that age group suffer more from ill-health caused by too many pregnancies, inadequate post-natal health and medical care, and poor nutrition, all of which put them at greater risk of disability. That there are fewer women than men with disabilities, despite the fact that women generally live longer than men, may indicate that girls and women with disabilities simply receive less care and support than men, leading to earlier death” (P1, ESCAP. 1995)⁹.

This observation is not surprising but has been overlooked both by the Feminist and Disability Movements across the Globe. My own analysis on these lines was published in 1993 based on UNICEF Data for India: More Boys are born with Disabilities and more girls become disabled by the time they reach the age of 5. The role of women with or without disabilities in the education of disabled and the movement towards inclusive education has probably not been researched much although it is a fact that many institutions set up for children with disabilities have been initiated by parents of children with disabilities and particularly mothers.¹⁰

In the Context of NEP, we will need to create databases respecting the gender implications of the disability and also pay attention to violence, safety, life skills and all other such aspects. It is not one over other, boys and girls all need to cover in all data bases, disability sector need to reaffirm this for better policy planning and implementation.

⁹ Full-text not available, please contact library@unesco.org for more information. **Hidden Sisters: Women and Girls with Disabilities in the Asian and Pacific Region** © United Nations Economic and Social Commission for Asia and the Pacific. [ST/ESCAP/1548] 1995/ accessed 26 December 2022.

¹⁰ **Source:** 2015 Vol I. compressed Chapter on Education, background paper by Sudesh Lily and edi (M) : Rajput Pam: Coming to the Report, the Committee has submitted its report to the Ministry and its term is also over. What the Govt does with the Report is their concern. For your Information the WCD did put the executive summary on its web site. 2015 Vol I. compressed Chapter on Education, background paper by Sudesh Lily and edi (M).

file:///C:/Users/HP/Desktop/2015%20Vol%20I.compressed%20Chapter%20on%20Education,%20background%20paper%20by%20sudesh%20Lily%20and%20edited%20by%20Karuna.pdf

4 Supporting Boys & Girls with Disabilities for Transition to the Adulthood:

Transition into adulthood has been studied across the globe with an eye on this stage of life as the important phase of life when one gets voting rights, is expected to be a responsible and contributing citizen and even in the economic terms younger population is seen as the support for children and older age groups. Same consideration is required for the transition of persons with disabilities to the adulthood. It is an unexplored area within the disability sector. The document by Hogansen, J & Kristin Powers, K. (year NA)¹¹ is an eyeopener and observes:

Gender Matters:

“More recently, the US Department of Education generated nationally representative information to assess the status of youth with disabilities in the early 21st century: The National Longitudinal Transition Study-2 (NLTS2; Wagner, Newman, Cameto, & Levine, 2005). In the NLTS-2, as well as other nationally representative samples, almost two-thirds of youth with disabilities are boys. While the reasons for this disproportionate number of boys among youth with disabilities is unclear, it is important to understand that the experiences of youth with disabilities as a group disproportionately reflect the experiences of boys. Even so, recent findings from the NLTS-2 indicate some gains for young women with disabilities, as well as identify areas that continue to need improvement.”

- *Girls with disabilities represent between 5 and 8 percent of all female youth (Rousso, 2002). They experience disabilities of all types, including physical, sensory, learning, emotional, intellectual, and health. **Unfortunately, these girls often experience double discrimination based on their gender and disability.***
- *A number of studies have looked at the relationship between gender and post-school outcomes for youth with disabilities. In a comprehensive review of the literature, comprising 34 studies completed between 1972 and 1998, it was found that:*
 - *Well over half the studies reported a 20-30% lower employment rate for women with disabilities compared to women without disabilities, men without disabilities, and men with disabilities;*
 - *Women with disabilities were 11-49% less likely than men with disabilities to work full-time and they earned as much as 78% less;*
 - *Women with disabilities were mostly employed in low status jobs, such as service, clerical/secretarial, and the helping professions (Doren & Benz, 2001).*
- *Key findings from the 399 plans reviewed indicate **that the transition plans of all youth are generally poor in quality and often do not reflect the requirements of IDEA or effective practices.***

¹¹ Hogansen, J & Kristin Powers, K. (NA) **Supporting Girls with Disabilities as They Transition to Adulthood: An Awareness Document for Parents, Youth, Advocates, and Professionals** (This study was supported by grant No. H324D010026 from the U.S. Department of Education, Office of Special Education Programs (OSEP). The views stated in this report do not necessarily reflect those of the funder) (Year not mentioned but may be around 2005)
<https://pathwaysrtc.pdx.edu/pdf/pbSupportingGirlswithDisabilities.pdf>

- **Importance of Transition Planning for Girls:** Lack of Role Models and Mentors, Different Goals for Transitions, Lack of Match Between Youth's Vocational Aspirations and Actual Training, Low Expectations, High Fears, Low Self-Perception.
- **Recommendations for Successful Transition Planning for Girls:** Engage in Effective Transition Practices, Develop Transition Plans That Matter, Educate And Support Professionals, Respect And Listen To Youth's Goals And Aspirations, Recruit Mentors And Role Models, Promote High Expectations For Youth, Promote Self-Determination, Attend To Cultural Context

In India also such work has been initiated but gender perspective is not highlighted.

Pandey and Agrawal (2013)¹² observed, “This analysis of the evidence-based literature on transition to adulthood for youth with disabilities indicates that there has been a growth in the number of studies and review articles on this topic in the past eight years. The literature provides a clear picture of the experiences, challenges and desired outcomes of youth with Best Practice Guidelines for the transition to adulthood for youth with disabilities. It is evident that there is a great deal of knowledge about separate 'components' of transition: the different perspectives and experiences; different types of transition; different domains; and various factors (often separated in the literature into barriers and supports). Challenges also exist between a holistic/interactional approach to transition and disability that most people, organizations and governments aspire to, and current organizational and system differences and needs. Researchers, organizations and services will need to put aside the view that 'our group is different/special' and recognize that, while there will always be unique situations and needs, more progress in studying this complex issue and providing appropriate services and supports may take place if everyone works together”.

- A document was first prepared as a background document for the parallel session, “Implementing Inclusive Education to meet the Educational Needs of Persons with Disabilities” at the International Conference “From Exclusion to Empowerment: Role of ICTs for Persons with Disabilities” (24-26 November 2014, New Delhi, India).
- Also, The Right to Education for Persons with Disabilities, Overview of the Measures Supporting the Right to Education for Persons with Disabilities reported on by Member States Monitoring of the Implementation of the Convention and Recommendation against Discrimination in Education, (8th Consultation) UNESCO, 2015, New Delhi.

The respondents (50 Countries) were asked to rank the priorities for each of the stakeholders in terms of importance. The numbers presented above take into account the answers that were ranked in the first 2 positions as listed below:

1. The main priority for national governments is to move towards a culture of inclusive education and establish a common system.

¹² Pandey, Sudha & Agarwal, Shalini, & Scholar, Research & Professor, Assistant. (2013). Transition to Adulthood for Youth with Disability: Issues for the Disabled Child and Family. Journal of Humanities and social Science. 17. 41-45. 10.9790/0837-1734145; https://www.researchgate.net/publication/259192994_Transition_to_Adulthood_for_Youth_with_Disability_Issues_for_the_Disabled_Child_and_Family

2. *The priority for education stakeholders is to gather information and include disability indicators in planning and monitoring.*
3. The main priority for civil society is to advocate a rights-based approach more strongly towards inclusive education.
4. The priority for parents was to be more involved in planning and decision-making processes in schools.
5. The priority for international organizations is to advocate for right to education as well as increase national capacity.
6. Finally over 72% of respondents consider the lack of large-scale data collection tools, and thus lack of data on monitoring progress on the education of children, to be a barrier for governments to implement inclusive education policies.

This Transition is very important for each person as at times at homes and schools we over protect PwDS and donot facilitate them to develop life skills that are different than academic and vocational skills.¹³ Being Young and Dreaming is everyone’s right. We need Programmes and Research in cooperative and collaborative projects based on evidence rather than speculations to move forward. Only degree-oriented research may not serve a purpose. Multi – Disciplinary Universities can take the lead using National Research Fund.

5. Responsiveness to Disability in Emergencies and Conflicts:

Tsunami of 2004 affecting India, Indonesia and Thailand startled many when the report was published in 2005¹⁴. In Andaman Nicobar (India), it stated, “It is believed that a majority of people with disabilities did not survive the disaster. Dr. S.P. Saha, Head of the Orthopaedic Department at the G.B. Pant Hospital in Port Blair, South Andaman, reported that a few years ago there were 700 people with disabilities resulting from a polio epidemic in Car Nicobar.

However, when he visited the area three days after the tsunami, he could not locate a single person with a disability. *He stated that “they may be dead, as they may not have been able to run up to the hills to save their lives. Those who could run have survived.”*

The Haiti earthquake in January 2010 and other recent emergency situations have drawn particular attention to the plight of persons with disabilities in emergency situations. *In Haiti, approximately 200,000 people are expected to live with long-term disabilities as a*

¹³ For more information, visit website of Social Policy Research Foundation for **INCLUSIVE EDUCATION PROJECT**: Documenting Experiences of Students with Disabilities in Higher Education, April 2023 or contact **Neha Chauhan** nehachauhan@sprf.in

¹⁴ Source: International Disability Rights Monitor: **Disability and Early Tsunami Relief Efforts in India, Indonesia and Thailand**, International Disability Network, Chicago, Sept. 2005

result of injuries. Mainstreaming disability into emergency responses and preparedness, by making disability issues and persons with disabilities visible in national and international actions plans and policies, is essential to ensure equality and human rights for all.

Today, we are facing natural calamities and man-made disaster across the World. Covid-19 has again raised the issues as stated by Ms Catalina Devandas (The Special Rapporteur on the rights of persons with disabilities) on 17 March 17, 2020 (Geneva)¹⁵:

- “People with disabilities feel they have been left behind,” the UN human rights expert said. “Containment measures, such as social distancing and self-isolation, may be impossible for those who rely on the support of others to eat, dress and bath:” -----
- “This support is basic for their survival, and States must take additional social protection measures to guarantee the continuity of support in a safe manner throughout the crisis.” ----
- “Organizations of people with disabilities should be consulted and involved in all stages of the COVID-19 response,” Devandas concluded.

Organisations like NCPEDP flagged these challenges during Covid 19. All education programmes irrespective of the location and levels need to have strategies. More information is now available at National Disaster Management Agency platforms. Kerala set a very good example of involving the agencies from the disability sector. We need to prepare our staff, teachers, and students to be responsible and responsive for all situations. Manmade and Climate related and many other disasters can be at our doorstep and every life is important. Red Cross materials on Disability can be a good reference.

6. Point for New Beginning: From Disability Focus to Nurturing Abilities:

Twice-Exceptional Students:

The most important Window that NEP 2020 has opened is about Nurturing Talent/ Education of the Gifted. It is time that we also demystify Disability as a condition that need managing and not a disease and start talking about the “Talents” that are yet to be explored. Even today we go by the Bell- Curve that always look at the average and below average but rarely at the above average or the Gifted. The Disability sector has many such success stories and may be always had but at that time we did not “Labels”. ***There is another population of students that must be reviewed with an eye toward their special needs.*** These children often get lost, and because of their talents, these students often find themselves hiding in the “average” populations or at times may be in the below average.

“In education, students who qualify for gifted programs as well as special education services are described as “twice-exceptional” learners. Twice-exceptional (or “2E”) students

¹⁵ Ms Catalina Devandas (Costa Rica) was designated as the first Special Rapporteur on the rights of persons with disabilities in June 2014 by the UN Human Rights Council.
<https://www.ohchr.org/en/press-releases/2020/03/covid-19-who-protecting-people-disabilities-un-rights-expert>

demonstrate significantly above-average abilities in certain academic areas but also show special educational needs, such as ADHD, learning disabilities, or autism spectrum disorder. Because their giftedness often masks their special needs, or vice versa, they are sometimes labelled as "lazy" or "underperforming," even though that is not the case.¹⁶

In India this work is already in progress by Anitha Kurup and Team at Bangaluru¹⁷ since last decade or so. There are other longitudinal studies also where nomination/ self-nomination¹⁸ approach has been used to break away from the Bell-shaped curve and standardized testing. Technology has enhanced our capacity to enrich the quality of life through multi-sensory approaches. In a way these developments also call for changing the quality of research in special education and may be reforms in Higher Education will give exposure to our special educators and other professionals to get exposed to such developments as part of Multi-Disciplinary Institutions. Flexible Course choices options with Academic Bank of Credits as recommended by the UGC are some worth noticing and understanding initiatives. The future is in developing potential and not ignoring potential in the name of academics.

Support for Gifted Students/Students with Special Talents is mentioned in Chapter 4: Chapter 4 Curriculum and Pedagogy in Schools: Learning Should Be Holistic, Integrated, Inclusive, Enjoyable, and Engaging as under:

NEP: 4.43. There are innate talents in every student, which must be discovered, nurtured, fostered, and developed. These talents may express themselves in the form of varying interests, dispositions, and capacities. Those students that show particularly strong interests and capacities in a given realm must be encouraged to pursue that realm beyond the general school curriculum. Teacher education will include methods for the recognition and fostering of such student talents and interests. The NCERT and NCTE will develop guidelines for the education of gifted children. B.Ed. programmes may also allow a specialization in the education of gifted children.

(Note by the Author: Please do think of and Plan for Gifted Children and Persons with Disability: Term used is **Twice - Exceptional**)

Department of Education of GOI prepared a document and has circulated to many departments including RCI. Time has come that we use this opportunity through multiple courses, evidence generation and sharing and show case the "Talent". If Microsoft and such platforms can identify and build upon the potential of High Performing ASDs, what is stopping US?

¹⁶ Friday, April 12, 2019 <https://blog.edmentum.com/five-current-trending-issues-special-education>

¹⁷ Kurup, A., & Dixit, S. (2016). **Gifted with Disabilities: The Twice Exceptional in India.** <https://www.semanticscholar.org/paper/Gifted-with-Disabilities%3A-The-Twice-Exceptional-in-Kurup-Dixit/1d97e066db65a215e26d6b5da4fc94a73af2bd20>

¹⁸ <https://youtu.be/oTF1-LfSv4I>

The Educational and Occupational Trajectories of Adolescents and Youth with Disabilities in India, YougLives, 2021.

In Conclusion:

Realm of Special Education has been presented with a conviction that services are offered by different agencies/departments/ civil society/ Disabled persons' organisation each focusing on a particular aspect, but in real life a person experiences the interaction of various factors that describes his/ her perception of Quality of Life. PwDs also need to take charge of what they really aspire for and for that need to create their own voice. Solutions evolve when we identify the challenges and resolve to find solutions. So, time has come to listen to the voices of PwDs at all levels within the families, communities, institutions and so on. Here is an important lesson from the Judiciary in India, quoting Hellen Keller:

Box-1: In Search of Person(s) Who Will Open Doors

"We would like to conclude this judgment by observing that to most disabled persons, the society they live in is a closed door which has been locked and the key to which has been thrown away by the others. Helen Keller has described this phenomenon in the following words: "Some people see a closed door and turn away. Others see a closed door, try the knob and if it doesn't open, they turn away. Still others see a closed door, try the knob and if it doesn't work, they find a key and if the key doesn't fit, they turn way. A rare few see a closed door, try the knob, if it doesn't open and they find a key and if it doesn't fit, they make one!" These rare persons we have to find out."

(A K Sikri and R.K. AGRAWAL) NEW DELHI; MAY 12, 2016'; Summary last para for Supreme Court of India, Jeeja Ghosh &Anr vs Union of India &Ors on 12 May, 2016, Author: A Sikri;

Bench: A.K. Sikri, R.K. Agrawal

Suggested Readings:

1. Rights of Persons with Disabilities Rules, 2017
2. Guidelines for Evaluation and Assessment of Autism and Procedure for Certification 2017
3. Notification on Guidelines for Assessment of Various Specified Disabilities. Jan. 2018
4. The list of Central Government posts in Group A, B, C and D identified suitable for persons with benchmark disabilities; THE GAZETTE OF INDIA: EXTRAORDINARY, MINISTRY OF SOCIAL JUSTICE AND EMPOWERMENT [Department of Empowerment of Persons with Disabilities (Divyangjan)] NOTIFICATION New Delhi, the 4th January, 2021.
5. DEPWD(10.08.2022)Guidelines for conducting written examination for persons with specified disabilities covered under the definition of Section 2(s) of the RPwD Act, 2016 having less than 40% disability and having difficulty in writing.(327 kb).

The Supreme Court elaborated on the concept in **Vikash Kumar v. UPSC (2021)**. This was a case in which the court allowed the use of a scribe in the Union Public Service Commission examination for a candidate with dysgraphia, or writer's cramp.

The court ruled that benchmark disability, that is a specified disability to the extent of 40%, is related only to special reservation for the disabled in employment, but it need not be a restriction for other kinds of accommodation. **It also said failure to provide reasonable accommodation amounts to discrimination.**

6. **Delhi HC notice to Centre, KVS on recruitment of special educators for students with disabilities**, 11 April 2022. <https://theprint.in/india/delhi-hc-notice-to-centre-kvs-on-recruitment-of-special-educators-for-students-with-disabilities/911482/>
7. **Learning Outcomes-based Curriculum Framework: UGC, Jan. 2020**
8. **UGC Guidelines for Higher Education Institutions to offer apprenticeship / Internship embedded Degree Programme, July 2020**

2. Quality of Research in Special Education

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Introduction:

As a History it is important to know that Bombay University was the first to start the M.Ed. course in 1936. Also the Bombay University was the first to introduce Ph.D. in Education in 1941 and it awarded the first Ph.D. degree in Education in 1943. Till 2009 researchers were allowed to pursue their research to get Ph.D. degree in Education and Special

Education without undergoing any pre- Ph.D. course in Research Methodology. But looking to the quality of research in Special Education and other subjects, University Grants Commission, New Delhi made pre- Ph.D. course in Research Methodology compulsory. Now it is hoped that the quality of Research in Special Education and other subjects will improve. As a researcher, I personally feel that the quality of Research in Special Education on the whole is on the decline.

Further even the quality of pre-Ph.D. course as well as teaching is of poor quality.

There might be different reasons for this state of affairs. Some of the reasons are as follows:

- The basic understanding of Research Methodology and applied Statistics is lacking among teachers as well as researchers.
- The pre-Ph.D. course is almost what is taught at Masters level or little more. In some Universities it is just for name sake.
- Nowhere writing of Title, Objectives, and Hypotheses is taught.
- There is no coherence in Objectives and Data Analysis as can be seen from thesis for which Ph.D. degree in Special Education has been awarded.
- The quantitative analysis and interpretation is of poor quality because teachers do not teach the data analysis and interpretation. Even most of the guiding teachers are also weak in interpretation.
- The qualitative researches in Special Education are far from the required quality due to the lack of proper training in Qualitative Research.
- In majority of cases, guiding teachers are too weak in different aspects of research methodology. Even the papers published by most of the Professors, Associate Professors and Assistant Professors are substandard.

In order to assess the quality of Special Education researches conducted for Ph.D. degree, thesis uploaded in Shodhganga were reviewed in the light of Title, Objectives, Hypotheses, Sample, Data Analysis, and Interpretation of Results. For this paper, Special Education researches conducted in 108 Universities of India were reviewed. There were Central Universities, State Universities, Private Universities, Indian Institute of Technology (IIT),

and research organizations, like, National Institute of Educational Planning and Administration (NIEPA), Tata Institute of Social Sciences, etc. The Ph.D. thesis in Special Education reviewed were from Alagappa University; Aligarh Muslim University; Amity University; Andhara University; Anna University; Annamalai University; Assam University; Avinashilingam Deemed University for Women; Banasthali Vidyapeeth (University); Banaras Hindu University; Bangalore University; Bhagat Phool Singh Mahila Vishwavidyalaya; Bharathiar University; Bharathidasan University; Berhampur University; Central University of Kerala; Central University of Kashmir; Chaudhary Charan Singh University; Chaudhary Devilal University; Chhatrapati Sahuji Maharaj University; Dayalbagh Educational Institute; Dr. Babasaheb Ambedkar Open University; Dr. Babasaheb Ambedkar University of Agra; Dr. Harisingh Gaur Vishwavidyalaya; Fakir Mohan University; Gujarat Technological University; Gujarat Vidyapith; Gulbarga University; Guru Ghasidas University; Guru Govind Singh Indraprastha University; Guwahati University; Hemwati Nandan Bahuguna Garhwal University; Himachal Pradesh University; Himgir Zee University; Indian Institute of Technology, Guwahat; Indira Gandhi National Open University; Jadav University; Jain Vishwa Bharati University; Jamia Millia Islamia University; Jawaharlal Nehru University; Karnatak University; Kurukshetra University; Madhav University; Madurai Kamraj University; Maharaja Vinayak Global University; Maharashtra University of Health Science; Maharshi Dayanand University; Mahatma Gandhi University; Mahatma Gandhi Kashi Vidyapith; Mahatma Jyotibai Phule Rohilkhand University; Manav Rachna University (International Institute of Research & Studies); Manonmanian Sundaranar University; Manipur University; Meenakshi Academy of Higher Education and Research; Mewar University; Mizoram University; Mother Teresa Women's University; M. S. University of Baroda; Nagaland University; National Institute of Educational Planning and Administration; North-Eastern Hill University; Osmania University; Pacific University; Pt. Ravishankar Shukla University; Periyar University; Pondicherry University; Punjab University; Rabindra Bharati University; Rajiv Gandhi University; Rai University; Rani Durgavati Vishwavidyalaya; Ravanshaw University; Sambalpur University; Sanskrit University; Saurashtra University; Savitribai Phule Pune University; Shivaji University; Sikkim University; S.N.D.T. Women's University; Sree Shankaracharya University of Sanskrit; Sri Jagdish Prasad Jhabarmal Tibarewala University; Sri Padmavathi Women's University; Sri Venkateshwara University; Swami Ramanand Teerth Marathwada University; Tamil Nadu Teachers Education University; Tanta University; Tata Institute of Social Sciences; The Gandhigram Rural Institute; Tilak Maharashtra Vidyapeeth; Tirpura University; University of Allahabad; University of Calcutta; University of Calicut; University of Delhi; University of Hyderabad; University of Jammu; University of Kashmir; University of Kerala; University of Lucknow; University of Madras; University of Mumbai; University of Mysore; University of Rajasthan; Utkal University; U. P. Rajarshi Tondon Open University; Veer Narmada South Gujarat University; Visva Bharati University; and V. B. S. Purvanchal University. In all 321 Ph.D. these related to Special Education uploaded in Shodhganga were reviewed and the evaluation is as given under different captions in the following.

Title:

Irrespective of type of Research, each and every Research has to have a Title. One should understand that books, research papers and thesis do have titles but differ in terms of length

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and content. The reader from the title can differentiate among books, research papers and thesis. The title of a book is shorter than research paper and thesis. The thesis title may be at times little longer than research paper. Sometimes the length of title of research paper and thesis may be same but both differ in terms of information which a reader gets after reading the title.

A thesis title should give information in respect of variable(s), Population, Method of Research and Type of Research. Let us analyse the following titles of Ph.D. thesis from Special Education for which degrees have been awarded.

In the following along with title, name of university and Year are given.

1. Study of the Attitude of Parents and teachers towards differently abled children of upper Primary Schools, JamiaMilliaIslamia University,2017.
2. A study of Special Education Programmes for children with special needs in Mizoram, North Eastern Hill University, 2018.
3. A comparative study on orientation and mobility skills in special schools and inclusive education programme, Andhra University, 2022.
4. Special Education programmes offered for the students with intellectual disabilities a collective case analysis of buds special schools in Kerala, Central University of Kerala2023.
5. A comparative study of special educators and other teachers in relation to their attitude towards teaching and teaching competence at Primary Secondary and senior secondary schools located in Delhi NCR, Mewar University,2022.
6. A study of Awareness about Special Education among the Head Teachers and Teachers of Regular Schools of Gujarat, Rai University, 2021.
7. Impact of Inclusive education on scholastic Achievement of specially-0abled children in Kashmir, Central University of Kashmir, 2021.
8. Peer Relationships of children with special education Needs in inclusive Classrooms: A Socio-metric Study, Guru Govind Singh Indraprastha University, 2021.
9. Special Schools for Blind and The Deaf in Assam: A study, Assam University, 2021.
10. A study of the Secondary School Teachers Attitude and Awareness about Inclusive Education, Pacific University, 2016.
11. An assessment of the implementation of Inclusive Education of the Disabled at Secondary Stage Scheme in Haryana, BhagatPhoolSingh Mahila Vishwavidyalaya, 2022.
12. Effectiveness of Inclusive Education of Chhattisgarh, Pt. RavishankarShukla University, 2005.
13. To study the effect of Special Education on gifted children, SavitribaiPhule Pune University, 1987.
14. Disabled students in Higher Education, Tata Institute of Social Sciences, 2017.
15. Inclusive Education at Elementary School stage in Arunachal Pradesh, Rajiv Gandhi University, 2017.
16. Educating children with Disabilities in Inclusive Classrooms, Tata Institute of Social Sciences, 2010.
17. A study on Special Education, Bharathidasan University, 2016.
18. A critical study of Inclusive Education in the state of Goa, Shivaji University, 2010.
19. Attitude of Teachers towards children with special needs, Sambalpur University, 2014.
20. Inclusive Education in Mizoram – A critical Study, Mizoram University, 2020.

21. Education of Girls with hearing impairment, Delhi University, 2019.
22. Training Programme in Learning Disabilities for Teachers, Tilak Maharashtra Vidyapeeth, 2017.
23. History and Problems of Primary Education in Kerala, University of Kerala, 1968.
24. Enhancing Peer Interaction among children with Intellectual Disability, Dayalbagh Educational Institute, 2020.
25. A study of students with disabilities of Universities of Gujarat, M.S. University of Baroda, 2012.
26. Socialization of Visually impaired students for inclusion, SavitribaiPhule Pune University, 2017.
27. Effectiveness of Computer Assisted Instruction as remedial teaching for learning disabled children, ChaudharyCharan Singh University, 2015.

From the above it is evident that title at serial number 1 is not correct because “Study” is a verb and title of research cannot have verb as it is a statement but not sentence. Thus the title of research should start with “A Study” but not “Study”. Also title at serial number 13 is technically incorrect because the title cannot start with the word ‘To’. Objectives start with the word ‘To’ because these are pinpointed and give direction while Ph.D. titles are narrow but not pinpointed. Ph.D. titles cited at serial number 2, 4, 12, 13, 14, 15, 16, 17, 18, 20, 21, 22, 25, 26 and 27 are without the variables while a title must have Variable(s). None of the above cited Ph.D. titles give information about the specific population from which the sample should be selected. However, each above cited Ph.D. titles give information about the Type of Research. Lastly the Ph.D. titles at serial numbers 4, 11, 14, 15, 16, 19, 21, 22, 23, 24 and 26 are not of Ph.D. titles but titles of Research paper. Title given at serial numbers 5 and 6 are technically appropriate.

Out of 321 researches in Special Education, 7.48 % titles are written appropriately but 92.52 % titles are technically incorrect. So majority of Special Education Researches titles are not technically correct. From this it may be concluded that from the beginning titles of Ph.D. studies in Special Education have been lacking and technically incorrect. So in order to improve the quality of Research in Special Education and overall Research at Ph.D. level, the teachers as well as researchers should be trained in writing Titles.

Objectives:

Objectives of any Ph.D. thesis must be pinpointed because these help researchers in deciding the sampling technique, tools, experimental design and data analysis. Let us look at some of the following Objectives of Ph.D. Thesis in Special Education for which the degrees have been awarded.

1. To study the attitude of Male Parents towards their differently abled children.
2. To study the attitude of Female Parents towards their differently abled children.
3. To compare the attitude of Male and Female Parents towards their differently abled children.
4. To study the emergence of special education of children with special needs in Mizoram.
5. To investigate the profile of teachers serving in special schools / institutions.
6. To identify Vocational Training Opportunities for students in special schools / centers.
7. To find out into the problems of Special education with respect to the following:

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- a. Infrastructure
 - b. Finance
 - c. Academic Programmes: Curriculum, Methods of Teaching, Examination and evaluation and co-curricular activities.
8. To offer suggestions for improvement of Special education programmes in the state.
 9. Assess the existing O & M Skills of children at primary education programme.
 10. To know the O & M Skills of boys and girls of low vision and blind children studying in special schools and inclusive education settings.
 11. Compare the mean scores of O & M Skills before and after intervention.
 12. To assess the five levels of O & M skills of students at primary level.
 13. To analyze the policy documents in India with special focus to the education of students with intellectual disabilities-
 - a. RTE Act 2009
 - b. RPWD Act 2016
 - c. NEP 2020
 14. To analyze the orders and circulars of Government of Kerala regarding Special Education Programmes in bud's special schools.
 15. To do a comparative analysis of the attitude of Special Educators and General Teachers in terms of their "Attitude towards the teaching profession" at primary level schools.
 16. To do a comparative analysis of the attitude of Special Educators and General Teachers in terms of their "Attitude towards the teaching profession" at Secondary level schools.
 17. To do a comparative analysis of the attitude of Special Educators and General Teachers in terms of their "Attitude towards the teaching profession" at Senior Secondary level schools.
 18. To develop the tool for the awareness of special education.
 19. To study the regular secondary schools Head Teacher and Teachers awareness in special education.
 20. To study the knowledge and applicability of Head Teachers and Teachers with reference to policies in special education.
 21. To study the levels of institutional environment of the schools of inclusive and non-inclusive system of education.
 22. To study the levels of scholastic achievement of specially-abled children of inclusive and non-inclusive system of education.
 23. To study the levels of scholastic achievement of Male and Female specially- abled children of inclusive system of education.
 24. To study the social preferences (like or dislike) for peer acceptance among children with SEN and Peers in inclusive classrooms.
 25. To identify the choice of friendship among children with SEN and Peers in inclusive classrooms.
 26. To study the development of schools for Blind and Deaf in Assam.
 27. To study the present Status of Schools in Assam for the Blind and the Deaf.
 28. To study the enrollment, retention, wastage and stagnation, and achievement of the Blind and the Deaf students in Assam.
 29. To study Attitude of teachers towards Inclusive Education in Secondary schools.
 30. To compare Attitude towards Inclusive Education according to Gender of Teachers of Secondary schools.
 31. To study the awareness level of the school heads, special teachers, and general teachers about the provisions of the IEDSS Scheme.
 32. To suggest the ways and means of strengthen the IEDSS Scheme in Haryana.
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Researchers should understand that Objectives and Research Questions are same whose answers are to be found through research. Words like “To investigate”; “To identify”; “To find out”; “To offer suggestion”; “To know”; “To assess”; “To analyse”; “To do a”; “To develop”; “To suggest” used in objectives 5, 6, 7, 8, 10, 12, 13, 14, 15, 16, 17, 18, 25, and 32 are technically not correct. Such words should not be used at any cost in Objectives of research conducted at Ph.D. level as well as minor and major research projects. On analyzing objectives of 321 researches, more non-technical words used in writing objectives were “To measure”; “To investigate”; “To examine”; “To find out”; “To chalk out”; “To understand”; “To make comparison”; “To make recommendation”; “To explore”; “To apply qualitative method”; “To ascertain”; “To present”; “To explicitly”; “A critique”; “To determine”; “To suggest”; “To conduct”; “To develop literature”; “To modify”; “To develop”; “To make suggestions”; “To count”; “To draw out”; “To adapt”; “To help”; “To promote”; “To focus”; and “To elicit”.

The objectives mentioned at serial numbers 4 and 32 are not correct because the name of state should not be mentioned in objective as it is mentioned in the title and objective is related with title. Each objective should start with “To” but objectives at serial number 9 and 11 do not start with the word “To”. Objectives 9 and 11 belong to “A comparative study on orientation and mobility skills in special schools and inclusive education programme, Andhra University, (2022)”.

From the above mentioned Objectives one cannot decide the Sampling Technique, Tools, Experimental Design, and Data Analysis. Out of 321 researches in Special Education, only 4.05% objectives are worded correctly while 95.95% objectives are worded wrongly.

So from Objectives point of view, the Special Education researches and researches on the whole conducted so far are too weak. In order to improve the quality of Special Education Researches and Researches in general, Teachers and Researchers should be trained in writing pinpointed Objectives which will help the Teachers and Researchers in deciding appropriate Sampling Technique, Tools, Experimental design, and Data Analysis.

These days in many of the Universities, researchers have started writing both Objectives as well as Research Questions. These were found to be written in 5.49 % of thesis reviewed. This reflects poor understanding of guides as well as researchers. In India mostly researchers do not have open discussion with the guide. Mostly guides are authoritarian but not democratic.

One can see from the following example in which both Research Questions and Objectives were written. By comparing one can see that there is no difference in the meaning except difference in format. Objectives are written in sentence form while Research Questions are written in Question form. Thus in a research one should not write both objectives as well as research

Title: “Peer Relationships of children with special education Needs in inclusive Classrooms: A Socio-metric Study, Guru Govind Singh Indraprastha University, 2021”

Objectives:

1. To study the social preferences (like or dislike) for peer acceptance among children with SEN and Peers in inclusive classrooms.
2. To identify the choice of friendship among children with SEN and Peers in inclusive classrooms.

Research Questions:

1. What are the social preferences (like or dislike) for acceptance of children with SEN and Peers?
2. What is the choice of friendship among children with SEN and Peers?

Hypotheses:

Hypothesis should be formulated only in Special Education researches where quantitative data are collected. It is important to understand that Hypotheses should be stated in Present Tense because there is basis for formulating Hypotheses. In the formulation of Hypotheses, significant or significance word should be used. Let us look at some of the following Hypotheses of written in Ph.D. Thesis for which the degrees have been awarded.

1. There will be no significant difference in attitudes of Male and Female Parents with respect to:
 - a. Reactions on the birth and problems faced by parents in upbringing
 - b. Effect on Social life
 - c. Relationship with Siblings
 - d. Expectations for career after getting education
 - e. Perception and awareness of parents towards schemes and facilities provided by government to differently abled children
 - f. Miscellaneous
2. There is no significant difference between attitude of Special Educators and General Teachers in terms of their “Attitude towards the teaching profession” at primary level schools.
3. There is no significant difference between attitude of Special Educators and General Teachers in terms of their “Attitude towards the teaching profession” at Secondary level schools.
4. There is no significant difference between attitude of Special Educators and General Teachers in terms of their “Attitude towards the teaching profession” at Senior Secondary level schools.
5. Specially-abled children of inclusive and non-inclusive system of education do not differ significantly on scholastic achievement.
6. Male and Female specially-abled children of inclusive system of education do not differ significantly on scholastic achievement.
7. There is no significant difference in Attitude towards Inclusive Education according to Gender of Teachers of Secondary schools.

The Hypotheses given at serial numbers 1 has been stated in future tense which is not correct because there is basis of Formulating Hypothesis so it must be stated in the present tense. Hypotheses at serial number 2 to 7 are not correct because in the wording “There is no

significant difference in mean score.....” is not written. In formulation of Hypothesis ‘Significant’ word should be used otherwise it is technically incorrect.

Title: A comparative study on orientation and mobility skills in special schools and inclusive education programme, Andhra University, (2022)

Primary Hypotheses:

1. There is no significant difference in Orientation and Mobility Skills between Blind students studying in special schools and inclusive education.
2. There is no significant difference in Orientation and Mobility Skills between low vision students studying in special schools and inclusive education.

Secondary Hypotheses:

1. There is no significant difference between the level – I score of blind students studying in special schools and inclusive education.
2. There is no significant difference between the level – II scores of blind students studying in special schools and inclusive education.

There is no Primary Hypotheses: and Secondary Hypotheses as given above. It is technically wrong. One should write only Hypothesis. Out of 321 researches, 1.85% of hypotheses are worded correctly while in 98.15% of Special Education Researches Hypothesis wordings are incorrect. It indicates that majority of Special Education Researchers as well as other field Researchers need to be trained in formulating Hypotheses.

Sampling:

Special Education Researches are conducted with a view to generalize the findings from a large number of researches. If it is not done than Theory or Law or Principle cannot be stated. For this the researchers have to select Sample using Probability Sampling Techniques.

Non-Probability Sampling Techniques will not help in generalization as the Population Frame is not available. After going through large number of Special Education Researches conducted for the award of Ph.D. degrees in Special Education, it was found that Purposive Sampling Technique, and Random Sampling Technique have been mentioned which are not appropriate.

In one research, Disproportionate Sampling Technique was mentioned which is not the correct name of Sampling Technique. In many thesis Sampling Technique used by the researcher was not mentioned. Use of robust Probability Sampling Techniques is doubtful. Appropriateness of Sampling Technique used in the research could not be ascertained because the complete information is not given in the thesis.

From sampling point of view, Special Education Researches are quite weak.

Tools Used:

Tools have been classified as Standardized Tools and Unstandardized Tools. Test, Scale and Inventory belong to Standardized Tools while Observation Schedule, Interview Schedule and Questionnaire belong to Unstandardized Tools. Interview Schedule and Observation Schedule, and Questionnaire were used for collecting data.

These tools can generate only qualitative data but not quantitative data. In many books Scale is given under Questionnaire Chapter so researcher might have used Scale but researchers write Questionnaire in place of Scale. Teacher Attitude Inventory is not correct it should have been Teacher Attitude Scale.

The variable taken was Attitude towards the teaching profession so it should have been Attitude towards the teaching profession Scale. In majority of thesis, Questionnaire name is written which might be incorrect because the data generated were quantitative. Thus the tool used might have been Test or Scale or Inventory but it cannot be questionnaire as it can help in collecting qualitative data only.

Experimental Design:

Experimental Design is the backbone of Experimental Researches. Different Experimental Designs exist in books with different names but the layout is the same. Campbell and Stanley (1966) classified all Experimental Designs into three categories, namely, Pre-Experimental Designs, Quasi-Experimental Designs and True Experimental Designs.

Experimental Designs categorized under Pre-Experimental Designs are the weakest on the basis of Internal Validity and External Validity. Normally, in Special Education it is not possible to use True Experimental Designs as Random selection of subjects may not be possible.

So Quasi-Experimental Designs are the most appropriate for conducting Experimental Researches in Special Education. 321 Special Education Researches were surveyed and majority of researches used Survey Method.

In a few experimental researches, Pretest – Posttest Single Group Design was used which is not correct because it's Internal Validity and External Validity are too weak. There might have been experimental research conducted in Special Education but during survey no experimental research was found.

Data Analysis:

In Special Education, the researchers have to attend Pre-Ph.D. Course work. Researchers must have Research Methodology and Statistics during their master programme and also M.Phil. (Special Education). In spite of this the data analysis is too weak.

In Special Education, the researchers can get both qualitative as well as quantitative data. Normally the Data Analysis should be as per Objectives.

This can happen when the Objectives stated are pinpointed but not vague. Most of the time Objectives stated are not pinpointed. Thus there is no coherence between Objectives and Data Analysis. This brings down the quality of Special Education Research. One of the reasons might be that most of the Universities have weak syllabus in terms of Statistical Techniques taught to M.Ed. and M.Phil. (Special Education) students.

Even the teachers guiding the doctoral level students do not understand the quantitative techniques used in analyzing the data. Most of the time researchers try to take help from the old thesis which are weak on Data Analysis. Pre-Ph.D. course in Special Education must help researchers in understanding Advanced Statistical Techniques so that the quality of Special Education Researches can be improved.

Interpretation of Results:

Majority of time Interpretation of Results is quite weak because at master level only Statistical Analysis is taught but not the Interpretation of Results. Wherever it is taught, it is wrong. Because of this, the guiding teachers also do not know the correct Interpretation of Results. Thus Special Education Researches are quite weak in respect of Interpretation of Results. In order to improve the Quality of Research in Special Education, researchers and guiding teachers should be trained in Interpretation of Results obtained from the use of different Statistical Techniques.

References:

1. Campbell, D.T. and Stanley, J.C.: Experimental and Quasi-Experimental designs for Research. Houghton Mifflin Company, London, 1963.
2. Shodhganga, INFLIBNET Centre, Ahmedabad

3. A Case of Neuro-Diversity Within A Learner-Driven Environment

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Introduction:

The learner-driven revolution in education is now finally upon us!

A learner-driven approach to education is one that focuses on empowering each child. It is a revolution that shifts power from the teacher to the learner. It's about giving agency to the learner rather than leaving it in the hands of the teacher. A learner-driven school shifts the responsibility of learning on to the students.

Why is this critical?

According to William Stixrud and Ned Johnson, co-authors of *The Self-Driven Child*, “Agency may be the one most important factor in human happiness and well-being.”

Giving students agency over their own education leads to them finding intrinsic joy in learning. Through that joy, learners find a desire to continue learning on their own. They don't need to be coerced through extrinsic motivators (or de-motivators) such as marks and report cards.

With unlimited information at their fingertips, students develop an insatiable desire to learn and become life-long learners. With limited / no teacher (or parent) intervention, they will learn to learn.

This is already happening at my school (Acton Academy Columbus) and thousands of other microschools around the world. The model works. We have been open only two years and we're already seeing significant results. The Acton Academy network of schools (of which there are 300+ currently around the world, including 6 in India) has seen these incredible results for over 15 years.

How does the learner-driven approach work with children with neurodiversity?

That is currently a more difficult question because we have less information here. The vast amount of variabilities in each neurodiversity child make it difficult to answer.

What we can do is document case studies. The purpose of this article is to document one case study - an 8-year old that is on the Autism spectrum. Michael joined our school in the middle of the year last year and, as with any person, it took him some time to get comfortable with the system. Coming from a very traditional environment, he was confused with the level of freedom and autonomy. At Acton, we don't have to ask permission to move around the school, go to the bathroom, or take small breaks.

A Case of Neuro-Diversity Within A Learner-Driven Environment

He appreciated that he could complete his math work at his own pace and no one was constantly watching over his shoulder to make sure the work was done.

He was initially frustrated with the language arts work until he discovered how gamified it is. Soon, that frustration changed to excitement. After a month of frustration, he found that intrinsic motivation to begin learning on his own.

While we don't assign any homework at Acton, he would take work home and do it whenever he had time. I was getting emails every weekend from him about the work he was completing. Since the beginning of this year, he has completed more cumulative work than almost all his peers at Acton.

On the non-academic side, Acton focuses on developing skills through project-based learning.

This was much more challenging for him. Working in teams, collaborating with peers to develop plans and complete work introduced a lot of points of frustration. He found it difficult to accept that his ideas weren't always chosen.

He also found it frustrating when he wasn't able to complete a project. Sometimes the frustration would lead to episodes of violent anger.

We had to work through that. Understanding that he enjoyed a gamification approach to learning, we started introducing a more gamified approach to our project-based learning curriculum.

We also added a "Failure board" where we celebrated each other's failures. We started talking about how failures were great because they signify that we took a risk, tried something new, and allowed our brains the opportunity to grow.

The changes made at Acton, along with coordinated changes at home, has allowed this learner to excel in our learner-driven microschool. The violent outbursts are no longer there. He continues to excel in core, academic skills and is continuing to grow in the area of project-based learning.

This is simply one case about one learner in a learner-driven environment. As the revolution in education grows, we will need to collaborate to see how we can make sure all students - including those with neurodiversity - can excel.

4. “Adequate Resource and Learning Material in Inclusive Education: Problems and Solution”

Mr. Joji Varghees

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Hyderabad.

ABSTRACT

In an inclusive set up teaching learning for children with disabilities is a one of the difficult task. Their required comprehensive strategy which is can resolve the practical issues facing in the classroom. Teaching learning material can bridge the gap between the child and lesson idea/ concept, so we need adequate teaching material to convey the lesson ideas/ concept to children. The need to use teaching learning material in a classroom is to convey the idea of the lesson in a precise way, so here we need to understand how much or how large scale teaching learning material is needed to convey the idea of a lesson to a disabled child in an inclusive setting.

Introduction:

The gap between the child and concept/ideas in the lesson can minimize through using or giving effective teaching learning material. The purpose of teaching learning material is to convey the concept/ idea of lesson to the children in the most accurate and simple way, and to enable the students to formulate the concept. When using an inclusive education setting teaching learning material the children in that classroom with disabilities and without disabilities can use and understand outlook in the same. Then can the word inclusion have another meaning or we can use it more beautifully because the word has so many meanings that only then can real inclusive education be possible if the word is to manifest at all levels.

Teaching learning material based on a particular lesson in a classroom should be accurate and transparent so that we can make a child’s conceptualization as easy as possible. So in an inclusive setting there are children with disabilities and children without disabilities included if we are able to provide the teaching learning material same one for particular concept both can learn or develop the concept from one TLM, if it’s happened children without disabilities can understand in a better way about children with disabilities needs and they can help them in such way.

Because which mean the concept of inclusive education we should bring all students in a unique setting and provide meaningful education for all and in this set up everyone seating together and acquiring skills and knowledge in certain way. An inclusive classroom should be a beautiful garden; if a completely friendly classroom is created in an inclusive set up a lot of social development is possible in children with disabilities and children without disabilities.

Adequate Resource and Learning Material in Inclusive Education:

Inclusive education is, personally, a successful education system that is quite different from the traditional education system but some changes are necessary or some modification is required to bring inclusive education into Indian scenario. Although we have been conducting inclusive education in India for the last few years, we are still not able to implement inclusive education in all aspect which is the fact. One of the major challenges in the inclusive education system is the use of teaching learning material to developing and introducing to children. An inclusive education system plays a key role in resource material, in an inclusive education classroom teacher teaching a particular concept with the help of teaching learning material. That's why we need to make teaching learning materials important here.

Nature and Scope of Resource and Learning Material:

“Today, with the emphasis on learning in a student – focused methodology, the students need an ever increasing number of materials to improve their ability to learn together or independently. Teaching Learning Material becomes fundamental to have a superior comprehension of the nature of the subject matter.” Teaching learning material is most influential factor for learning, a good TLM can make good impact on students. Such concepts students can learn or grasp by the passage of time with the help of a good TLM.

So here we are developing the TLM based on the lessons and curriculum, so curriculum is also playing a key role here. The concept which is want to develop on the students based on the curriculum, which means curriculum is the foundation of the education scenario. In the inclusive education system which is currently we are following is complex one.

So based on the curriculum we should understand what type resource material we required and accordingly work on it.

In an inclusive classroom there are children with disabilities and without disabilities, so developing the teaching learning material should be multi – sensory approach. It cans provide information in different way. We must develop an exposure which can help the children enhance their abilities.

Here we think about children with disabilities and children without disabilities because all children can together learn and grow in inclusive education. But at the same time we should focus those children who are not able to grasp the knowledge in this way which means we should pay individual attention to some children those whom are facing learning difficulties in the inclusive classroom.

If we think about developing particular teaching learning material for such we must think about its nature, which mean what type of teaching learning material we need. If we develop in that way, the material its help our children or its useful for our children in the classroom and its able to provide the knowledge to children. These all things we must consider in our point then only we can develop the accurate TLM. Although we have to think the relevancy of the teaching learning material, once the TLM is relevant then only its can provide wide level of information to the children those who are in the classroom.

Need and Importance of Resource and Learning Material:

The major point is that we don't have enough adequate resource and learning material in our inclusive setting. So we must think and develop enough resource material once in our hand enough resource material it can help our children gaining knowledge and abilities. Whether its children with disabilities or children without disabilities. Unfortunately, we are lacking resource materials, so it's giving a wrong impact to our inclusive education setting.

Here we think or discuss about needs of resource material, then we should deeply go through in it because we must understand that in a inclusive education enrolling children with disabilities and children without disabilities also. In that sense from children without disabilities we should identify that children those who are slow learners and children with learning difficulties, those children need specifically individual attention. Once we are able to provide them individual attention they can make bright future this is what our one concern. In another point we must think about children with disabilities, there should enrolling all categories of children with disabilities.

Children with disabilities need more attention there which means we have to properly manage and maintain in class with all types of disabilities. We must able provide all types disabilities equal education, because they are the having that right. So it's our responsibility to them deliver the service appropriately. We must develop them all concept according to their capabilities.

The importance which is we need adequate resource and learning materials, in our country we need to develop a strong and established education system. For that we should make and enhance our next generation abilities and skills. For developing skills and abilities to our children we should give them exposure and experiences, this should we done our education system can lead to most powerful. Its can decide and make our country more economically stable which mean we are able to give an appropriate education to our children they will experience new things and they will start think how to introduce and develop new things either its children with disabilities or children without disabilities. There are many children from the both group highly intelligent and brilliant if we are able to them show right direction they can secure our country future tomorrow for that we should take a right step forward today.

Adequate Resource and Learning Material in Inclusive Education: Problems

1. Rigid Curriculum
2. Lack of Human Resource
3. Accurate Policies and Training Programs

Adequate Resource and Learning Material in Inclusive Education: Solution

The above mentioned things are our major problems because of this our inclusive setting which is not meeting an international level. If we think about our curriculum, still we are having a rigid curriculum. Yes, we are thinking to give our children give the best but still we are not thinking what our children need.

Adequate Resource and Learning Material in Inclusive Education: Problem and solution

We must upgrade our curriculum which can we take to an international level and which can take our children or do our children something different for our community. We must require a curriculum reformation and the curriculum should give our children give an exposure to do something different. Remember one thing that if we want a meaningful inclusive society we should take some steps in or educational system.

One of another factor is human resource development, for our inclusive setting is facing another one problem which is that lack of manpower. We must solve this problem completely, which mean we should generate enough human resource development as per our requirement. As of now we don't have the trained professionals, which are the expert on the field. For developing the human resource, we need appropriate and comprehensive professional development plan. Once we must devise plan which is most suitable for professional development for effectively implementing inclusive education, then we can work accordingly its leads us to the success.

We need more training programs which is make our inclusive education practicing professionals can grow and upgrade their knowledge and skills. This is the most important factor we should ensure about the training programs. The training programs can give us good impacts those who are practicing on inclusive setting. For conducting particular training programs, we need such policies and an expert leading panel, it makes a good output on or reflect on the setting. Yes, we have much policies and training programs but still we are thinking about alternative options. The time which is we are thinking about alternative instant of that we must think about making a strong foundation on training programs and reforming accurate policies.

Conclusion:

The concept inclusive education unique one which is implementing worldwide, in India also we are implemented years before but still our system is not meeting an inclusive standard. Which mean we should more focus on our shortcomings and make it correct. Although we are conducting many studies and research to find out innovative ways to enhance our system. We should practically work on in way that's only the solution which can make us stronger in the field.

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5. Education for Divyang in New Education Policy 2020

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Inclusive education is not simply placing students with disabilities or special educational needs in regular classrooms without providing the necessary support and accommodations. It is important to understand what inclusive education is not in order to avoid misconceptions and ensure the effective implementation of inclusive practices. Here are some points highlighting what inclusive education is not:



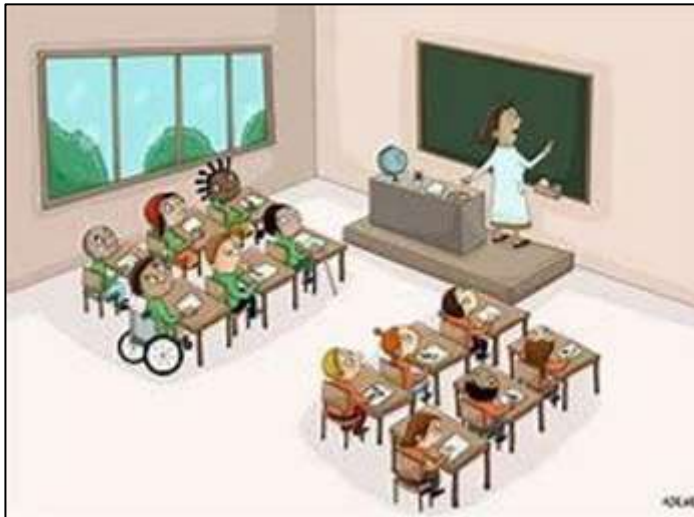
Segregation: Inclusive education is not about segregating students with disabilities or special needs into separate classrooms or schools. It aims to create an environment where students with diverse abilities can learn together alongside their peers without disabilities.

Exclusion: Inclusive education does not exclude any student based on their abilities, disabilities, or other factors. It embraces diversity and promotes equal opportunities for all students to receive education in a mainstream setting.

One-size-fits-all approach: Inclusive education does not advocate for a uniform teaching method or curriculum that disregards individual needs and differences. It recognizes that students have varying learning styles, abilities, and support requirements, and it seeks to provide tailored approaches to meet their needs.

Tokenism: Inclusive education is not a mere token gesture of including students with disabilities without addressing their specific learning requirements. It goes beyond physical presence and ensures that appropriate accommodations, resources, and support systems are in place to enable meaningful participation and learning for all students.

Adequate Resource and Learning Material in Inclusive Education: Problem and solution



Lowering academic standards: Inclusive education does not imply lowering academic standards or expectations for students with disabilities. It recognizes and supports each student's potential for growth and achievement, offering appropriate modifications and accommodations to help them reach their full potential.



Separation from peers: Inclusive education does not isolate students with disabilities from their non-disabled peers. It promotes social integration and fosters positive interactions and relationships among all students, fostering a sense of belonging and community.

Solely the responsibility of special education teachers: Inclusive education is not solely the responsibility of special education teachers or professionals. It involves collaboration and coordination among all educators, administrators, support staff, families, and the wider community to create an inclusive learning environment.

Inclusive education strives to create a supportive and accessible learning environment that values and respects the diverse needs and abilities of all students, providing them with equitable opportunities for education and social development.

NEP 2020: Realm of Special Education

Inclusive education is crucial for children with disabilities for several reasons:

Equal Opportunities: Inclusive education ensures that children with disabilities have equal opportunities to access education and participate in mainstream schooling. It promotes the principle of equal rights and non-discrimination, enabling every child to benefit from quality education regardless of their abilities.

Social Integration: Inclusive education fosters social integration by bringing children with and without disabilities together in the same learning environment. It provides opportunities for meaningful interactions, friendships, and mutual understanding, reducing stigmas and promoting acceptance and inclusion.

Holistic Development: Inclusive education recognizes the importance of addressing the diverse needs of all learners. By providing appropriate accommodations, support, and resources, it allows children with disabilities to develop their academic, social, emotional, and physical skills alongside their peers.

Improved Academic Outcomes: Research suggests that inclusive education positively impacts the academic achievements of children with disabilities. When provided with appropriate support and individualized instruction, they can thrive academically and reach their full potential.

Personal Growth and Self-Esteem: Inclusive education promotes the personal growth and self-esteem of children with disabilities. By being included in regular classrooms and actively participating in school activities, they develop a sense of belonging, confidence, and self-worth.

Preparation for Life: Inclusive education prepares children with disabilities for life beyond school. It equips them with essential skills, knowledge, and experiences needed for independent living, employment, and active participation in society.

Empathy and Respect: Inclusive education nurtures empathy, understanding, and respect among all students. It helps break down barriers and challenges stereotypes, allowing children to appreciate and value the uniqueness and diversity of individuals.

Legal and Human Rights: Inclusive education aligns with international conventions and human rights standards that emphasize the right to education for all, including children with disabilities. It upholds their rights to equal opportunities, non-discrimination, and full participation in society.

By providing inclusive education, we create a more inclusive and equitable society that celebrates diversity, promotes empathy, and ensures that every child, regardless of their abilities, has the opportunity to thrive and succeed.

New Education Policy and Inclusive Education:

The New Education Policy (NEP) 2020 had introduced several provisions to address the needs of Divyang individuals (people with disabilities) in the education system.

Adequate Resource and Learning Material in Inclusive Education: Problem and solution

The NEP 2020 emphasizes inclusive education and aims to ensure equal access and opportunities for students with disabilities. Some key provisions for Divyang individuals in the NEP 2020 include:

Inclusive Schools: The policy emphasizes the creation of inclusive schools that accommodate the needs of all students, including those with disabilities. It encourages regular schools to provide necessary support and infrastructure to ensure the participation and learning of Divyang students.

Universal Access: The NEP 2020 aims to ensure universal access to education for Divyang individuals by promoting barrier-free physical infrastructure, assistive devices, and technology-enabled learning tools.

Special Education: The policy recognizes the importance of special education and supports the establishment of resource centers to provide training, support, and guidance to teachers and educators in catering to the needs of Divyang students.

Assistive Technology: The NEP 2020 emphasizes the use of assistive technology and digital resources to facilitate learning for Divyang students. It encourages the development and availability of accessible digital content and tools.

Individualized Education Plans (IEPs): The policy promotes the adoption of Individualized Education Plans for Divyang students, which outline specific goals, accommodations, and support required for their learning and development.

Teacher Training: The NEP 2020 highlights the need for comprehensive teacher training programs to equip educators with the knowledge and skills to support the diverse needs of Divyang students.

Features Of New Education Policy:

The New Education Policy (NEP) 2020 introduced several key features and reforms to transform the education system in India. Here are some of the prominent features of the NEP 2020:

Holistic and Multidisciplinary Education: The NEP 2020 emphasizes a shift towards a holistic and multidisciplinary approach to education. It promotes the integration of vocational education, arts, sports, and other extracurricular activities into the curriculum to provide students with a well-rounded education.

Universalization of Early Childhood Care and Education: The policy aims to provide universal access to quality early childhood care and education for children aged 3-6 years. It recognizes the importance of the early years in a child's development and learning.

Foundational Literacy and Numeracy: The NEP 2020 places a strong emphasis on foundational literacy and numeracy skills. It aims to ensure that every child achieves basic reading, writing, and mathematical abilities by grade 5+3+3+4 Curricular Structure:

NEP 2020: Realm of Special Education

The policy proposes a new curricular structure divided into four stages: Foundational Stage (ages 3-8), Preparatory Stage (ages 8-11), Middle Stage (ages 11-14), and Secondary Stage (ages 14-18). This replaces the earlier 10+2 structure and provides flexibility and continuity in education.

Flexible Choice-Based Credit System: The NEP 2020 advocates for a flexible choice-based credit system in higher education, allowing students to choose subjects from diverse fields and design their own learning paths. It promotes multidisciplinary education and offers multiple exit points and opportunities for vocational education.

Technology Integration: The policy emphasizes the integration of technology in education to enhance teaching, learning, and assessment processes. It encourages the use of digital resources, online learning platforms, and educational technology tools for effective and inclusive education.

Teacher Training and Professional Development: The NEP 2020 recognizes the crucial role of teachers in the education system and emphasizes their professional development. It aims to enhance teacher training programs, promote continuous professional development, and ensure the recruitment of qualified and well-trained teachers.

Focus on Research and Critical Thinking: The policy promotes a culture of research, innovation, and critical thinking in educational institutions. It encourages the establishment of research centers, collaboration between universities and industries, and the inclusion of research-based projects in the curriculum.

Strengthening of School Infrastructure: The NEP 2020 aims to strengthen the school infrastructure across the country. It emphasizes the provision of adequate resources, libraries, laboratories, and ICT facilities in schools to create a conducive learning environment.

Governance and Regulation: The policy suggests the establishment of an independent State School Standards Authority (SSSA) in every state to regulate and monitor the functioning of schools. It also emphasizes the importance of strong governance, accountability, and transparency in the education system.

It is important to note that the implementation and execution of these features may vary across states and institutions. In the nut shell it may be said that the *execution of Inclusion is NOT the responsibility of the State or Central Government; even it is not a responsibility of YOU and ME, but it is the responsibility of US ALL*

Dr. Kaushal Sharma

6. Life Skill Education for Holistic Development of Divyangjan with Reference to NEP2020

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ABSTRACT

The Highest function of education is to bring about an integrated individual who is capable of dealing with life as a whole.

J Krishnamurti.

Introduction:

This paper focuses on holistic development of Divyangjan for which Life skills are of paramount importance. The Global education development agenda reflected in the Goal 4 (SDG 4) of the 2030 Agenda for sustainable development, adopted by India in 2015 seeks to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” by 2030 (NEP2020, p, 3). It is a known fact that promotion of life skills among students by various means, will lay foundation for a better education system and a healthy society of tomorrow. School education can play a vital role in developing the life skills among students. The 10th fundamental principles that will guide education system at large, as well as individual system within it, emphasize life skills as Communication, Cooperation, teamwork and resilience. National Education Policy 2020 has emphasized upon quality education across all stages of school education. Quality education is not only a life-changing but also a mind-crafting and character building experience, that positively impacts on citizenship (NEP Implementation Plan, p.10).

WHO suggested 10 core skills which are defined as abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life. Gaining life skills is essential to meet daily challenges in the work environment. Life skills are living skills and also considered as Psychosocial competence. These skills are interrelated and reinforce each other. Together, they are responsible for psychosocial competence, build self-esteem and self-efficacy and thus nurture holistic development of an individual. The present paper deals with Life Skills, its types, and need for youths. This paper throws light on the contribution of life skills education for holistic development of all individuals.

7. Role of Special Educator in Effective Delivery of Instructions Through UDL

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KEYWORDS

UDL, special educator, inclusive education, teaching, learning

Introduction:

Universal design for learning is a type of teaching learning approach, which removes hurdles and make it very simple and smooth. It creates flexible learning environment for a special need as well as regular children and realize an idea of inclusive education. It enhances the inclusive learning environment by adopting innovative teaching methods. UDL is based on the principle of neurological science which reflect and support many of the research and findings of brain related issues. Both learners and special educators have been benefitted by UDL approach. By applying UDL approach educator often find: reduce in the need for & time required to arrange individual learning and assessment accommodations. During the UDL approach educator must provide multiple ways of engagement, representation, action, and expressions for learners. Special Educator through UDL approach is like a ray of hope which helps each student to unleash their full talent and potential in an inclusive class room.

8. NEP 2020: Achieve A Barrier Free Environment for Inclusive Education

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ABSTRACT

inclusive education is the most effective way to give all children a fair chance to go to school, learn and develop the skills they need to thrive. According to census 2011, the total population of disabled in India is 2.68 cr. And it is 2.21% of the total population. In constitution, Article 45 ensures that each state shall provide free and compulsory education to all children between the age of 6 – 14 years without discrimination of cast, creed, sex, disability etc.

In India there are many efforts are taken by government through policies and programs time to time. So far India has got three education policies (The National Policy on Education 1968, The National Policy on Education 1986, New Education Policy 2020). Gradually there have been many changes occurred in the education system. Still changes not occurred significantly in the scenario of Special education. This article is trying to analyzed the provision given in NEP 2020 for creating a barrier free environment through inclusive education especially for children with special needs (CWSN).

KEYWORDS

Inclusive Education, Barrier free environment, Children with special needs

Introduction:

We live in the 21st century where all of our expectations are high. A child with disability is not the responsibility of any one particular individual, but is the concern of all. It needs combined efforts. Inclusive education is essential to protect the dignity of every child and help in the exercise of his fundamental rights. Also helps in the equalization of opportunity in the field of education. Article 24 of the UNCRPD (United Nations Convention on the Rights of Persons with Disabilities) States Parties have recognized the benefits of full and equal participation of persons with disabilities in education and as members of the community in order to enhance their skills in life and social development. In December 2006, UNCRPD adopted the resolution “To ensure these rights, States Parties shall take appropriate measures to train professionals and staff working at all levels of education by employing teachers, special educators with disabilities, who are well qualified in Braille and sign language. Such training should include the use of instructional materials, means and formats of communication, to increase disability awareness among the persons with disabilities.” The impact of policies and laws has changed the scenario of special education sector gradually. Children with disabilities are now coming in regular schools.

NEP 2020: Realm of Special Education

Therefore, inclusive education is focusing on addressing and readdressing educational exclusion that occurs for any reason-social, physical, financial, lingual, emotional, ethnic, religious, intellectual, racial, gender-based etc., barrier free environment in school enhance student's capacity, foster interest, they are becoming more and more social to move freely.

- **Inclusive Education:** Inclusive Education is about accepting all students irrespective of caste, creed & disability etc. are welcomed by their school and ensure access to quality education. Students participate in the education program with a respectful and supportive environment and celebrate diversity.
- **Effective Common Learning Environments:**

The learning environment is designed in a way that enable each student fully participate and shared views without any hesitation in the chosen educational setting.

- To Provide a positive climate; students feel a sense of belonging. It helps to progress toward appropriate personal, emotional, social and academic goals.
- To provide sufficient support; student centered teaching practices and principles are followed and responsive to provide support individual learning needs.
- Common learning environment; instruction is designed to be delivered in the community school with their peer.

National Policy on Education 1968: Developmental Principle of Inclusive Education:

- To reduce wastage and stagnation in the schools suitable programmes should be developed and to ensure that every child who is enrolled in schools successfully completes the prescribed course.
- Teachers training, particularly in-service education, has given more emphasis.
- To prevent segregation of social classes it should require that all special schools like public schools shall admit students on the basis of their merit and should provide free studentships.

The Rights of Persons with Disabilities Act, 2016: Promote and Facilitate Inclusive Education

- All differently abled students attending school are required to be surveyed every five years.
- Giving training and employment to teachers, including teachers with disability who are qualified in Braille and sign language. Also teachers who trained in teaching children with intellectual disability.
- Provide training to professional and staff for supporting inclusive education at all levels of school education.
- To support educational institutions at all levels of school education it is said to establish adequate number of resource centers.
- Students with benchmark disabilities are asked to provide free of cost books, other learning materials and appropriate assistive devices till the age of eighteen years.

- It has been said to give scholarships to students with benchmark disability in appropriate cases.
- Some special changes and modification in the examination system and curriculum to meet the special needs of students with disabilities have been mentioned, such as giving extra time to complete examination, provide scribe facility, exemption from second and third language courses etc.

National Education Policy 2020: Equitable and Inclusive Education: Learning for All:

- To ensure upliftment of tribal communities several programmatic interventions need to be pursued, so that children of tribal communities receive the benefits of these interventions.
- The Policy also aimed at providing the same opportunities of obtaining quality education to Children with Special Needs (CWSN) or Divyang as any other child.
- To ensure access one-on-one teachers and tutors, peer tutoring, open schooling, appropriate infrastructure, and suitable technological interventions can be effective for certain children with disabilities.
- ‘Gender-Inclusion Fund’ will constitute by the Government of India to build the nation’s capacity to provide equitable quality education for all girls as well as transgender students. The funds will support to address local context specific barriers to female and transgender children and provide community-based interventions to access and participation in education.
- This Policy aims to eliminate any disparity in access to education (including vocational education) a ‘Inclusion Fund’ schemes shall develop for children from any gender or other socio-economically disadvantaged group.
- This Policy follows the provisions of the RPWD Act 2016 and approves its recommendations with regard to school education. To ensuring the inclusion and equal participation of children with disabilities in ECCE and highest priority will also be given to schooling system. Full participation in the regular schooling process of Children with disabilities will enable from the Foundational Stage to higher education.
- As per the RPWD Act, barrier free access for all children with disabilities will be enabled. provide resources such as recruitment of special educators with cross-disability training, establishment of resource centers, wherever needed, especially for children with severe or multiple disabilities. It will help integration of children with disabilities in the school complex.
- Children with disabilities have differing needs as they have different categories. Schools and school complexes must be supported by providing all children with disabilities accommodations, ensure their full participation and inclusion in the classroom.
- To provide assistive devices, technology-based tools and language-appropriate teaching-learning materials (e.g., textbooks as large print and Braille in accessible formats). This will help children with disabilities integrate more easily into classrooms and engage with teachers and their peers. This may apply to all school activities including arts, sports, and vocational education.
- High-quality modules will develop by NIOS to teach Indian Sign Language, and Indian Sign Language also use to teach other basic subjects. Children with disabilities must take attention to their safety and security.

NEP 2020: Realm of Special Education

- As per the RPWD Act 2016, children with benchmark disabilities will have the choice to go to regular or special school. Special educators will support the rehabilitation and educational needs of learners with severe or multiple disabilities. They also assist parents/guardians to achieve high-quality home schooling and skilling for such students as needed.
- As per the RPWD Act 2016, guidelines and standards for home-based schooling shall be developed. children with severe and profound disabilities who are unable to go to schools have choice of Home-based education. Under home-based education children must be treated as equal to any other child in the general system.
- To ensure equitable access and opportunities a new National Assessment Centre, PARAKH, will formulate. It will recommend guidelines and appropriate tools for conducting such assessment, from the foundational stage to higher education for all students with learning disabilities.
- An inclusive school curriculum will include human values such as respect for all persons, non-violence, empathy, human rights, gender equality, global citizenship, tolerance, equity and inclusion. So corresponding changes of Students will sensitize through this new school culture, brought in by teachers, counselors and trained social workers.
- School curriculum must be free any biases and stereotypes. It is focused to develop respect for diversity through more detailed knowledge of various religions, cultures, languages and gender identities.

Conclusion:

Inclusive Education has an approach towards educating the children with disability. Indian Constitution ensures free & Compulsory education to all. A barrier free society can build through inclusive approach. A good inclusive education provides all the students to participate together in school activities. Equality meet, when cooperation of educators, parents and community leaders show a positive involvement. The Government of India is also trying to improve a barrier free environment in education system. Therefore, Government enacted many Acts & Policies. The New Education Policy 2020 of modern india has radically changed the education system of india. A new education system will be developed through which students from every strata of society will benefit and a new accessible India will be built.

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9. Continues Professional Development (CPD) of Inclusive Teachers with Reference to NEP 2020 – A Review

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ABSTRACT

Education is the process of learning by which knowledge is imparted. The government of India formulates various policies to provide equitable education to all children. Recently the new education policy provides comprehensive framework for development of education and make it more inclusive. In connection to special education, it addresses all issues of education of children with disability. In regard to continuous professional development (CPD) the New Education Policy introduced short-term specialization courses to education children with disability under Inclusive education. Continuous professional development programme enhances knowledge, skill, competence and expertise of inclusive teacher. Our study focuses on the CPD of inclusive teachers with the aim of assigning the short-term specialization courses provided to inclusive teachers under NEP 2020 in inclusive setting. The study gives out the comprehensive overview of various aspects of special education like education, training, individual needs of children with disability along with curriculum, planning, teaching strategies, classroom management, specialization, and attitude of inclusive teachers.

KEYWORDS

New Education Policy, Continuous Professional Development, Children with Disability, Inclusive Teachers. Inclusive Education, Special Education.

Introduction:

Education is an essential process in human development. It is different from schooling. Schooling is just one of the ways in which education is provided, whereas education deals with the total process of human learning by which knowledge is imparted, faculties are trained and different skills are developed. Education is also defined as the act or process of educating or applying discipline on the mind or a process of character training. Special education, also called special needs education, the education of children who differ socially, mentally, or physically from the average to such an extent that they require modifications of usual school practices. Special education serves children with emotional, behavioral, or cognitive impairments or with intellectual, hearing, vision, speech, or learning disabilities; gifted children with advanced academic abilities; and children with orthopedic or neurological impairments.

With reference to the focus in executing new provision. - **“Imparting knowledge and knowhow to teach faculties on how to teach children with specific disabilities.”**

Recently, the Indian government introduced the National Education Policy (NEP) 2020, and replaces NPE 1986, built on the foundational pillars of Access Equity, Quality, Affordability and Accountability, which is a comprehensive framework for the development of education in the country. The NEP 2020 aims to transform the Indian education system by making it more inclusive, holistic, and flexible.

In connection to special education the new education policy ensures to address all issues of neglected dimensions in education for persons with disabilities. The reform/changes under Nep 2020 can help children with disabilities get increased access to quality education, employment, health and other services, and develop a better awareness of their rights, thereby improving their quality of life, subject to a well-planned implementation of the policy.

NEP, 2020 has introduced short-term specialization courses to teach children with disabilities with the existing framework. The teachers will be given the freedom to choose different tools for teaching as per the needs and requirements of the students.

What is Continuous Professional Development (CPD)?

Continuous professional development is the planned, continuous and life-long processes and learning activities professionals undertake to enhance their knowledge, skills, competence, and expertise. It records what professionals learn, experience, and apply in their field.

Instead of being reactive and passive, teachers who engage in continuous professional development become proactive and apply the newly acquired skills and knowledge to teach more efficiently. They attend conferences, workshops, online training classes, or e-learning courses to develop themselves professionally. The CPD cycle is concerned with what teachers do during the CPD reflection process as opposed to when they undertake it. The following are the six essential stages of the ongoing professional development cycle:

- Planning entails determining where progress can be accomplished.
- Participating in activities that promote development is referred to as action.
- Review - Looking back to assess what was learned
- Incorporating learning into daily tasks
- Transparency entails sharing what has been learned to assist others.
- Reflection entails assessing the impact of one’s actions.

Review of literature:

Mr. Somendra Sharma, Tejendra Kumar (2022); Problems and Opportunities in Teacher

Education in context of National Education Policy,

Education is key for achieving full human potential, developing an equitable society and promoting national development. Providing universal access to quality education is the reason to India's continue ascension and leadership on the world's stage in terms of economic process and growth, social justice and equality, scientific advancement, national integration, and cultural preservation. An efficient teacher education provides a solid ground and impetus to the education system. The present teacher education has been facing many problems related to its various aspects. The new comprehensive National Education Policy,

2020 (NEP 2020), outlines the vision of India's new education system. It provides a promising dimension to the education system in general and teacher education in specific. It also offers remedies to the issues teacher education is facing today. This paper sheds light on the problem of teacher education in India and the remedies in terms of the opportunities the new National Education Policy 2020, offers in order to achieve the goals of equitable society and sustainable development.

Objective of The Study:

The Objective of the study is to assess short term specialization courses assigned to inclusive teachers under continuous professional development, to raise awareness and educate teachers and students to "divyangjans" various requirements in inclusive settings with reference to NEP 2020.

Research Methodology:

The present study is a qualitative research & the content analysis method is used by the researcher. This research work is based on official documentation and also various sources of information like journals, articles, websites, reports of various organizations, blogs, and written documents.

Result & Discussion:

Discussion:

To layout the provision under NEP 2020 of raising awareness and educating inclusive teachers to impart education to CWSN in inclusive classrooms various short term courses have been offered and taught under CPD programmes. This initiative by the government is a commendable step to improve the education of CWSN in inclusive classrooms. No doubt the training is provided by trained specialists or professionals & is of great significance but there are some challenges too. On the basis of research some questions are picked for discussion which are quite challenging.

Research Question:

1. What is the duration of training period of inclusive teachers and is sufficient to learn the specific needs of CWSN?
2. Are there any criteria for selection of inclusive teachers for short-term specialization courses in special education?

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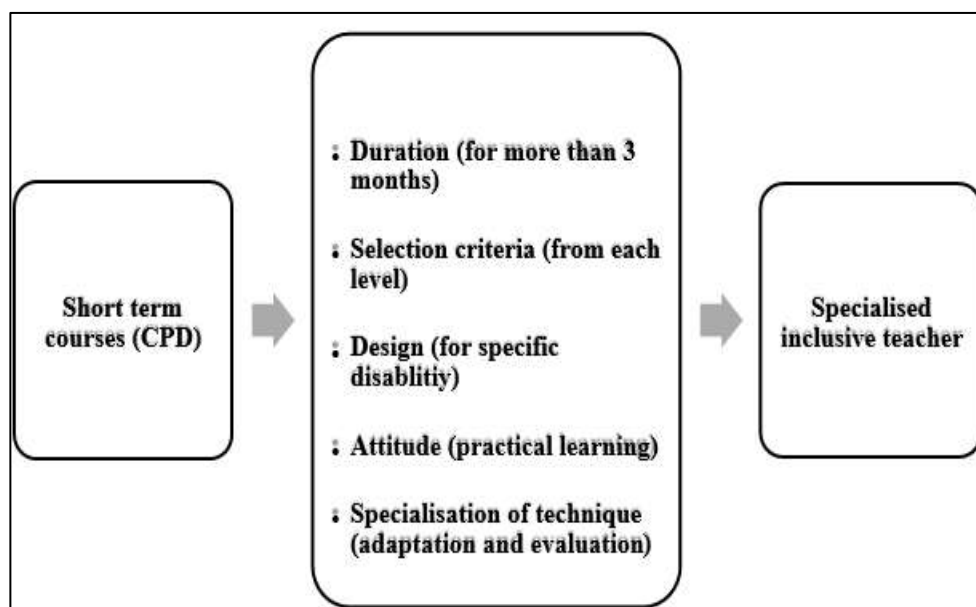
3. Are these specialized courses are designed according to the specific disability?
 4. Are these short term courses helpful in developing the right attitude among inclusive teachers towards cwsn in inclusive classroom?
 5. Apart from above after get trained in short term courses, can an inclusive teacher effectively apply specialized techniques in inclusive classroom for cwsn?
- *Individual difference*- Each individual is different and these differences makes them unique in their abilities. The cwsn are facing various issues and challenges according to their disability like varied health conditions, developmental milestone, speech and language problems, sensory processing issues, behaviour problems, physical & cognitive impairments etc. Their educational, learning and social needs are different. It is essential to understand and to deal with them accordingly. With reference to this point are the Inclusive teachers able to effectively address the individual & educational needs of cwsn in inclusive classroom.
 - *Class room management*- Classroom management is a skill that facilitates better learning environment. Teachers play various roles in a inclusive classroom, and they appear to be effective with students of all achievement levels regardless of the levels of heterogeneity in their classes. A systematic designed inclusive class creates better learning place for cwsn. It requires appropriate management of classroom resources and environment such as sitting arrangements, class size, inculcating task & activities, student participation, interaction with teacher, behaviour management, use of technology, teaching learning materials, developing positive expectations etc. Is it possible for an inclusive teacher to establish an effective classroom environment as per the needs of cwsnwith proper use of technology and resources?
 - *Teaching strategies*- Teaching strategies are the various methods educators use in their teaching practice. Teachers use to deliver course material in various ways that keep students engaged and practicing different skill sets. They select different teaching strategies according to topic, grade level, class size, and classroom resources. Many kinds of instructional strategies are employed to achieve teaching and learning goals and support different kinds of students. It requires focusing on children's unique needs, learning styles and abilities. Are inclusive teachers given knowledge of supported teaching strategies to deliver course, content and lesson to cater learning in inclusive classroom.
 - *Curricular adaptations*- Curriculum Adaptations are the "changes permissible in educational environment which allow the student equal opportunity to obtain access, results, benefits, and levels of achievement." curricular adaptations allow students with disabilities to participate in inclusive environments by compensating for learner's weaknesses. In a diverse classroom cwsn face various learning challenges and able to achieve learning outcomes by some adaptations in content or course. Accommodation and modification of curriculum provides flexibility in curriculum as per need of cwsn and helps to achieve learning in inclusive classroom. Can inclusive teachers able to address the challenges and adapt curriculum as per learning requirements of cwsn.
 - *Curriculum planning*- Curriculum planning involves creating a practical plan of action and a list of learning objectives for cwsn. The curriculum should act as a helpful map, outlining where teachers need to go and how to get there. While planning curriculum and developing curriculum attention must be given to the needs of any child with disability. This helps to set smart goals and maximize learning experiences of cwsn. Various things must be kept in mind while developing an inclusive curriculum for cwsn

like education planning and management, learning environment, teaching methods and approaches, differentiated instructions, adaptation of course structure, assessment and evaluation etc. Can an inclusive teacher able to develop & plan curriculum and set smart goals as per the educational needs of special children?

- *Assessment and evaluation*- Assessment and Evaluation is an integral part of education and learning process and provide for continuous, fair and equitable evaluation of students and reporting to parents. Assessment is the process of collecting, synthesizing and interpreting information about the student for the purpose of decisions making, education and instruction planning according to the academic and social needs of cwsn. Evaluation provides detail information about student’s strengths weaknesses and determine the overall progress. Cwsn are diverse learners and according to their needs various techniques have been adapted like extra time, oral method, class room observations, objective type questions, scribe, use of adaptive devices and many more to achieve educational and learning goals. Do inclusive teachers have proper information and knowledge to incorporate these techniques for assessment and evaluation of cwsn to attain the educational goals and further placement and up gradation.

Figure no. 1

Model of Short Term Course (CPD)



Suggestions:

Inclusive education is demand of current scenario. The slogan “Education for all” reveals the disabled children can't be ignored. Every child despite of disability has a right to get education. We welcome and admires the provision of Nep 2020 regarding special education and disability.

The short-term term courses under continuous professional development is a constructive step of connecting inclusive teachers with external training in the field of disability and special education.

- *Special Educator*- Children with disability have specific educational, learning and social needs. CPD training programmes not only raises awareness but provide knowledge and comprehensive outlook to understand them, but unable to give the specialization and expertise as the special education teacher have. To facilitate greater learning experiences there must be special teachers with specialization in the related disability. Since they are specifically trained in particular branch of disability and have that skill-set of knowledge, attitude, patience, commitment, and expertise to deal with it.
- *Duration* –The duration of short term course should not be less than 3 months because it will provide longer period to inclusive teachers to engage themselves in learning, enhancing their knowledge skill set and abilities to deal with the various challenges face by them in inclusive classroom.
- *Selection criteria* - Instead of randomly choosing inclusive teachers for short term specialization course, selection should be based on some definite criteria like grade, level or qualification etc. This will develop greater understanding among inclusive teachers towards individual needs as physical, emotional mental, social etc. and develops determination towards children with disability.
- *Design* - The continuous professional development courses should be design by keeping in mind with specialization of specific disability, focus should be given on empirical learning, it will help in recognizing academics and functional requirements of cwsn in inclusive classroom and will enhance their learning experience.
- *Attitude* -The attitude and belief of teachers play a vital role in educating cwsn. The stigma and prejudice concerning disability decreases the interest, motivation. The short term courses should cultivate positive attitude and acceptance towards disabled children and encourage practical learning in inclusive class room.
- *Specialization of techniques* -The inclusive teacher should integrate various techniques of class room management by setting clear rules , sensitizing peers, active participation, use variety of teaching strategies like UDL, multisensory approach, differentiated instruction, develop lessons as per need of the child, make use of various assistive devices and techniques, adapt and modify curriculum as per requirement, incorporate assessment for diagnosis,& decision making, evaluation for student
- *Competency*- To meet the challenges, to provide support and to enhance skill set and abilities the inclusive teachers should inseminate various qualities in themselves like good communication skills, compassion, devotion towards cwsn, patience, adaptability, perseverance for improvement, buildings trustworthiness and collaboration with parents and professionals etc. Progress through placement and promotion.

Conclusion:

Short term courses provide knowledge and awareness in inclusive teacher's. To educate cwsn is a challenging task, inclusive teachers confronted various issues while teaching them in inclusive classroom. The individual needs of cwsn are varied, requires expertise. Special educator is specifically trained, have that skill abilities and competency to educate cwsn. They develop and adapt curriculum as per their need, incorporate various techniques, assess

their strengths, weaknesses & evaluate their progress. The short term courses should be organized for longer duration for different level with specialization in specific disability. Emphasis should be given on practical application of techniques and developing attitudes, skill, determination among inclusive teacher's. It helps to fill the gap and specialized inclusive teachers can effectively address & meet the requirements of cwsn and make their classroom a better place of learning.

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10. NEP 2020: Role of Teacher in Early Intervention and Remedial Programs for Special Educational Needs

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ABSTRACT

NEP 2020 has brought about a structural change in the education system which aims to rejuvenate teaching and learning ensuring equity and inclusion. The role of a Special Educator in Inclusive Education is indeed important and challenging in the present scenario. The teacher, a friend, philosopher, and guide, performs excellently while approaching the Special Needs students in the class. The special educator adopts different teaching methods and tools for those with disabilities, talks easily with them, and is sensitive to their Special Educational Needs (SEN). Being emotionally stable and mature, he/she motivates the student to understand the situation. The researcher in the present paper highlights the strategies which can be implemented in the Special Education class through various activities which can be conducted to identify the problem, develop a plan, implement the plan, collect and analyze the data, and lastly reflect to share amongst the Inclusive students.

KEYWORDS

NEP 2020, Early Intervention, Special Educator, Special Education Needs (SEN).

Introduction:

Quality Education is an essential objective that is involved in a student's social, academic, emotional, recreational, vocational, language, and psychological development. This objective has been a long-standing concern, bringing about profound educational reforms in developed and developing regions and countries. In our current educational context, it is unjust to marginalize students and dangerous from a social perspective to orientate them toward exclusion. A rejuvenation of the educational system is essential to bring a change in the teaching and learning process. Early intervention program enables to assess the problem, provide a solution, and give feedback.

Various activities can be conducted to identify the problem, develop a plan, implement the plan, collect, and analyze the data, and lastly reflect to share amongst the Inclusive students. The NEP 2020 has listed the guidelines and provisions for better education for students with disabilities.

NEP 2020 is inclined toward Quality Education for students with disabilities:

- The Teacher Education program includes skills in which how to teach children with disabilities is highlighted.
- The Right to Education Act, 2009, amendment of the RTE Act, 2012. and the RPwD Act, 2016 included options for the education of children with disabilities like neighborhood schools, special schools, and home-based education.
- Special provisions will be provided to solve the serious problem of the shortage of special educators and to ensure the availability of adequate resources for students with disabilities including resource centers and educators.
- NEP 2020 has introduced short-term specialization courses to teach children with disabilities with the existing framework. The teachers will be free to choose different teaching tools per the student's needs and requirements.
- NEP 2020: Making education more inclusive, the National Assessment Centre, PARAKH will ensure accessible guidelines for children with learning disabilities.
- The instructors will be prepared to perceive and recognize disabilities, comprehensive training is essential to deal with Special Needs students without which it will be a waste of time for other children in the class.
- The Special Educator should have content and pedagogical knowledge as ensured between the NCTE and the RCI, a gap that teachers and special educators have identified.
- A flexible curriculum will be enacted according to NEP 2020 to examine disability inclusion in India's New Education Policy.
- The NIOS will develop high-quality modules to teach Indian Sign Language and to teach other basic subjects using ISL.
- Resource centers in collaboration with special educators will support the rehabilitation and educational needs of learners with severe or multiple disabilities.
- The Teacher Education program should include provisions for the recruitment of Special Educators with cross-disability training and awareness programs too.
- The NEP schools and school complexes will be equipped with resources for the integration of students with disabilities with mainstream students.

Therapy and Early Intervention Programs for Remedial Teaching in Inclusive Classrooms:

Techno Pedagogy Skills for Effective Teaching:

The Techno Pedagogy Skills are essential in the present scenario and will cause a dynamic change in the teaching and learning process. Various technological and social developments have enabled to bring a reformation in all aspects of human life. Some of the knowledge, skills, abilities, competencies, and personal characteristics necessary for life in previous centuries have become irrelevant, while others have become critical. Most of these changes are associated with using Information and Communication Technologies (ICT). The capacity to apply ICT in various areas of human life has become an important contributor to human well-being and the prosperity of society. The utilization and inclusion of Techno pedagogy is the top priority of social, economic, and educational policies of many international organizations and individual countries.

However, the need for Techno pedagogy skills has emerged quite suddenly, and the concept of Techno Pedagogy is still very new. The Techno Pedagogy skills such as computer basics, educational technology, packages, online resource materials, and CAI online have caused many changes in society.

Therapeutic Interventions for Special Students in the Classroom:

Innovative methods like play, music, dance, art, and role play can help an emotionally disturbed child. Play and other such activities as music, dance, art, and role play can be used as a medium of self-expression for children. The child's behavior can be changed and modified through play. Beating the students, making them stand on the bench, scolding them, preventing them from playing games, etc. are common forms of punishment.

These punishments may help a teacher to quench his anger or at the most to control the immediate situation. Play helps the children to express themselves. In play therapy the child is given the opportunity to play out his or her feelings of tension, aggression, fear, and confusion. By bringing these feelings to open, the child is made to face them and learn to control or abandon them.

Music Therapy:

Music Therapy uses music to provide healing and enhance the quality of life. It is used along with other cancer treatments. It helps patients cope mentally and physically with their diagnosis. It helps in a variety of disorders including cardiac conditions, depression, autism, substance abuse, and Alzheimer's disease. It involves listening to music, making music, singing, drawing, and music along with guided imagery with music. It is effective in the following:

- ✓ Eases stress, apprehension, and fear.
- ✓ Improves mood.
- ✓ Calm a disturbed person.
- ✓ Lower heart rate, blood pressure, and breathing rate.
- ✓ Ease depression.
- ✓ Ease sleeplessness.
- ✓ Ease muscle tension and provide relaxation.
- ✓ Music evokes pleasure.
- ✓ Rhythmic sound provides motor activities.
- ✓ Reduces tension.
- ✓ Emotional feelings such as happiness, excitement, and sadness.
- ✓ Escape from boredom.
- ✓ Self-confidence cultivates socialization and assists in speech impairment.
- ✓ Some classical music approximates the rhythm of the resting heart (70 beats per minute)

Dance Therapy:

Dance Therapy improves mental and physical well-being. Used in hospitals and comprehensive clinical cancer centers. It helps to develop:

- Positive body image.
- Improves self-concept and self-esteem.
- Reduce stress, anxiety, and depression.
- Decreases isolation, chronic pain, and body tension.
- Increases communication skills and encourages a sense of well-being.
- Used for releasing emotions.
- Release tensions, attitudes, and conflicts.
- Helps in externalizing feelings and promotes socialization.
- Shyness and embarrassment, and become assertive and self-confident.
- Create alertness in a child who is otherwise passive and dull in class.

Music and dance therapy assists the child in releasing fear, frustration, stress, and anxiety. The teacher guides and coordinates the activities of the child to help them resolve their tensions.

Early Intervention and Remedial Program:

According to the Centers for Disease Control and Protection (2010), autism spectrum disorder (ASD) is a group of developmental disabilities that can cause significant social, communication, and behavioral changes. Because delays are pervasive, early intervention programming is becoming a common tool used to counteract the challenges that may occur due to delay. Early intervention is a combination of services such as but not limited to occupational therapy, speech and language therapy, physical therapy, developmental therapy, psychological services, and social work services. Each child who receives early intervention services and the remedial program is assessed under three categories: The child has a developmental delay, the child has been diagnosed medical or physical condition with a high probability of leading to developmental delay, and the child has a risk of developmental delay. **Early Intervention** is a system of coordinated services that promotes the child's age-appropriate growth and development and supports the families during the critical early years. Some early intervention services to eligible children and families in the US are federally mandated through the Individuals with Disabilities Education Act.

Early Intervention Services& Remedial Program:

Reddinough (2009) children with autism were presented with pre and post-test assessments along with a home-based intervention program to test the effectiveness of this type of program in regards to early intervention skills. In this study a total of 59 children between the ages of 3-5 attended therapy. 33 sessions at two different centers, while half of the participants received an additional 40 weekly visits within the home environment. The parents of the intervention group had received additional home visits from a special language pathologist and an occupational therapist, had the opportunity to ask questions about therapy, and were given direct instruction as to what they were to do during therapy sessions. Parents were the child's main instruction source, but siblings were introduced if able, and the professionals were strictly there to guide the parents. Each participant was assessed prior to any intervention, immediately after therapy, and then reassessed after one year of therapy ended.

Results showed that early intervention and remedial program has a positive impact on individuals with autism. It helped in the area of cognitive development of those individuals who received an extra home-based program Family Involvement and Family-Professionals Partnerships. Family involvement falls in the category of the Family-centered approach.

Findings:

1. Play therapy can be used to better understand the child and help resolve her tensions and anxieties.
2. The teacher can help the child constructively express her feelings, ideas, and emotions.
3. Music and dance therapy provides an opportunity for children to demonstrate their skills and abilities.
4. Music therapy fosters the amelioration of various chronic illnesses, such as depression.

Suggestions:

1. Early Intervention is suggested in shaping the behavior of the child.
2. It reduces the side effects of chronic illness and permanent functional impairments.
3. It helps in preventing the occurrence of disability.
4. It helps professionals to prescribe remedial plans at the right time.

Conclusion:

Inclusive education is a new approach to the education of children with disability and learning difficulties with that of normal ones within the same institution. It implies the education of all children, where all students are equal participants in the learning process. NEP includes the provision of inclusive education and remedial programs involving students with disabilities.

They should not have to depend on specialized services alone to benefit from educational resources, activities, and practices that are otherwise available to all. The Integrated Education for Disabled Children (IEDC) scheme provides a wide range of provisions, services, and remedial measures for the education of children with disabilities. A number of voluntary organizations are implementing the scheme in various areas.

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11. Critical analysis of NEP 2020 with reference to Special Education

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ABSTRACT

Every child with special need is entitled to certain entitlements. Our constitution has ensured that every inhabitant has certain entitlements. Amongst these entitlements, educational rights are the most significant. Education empowers individuals. As a result, the right to education is a means of leveling the playing field for individuals, regardless of gender, caste, and creed, and reducing illiteracy. Despite the opportunities provided by the constitution, there is a discrepancy in education in terms of gender and other factors, such as the ability or disability, locality, and so on, to attend educational institutions. Inclusive or special education is an approach to overcoming these disparities in the field of education. The NEP 2020 has also incorporated an inclusive approach into its policy and has placed a special emphasis on this aspect. This paper aims to highlight inclusive practices, with specific reference to the National Education Policy 2020.

KEYWORDS

Inclusive education, Special Education, Education for all, NEP-2020, SDGs (Socio-Economically Disadvantaged Groups)

Introduction:

The Goal 4 (SDG14) of the 2030 global Agenda for Sustainable Development, adopted by India in 2015 - seeks to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” by 2030. While the previous policies talked about access and equity, it was in National Policy on Education (NPE), 1986 that Education for women's equality, Education of scheduled castes/scheduled tribes and other backward sections, Minorities education and Education of the handicapped² were dealt as separate sections with separate provisions. The new education policy provides to all students, irrespective of their place of residence, a quality education system, with particular focus on historically marginalized, disadvantaged, and underrepresented groups.

It proposes that education is a great leveler and is the best tool for achieving economic and social mobility, inclusion, and equality. It affirms that Initiatives must be in place to ensure that all students from such groups, despite inherent obstacles, are provided various targeted opportunities to enter and excel in the educational system. It groups all these groups and also new groups under this chapter to provide better access to quality education. Although the new policy suggests many fundamental principles that will guide the education system at large, as well as the individual institutions within, the followings are the most relevant to inclusion of all children in education:

- Recognizing, identifying, and fostering the unique capabilities of each student, by sensitizing teachers as well as parents to promote each student's holistic development in both academic and non-academic spheres;
- Respect for diversity and respect for the local context in all curriculum, pedagogy, and policy, always keeping in mind that education is a concurrent subject;
- Full equity and inclusion as the cornerstone of all educational decisions to ensure that all students are able to thrive in the education system;

Special Education Zones (SEZs) Certain geographical areas contain significantly larger proportions of SEDGs. Also, there are locations that have been identified as Aspirational Districts by the Government which require special interventions for promoting their educational development. The Policy recommends that regions of the country with large populations from educationally-disadvantaged SEDGs should be declared Special Education Zones (SEZs), where all the schemes and policies are implemented to the maximum through additional concerted efforts, in order to truly change their educational landscape. Providing quality education to girls is the best way to increase the education levels for SEDGs.

The policy thus recommends that the policies and schemes designed to include students from SEDGs should be especially targeted towards girls in these SEDGs to eliminate any remaining disparity in access to education (including vocational education) for children from any gender or other socio-economically disadvantaged group not just in the present but also in future generations.

Provisions: Gender:

Inclusion Fund to provide equitable quality education and for assisting female and transgender children in gaining access to education through different mechanisms such as making provisions of sanitation and toilets, bicycles, conditional cash transfers, etc. will be available to States. This will enable States to support and scale effective community-based interventions that address local context-specific barriers.

Inclusion Fund schemes will be developed to address access issues for other SEDGs. The Policy aims to eliminate any disparity in access to education (including vocational education) for children from any gender or other socio-economically disadvantaged group.

Building free standard boarding facilities available in school locations where students may have to come from far, and particularly for students who from SED backgrounds with suitable arrangements for the safety of all children, especially girls.

NEP 2020: Realm of Special Education

Strengthening Kasturba Gandhi Balika Vidyalayas and expanding to increase the participation of girls in quality schools (up to Grade 12).

Building additional Jawahar Navodaya Vidyalayas and Kendriya Vidyalayas around the country, especially in aspirational districts, SEDs, and other disadvantaged areas, to increase high-quality educational opportunities. Differences among individuals are a widespread occurrence that persists universally. No two children are identical, and many of them deviate significantly from the anticipated range of typical or average possession of one or more personality traits to such an extent that their requirements become exceptional. In the past, these children were expected to attend special schools designed to cater to their unique needs. However, with the passage of time, new approaches and practices have been introduced in various fields of human activities, including education. One such innovative approach that has emerged in the field of education is inclusivity. This is the most prevalent and relevant idea in modern education. Currently, every aspect of education is geared towards inclusivity.

The purpose of special education is to foster the comprehensive growth of children. We recognize that there exist diverse entities involved in education, with the most formal and pivotal being schools. As such, schools can play a pivotal role in achieving true educational objectives by incorporating two key elements: firstly, building a rapport with all students, and secondly, recognizing that each child possesses unique strengths. With this perspective in mind, every school should embrace all students, including their strengths and weaknesses. In a school or classroom, teachers encounter diversity in terms of students' cultural, social, economic, and physical characteristics. Teachers should strive to create unity amidst this diversity, both in the classroom and in the school. We often speak of equality in education, with various national policies and education commissions emphasizing the importance of achieving this goal. However, segregating students into different schools based on their abilities and disabilities does not constitute achieving equality in education. True equality in education can only be achieved when all students, regardless of their characteristics or abilities, are welcomed by a single school and provided with opportunities to learn together under one roof named "Equality".

No progress can be deemed finished unless it is all-encompassing. Inclusivity is tantamount to achieving a fully harmonious society that caters to all members of the human community. The concept of Inclusion connotes acceptance and embracing. A society that is inclusive values, accepts, respects, and provides equal opportunities to everyone. It's worth mentioning that the term does not only pertain to acceptance or rejection, but it encapsulates an all-encompassing social ideology in one word. In the realm of education, inclusion implies equal education, ensuring that all children's needs are met in the classroom. Inclusive education pertains to the placement and education of children with diverse needs in regular classrooms with children of the same age. In simpler terms, inclusive education is a new approach to educate children with disabilities and learning difficulties alongside normal children under one roof. It dismisses the use of special schools or classrooms to segregate students with severe variations from those without. Therefore, we can define inclusive education as a practice in education where children experience quality and equality in education with their peers. It has been observed that, like other countries worldwide, inclusive practices have gained popularity in India and become a feature of quality education.

Equitable and Inclusion and NEP 2020:

India, our nation, has been an early adopter of an inclusive approach to education. This is evident from both our constitutional provisions and various welfare schemes, which make our education system extremely inclusive-friendly. The government of India is firmly committed to ensuring that every child has the right to basic education. The Indian Constitution guarantees free and compulsory primary education up to a certain age. Over the years, our country has seen several policy changes and initiatives aimed at protecting the rights of every child, especially those from underprivileged backgrounds. One such revolutionary step was the implementation of the Integrated Education for Disabled Children (IEDC) scheme in 1974, which was rolled out nationwide. The Kothari Commission (1966) also emphasized the importance of educating children with disabilities in the post-independence period. In the 1980s, the Ministry of Welfare, Government of India, realized the need for an institution to monitor and regulate HRD programs in the field of disability rehabilitation. The education system underwent several changes until the 1990s, with the adoption of the Policy on Education in 1968 and 1986, as well as the Program Action in 1992. Reports suggest that an estimated 40 million Indian children aged between 4-16 years with physical and mental disabilities are excluded from mainstream education. This highlights the need for the integration of such children with their peers.

Consequently, the Indian administration enforced the District Primary Education Project (DPEP) during the year 1994-1995. Towards the end of the 90s (precisely in 1997), the notion of "inclusive education" was incorporated into the District Primary Education Program (DPEP). This initiative placed particular emphasis on incorporating children with mild to moderate disabilities and was consistent with global developments. Remarkably, it turned out to be one of the Indian government's most significant flagship schemes, with a funding of 40,000 million rupees.

During 2001, the Sarva Shiksha Abhiyan (SSA) was introduced with the aim of achieving Universalization of Elementary Education. SSA was an initiative that prioritized the enrollment and retention of all children aged between 6-14 years. Additionally, SSA adopted a zero-rejection policy that was highly effective in ensuring that every Child with Special Needs (CWSN), regardless of their type, category, or degree of disability, received a meaningful and high-quality education. The National Curriculum Framework (NCF) 2005 also contributed to the context of inclusive education. In 2005, the Ministry of Human Resource Development implemented a National Action Plan to promote the inclusion of children and youth with disabilities in education.

In 2009-10, the IEDSS focused on helping for inclusive practices, particularly for disabled children in grades 9 and 10. This scheme was later incorporated into the RMSA in 2013. The RMSA emphasized the integration of these children into regular schools to aid in their socialization and confidence building. The IEDC was revised and renamed as "Inclusive Education of the Disabled at the Secondary Stage".

In 2020, the country witnessed an unprecedented event in the realm of educational development with the adoption of the National Education Policy (NEP). After 34 years of other national policies on education, the NEP 2020 is deemed to be a groundbreaking occurrence. Its purpose is to provide a framework for guiding the development of education

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in the country. A significant development since the last policy of 1986 and 1992 is the Right of Children to Free and Compulsory Education Act 2009, which established legal foundations for achieving universal elementary education. The new education policy aims to provide a quality education system to all students, regardless of their place of residence, with a particular focus on historically marginalized, disadvantaged, and underrepresented groups. Education is considered the best tool for achieving economic and social mobility, inclusion, and equality. The NEP 2020 places equity and inclusion at its core. In the fields of higher or school education, inclusion involves restructuring the whole system to ensure a wide range of educational opportunities, including curriculum, pedagogy, and recreational opportunities. The policy is designed to prevent the segregation and isolation of ethnic and linguistic minorities, persons with disabilities, and those who face learning difficulties due to language barriers and are at risk of educational exclusion. The NEP 2020 has made special provisions for the educational needs of Socio-Economically Disadvantaged Groups (SDGs). These SDGs can be broadly categorized based on gender identities (particularly female and transgender individuals), socio-cultural identities (such as Scheduled Castes, Scheduled Tribes, OBCs, and minorities), geographical identities (such as students from villages, small towns, and aspirational districts), disabilities (including learning disabilities), and socio-economic conditions (such as migrant communities, low-income households, children in vulnerable situations, victims of or children of victims of trafficking, orphans including child beggars in urban areas, and the urban poor), including women. The NEP 2020 has made special provisions for the inclusion of these SDGs in education.

Conclusion:

Therefore, it can be observed that NEP2020 is a policy that has the potential to accomplish the long-standing objective of providing Education for all. It has integrated all the measures necessary to put into effect the notion of inclusive practices, allowing all children to learn under a single roof of fairness and impartiality, regardless of their individual traits. The current inclination towards Atmanirbhar Bharat is driving India towards a new course of self-sufficiency. The slogan of Atmanirbhar Bharat can also be applied to the educational sector, and it can only be attained when every individual is welcomed to learn and grow together in a climate of parity, where their unique requirements and attributes are acknowledged by others, and they feel secure and independent.

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12. Role of Special Educators and Challenges for Making Inclusive Environment by Incorporating the Education Policy of NEP -2020

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ABSTRACT

Special education presents one of the major challenges facing school leaders in this era of comprehensive school reform. Today, schools must provide students with disabilities appropriate access to the general curriculum and effective instructional support. Student progress must be monitored closely and demonstrated through participation in assessment efforts. Research suggests that the principal's role is pivotal in the special education process; however, few school leaders are well prepared for this responsibility. recent report on disability by United Nations Economic and Social Commission for Asia and the Pacific (ESCAP) reveals prevalence of 2.2% persons with disability in India.

Further, 18.8% of the total population of persons with disabilities include visually disabled (United Nations 2016, National Curriculum Framework 2005, CCE is frequently cited as the only meaningful kind of evaluation. CCE requires careful thinking about when it can effectively be employed in a system. Such evaluation places a lot of demand on the teachers' time and ability to maintain meticulous records for meaningful execution and reliability as an assessment tool.

If this simply increases stress on the children by reducing all activities into subjects of assessment, or aids to make them experience the teacher's 'power', then it defeats the very purpose of education. Continuous Comprehensive Evaluation, as the term suggests should be continuous and on-going and challenging. These are not formal tests; rather they should be planned to help assess the student's on-going progress towards the teaching-learning goals. Planning and designing the evaluation should thus be an essential component of teaching. An advantage of CCE, if planned appropriately, is that it helps to check for student's learning, allowing the teacher to intervene as needed and offer guidance, if necessary. Evaluations are helpful to understand how the student is learning, to what extent and whether the teaching and curriculum goals are reaching the students and challenging issue in special education.

This paper examines key leadership issues related to effective special education and reviews emerging standards for principal performance to determine the knowledge and skills that effective school leaders need. Recommendations for future research and leadership.

KEYWORDS

Teachers, CWSN, Inclusive Education, RTE. Equal.

Introduction:

School is an important place in the context of learning, development and success in life. It is a place where children and adolescents spend a significant time of their young lives (World Health Organization 2007, A student's well-being is essential for both academic and social development (Australian Government 2016). Schools optimize this by providing supportive and respectful learning environments. Schools also act as an agent to share these responsibilities with the whole community. Prevalence of children with disabilities is 1.5% among 59 years' age group and 1.8% among 1019 year (United Nations 2016, p. 148). The Eighth All India Education Survey reveals an increase of 17.36% in students with visual impairment in the country (NCERT 2016,). The education of children with visual disabilities needs an obvious attention. Vision is the primary learning modality and source of information for most children (1995). Students with visual impairments have unique educational needs. In order to meet their unique needs, students must be teacher in a self-contained special education classroom in a special school: This role would involve working with a certain number of more seriously disabled students in a special education setting. The teacher in this setting is usually assisted by a teaching assistant as well as aides because of the seriousness of the disabilities exhibited by this population of students. In this type of setting the special educator may be faced with a variety of responsibilities including but not limited to the following: ¼ Curriculum development ¼ Parent conferences ¼ Pre-and post-testing using group standardized tests ¼ Involvement at the annual review-an annual meeting held by the IEP Committee to discuss the progress of each child with a disability and to plan the next year's Individual Education Plan.

National Policy for Persons with Disabilities (2006) recognized that persons with disabilities are valuable human resource for the country and sought to create an environment that provided them with equal opportunities, protection of their rights, and full participation in society. The focus of the policy included prevention of disabilities, rehabilitation measures, and physical rehabilitation strategies. More specifically it involved (a) early detection and intervention, (b) counseling and medical rehabilitation, (c) the use of assistive devices, (d) development of rehabilitation professionals, (e) education for persons with disabilities, (f) economic rehabilitation of persons with disabilities, (g) serving women and children with disabilities, (h) creating barrier free environment, (i) issuing disability certificates, (j) providing social security, (k) the promotion of NGOs, (l) carrying out research, (m) sports, recreation, and cultural life, (n) making amendments and existing acts dealing with the PWDs. SSA specifically supported inclusion of children with special needs at the early childhood education and elementary education level and Inclusive Education for the Disabled at the Secondary Stage (IEDSS) was introduced to provide assistance to students with special needs at secondary level. The scheme for IEDSS was therefore envisaged to enable adolescents with disabilities to have access to secondary education and to improve their enrollment, retention, and achievement in the general education system. Under the scheme every school was proposed to be made "disabled-friendly." IEDSS especially aimed to identify students with disabilities at the secondary stage, provide 3,000 rupees per child per annum for instructional materials, and set up model schools in every state to develop replicable practices in inclusive education. Right of Children to Free and Compulsory Education (RTE) Act (Ministry of Human Resource Development, 2009b) proposed free and compulsory education to all children aged between 6 and 14 years. Also, the Act made it binding that all public and private schools reserve 25 percent of their classroom seats for children from "disadvantaged sections." Section 3 of the law stated that

“disadvantaged sections” cover children with disabilities as specified under the PDA. In 2012, a bill was passed by the parliament of India to amend the Act. This bill allowed children with autism, cerebral palsy, intellectual impairment, and multiple disabilities the benefit of choosing to study from home. The bill emphasized that the “home schooling option” should not become an instrument for schools not wanting to take these children in classrooms.

Special Schools: Wider Perspectives:

Special schools for persons with disabilities are institutes dedicated to improving the lives of children and adolescents with disabilities. Most special schools are specifically designed, staffed and resourced to provide the appropriate special education for children with additional needs. Special schools also focus on providing individualized education, and addressing specific needs of students. A special school could be defined as a school for children who have some kind of serious physical or mental problem (Collins 2016). It is a school for children who are unable to benefit from ordinary schooling because they have learning or physical disabilities (Collins 2016). Generally, students attending special schools do not attend any classes in mainstream schools (Heward 2014). Cambridge Advanced Learner’s Dictionary and Thesaurus (2016) also defines special school as a school for children who have physical difficulties or problems with learning. Special schools are no longer an institution which children enter with an expectation that they will remain there until graduation, returning to the regular world only for vacation. Rather, it is a part of the stream into which it channels the pupils who have adjusted, and from which it receives those who need special training or temporary adjustment (Punani and Rawal 2000, p. 240). The residential special school system was never intended to separate, isolate or stigmatise visually impaired students from the society (Farrell 2007). Frampton and Kerney (1953) emphasize that the residential school has outlasted many social, educational, and economic changes and survives today, rigorous and alert, to its task. It will remain an important setting for fostering inclusion in the future by insuring the most productive and practical method of teaching. Mainstream schools are simply unprepared to educate children with blindness or severe visual disabilities and were found to be somewhat ignorant about their potential (Farrell 2007).

Special Schools: Emerging Roles:

The presence of special schools in a parallel stream does effect the enrolment of children with disabilities in regular schools (NCERT 2006). Allan and Brown (2001) revealed that students’ account of their special

Children’s Special Educational Needs (SEN) are met through certain methodologies of special education. Special education is not segregated or exclusive education of students with disabilities. It is an approach that facilitates their learning and allows them to participate in different activities that they may not have had access to on account of their inability to go to school. Hence, children with special needs do not have to always study in a separate institution In fact, most of them can learn quite well in general classes of a school. However, some children who have severe difficulties, due to the nature of their disability, may benefit greatly from being educated in a classroom prepared exclusively for them, as a smaller number of students are grouped together, where the educator interacts with the

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students on a one-to-one basis. The educators/teachers who provide special education are called Special Educators.

A person who chooses to become a special educator is said to have a career in Special Education. There are several models of special/inclusive education in which a special educator can work with children with SEN:

1. Some schools impart education exclusively to children with disabilities. Most such schools offer services to children with specific disabilities, such as those with intellectual impairment, cerebral palsy or visual impairment.
2. Inclusive Education means including children with disabilities in regular classrooms. It is about all children learning together even if they differ from each other in style and pace of learning. It benefits all students and is an education for all. An inclusive school has within its premises, facilities for children with SEN. Here, all the students are placed in regular classes.
3. Integrated Education emphasizes placement of children with disability in mainstream school. The school system remains rigid, as a result, very few children with disability are able to cope up with the demands of the school. There are many general schools which are inclusive. This means, the students with SEN are a part of the regular classes.

For special and inclusive education to be effective, certain support services should be available to the children as well as to the educators and children's parents. These may be located within the school or in the community, accessible to the family, I Resource materials for students with SEN and educators ii) Transportation for students iii) Speech therapy iv) Physical and occupational therapy v) Counselling for children, parents and educator's vi) Medical services.

Special Education Methods:

There are specific methods and procedures in special education that enable the special educator to teach children with SEN systematically. A gist of these is given herein, in order of their implementation.

1. First, an assessment of the child's/student's level in different areas of development and learning is undertaken. For example, in areas of cognitive development (e.g., concepts in maths), language development or social skills.
2. Based on the assessment report, an Individualized Education Programme (IEP) is developed for each student that is used to guide work with the student.
3. Regular evaluation of the IEP is undertaken to determine whether learning and development goals are being met, and to check the student's progress.
4. All along, access and use of support services (e.g., speech therapy, counselling) are facilitated, so that special education has the desirable effect on the student
5. The need for special educators and other personnel in education programmes, both in special and inclusive education settings, has been increasing over time, more so after the Persons with Disabilities (PWD) Act 1995 was passed. This Act was replaced by the Rights of Persons with Disabilities Act (RPD Act) in 2016 which addresses 21 disabilities.

NCERT Initiatives for Inclusive and Accessible Education:

PRASHAST - A Disability Screening Checklist for Schools' booklet and mobile app covers the 21 disabilities, including the benchmark disabilities as per the RPwD Act 2016. This initiative facilitates early screening, leading to certification of Children with disabilities, as per the provisions of Samagar Shiksha.

It is a small step towards realising the vision of Equitable and Inclusive Education, of NEP 2020, RPwD Act, 2016, RTE Act, 2009 and Goal 4 of the Sustainable Development Goals.

A survey was conducted in the year 2019, by the project team, to understand and gain 2 information about the action taken by the States and Union Territories of India regarding the screening and identification of disability conditions and related challenges.

The survey revealed the following facts 52.9% of states were observed to face difficulty or confusion in understanding characteristics and/or symptoms of some disabilities. A majority of the states claimed to face confusion with the following disabilities:

Mental Illness, Speech and Language Disability, Learning Disabilities, Parkinson's disease, Haemophilia and Thalassemia.

It was also revealed from the responses that those states that were not facing any confusion in disability conditions, had involved special educators or medical experts in the process of identification of CWSN.

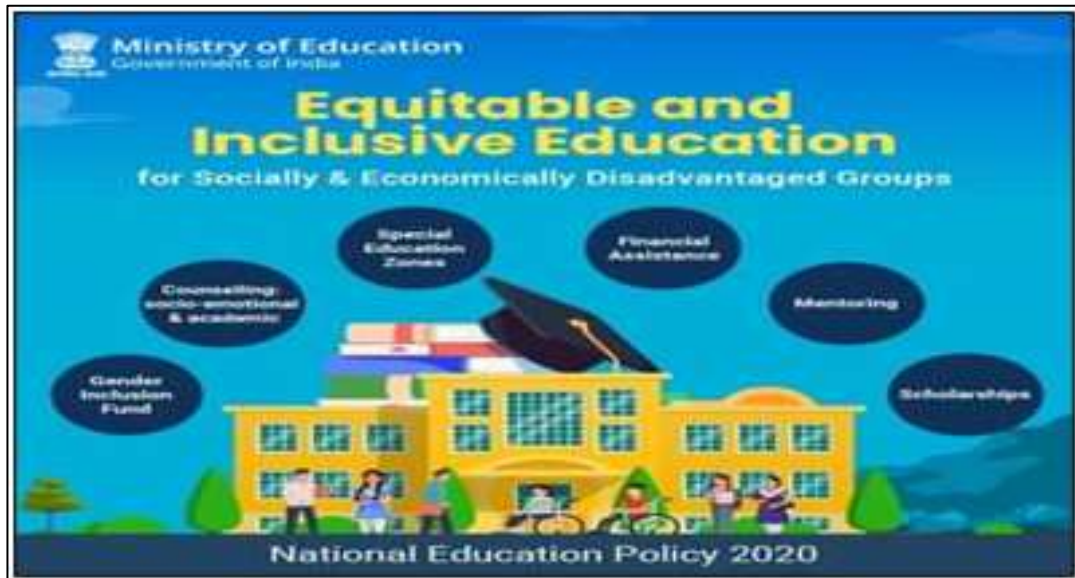
Approximately 76.4% of states had involved both Regular Teachers and Special Educators for the process of identification of Children with Special Needs.

Lack of awareness and knowledge about the various disability conditions among regular teachers emerged as the major reason for not involving them in the identification process.

To support teachers in the initial screening of children with disabilities, PRASHAST has been developed by CIET-NCERT. Part-1 of PRASHAST is for screening of all school children in order to recognize children who may have a disability.

The results of Part-1 and Part2 of the PRASHAST is a preliminary step and facilitates referral for further diagnosis. Early screening ensures access to appropriate educational intervention for children with disabilities.

PRASHAST aims at enhancing the participation of regular teachers in the systematic screening of students, studying in regular schools for possible disability conditions, assuming school as the smallest unit of data collection.



Challenges:

Many of these children become a part of the child labor force not due to choice but out of compulsion to meet the basic needs of their family. For the majority of these children and their families, subsistence takes precedence to education as they have an immediate need for food and shelter. This notion severely restricts educational opportunities for a vast majority of children let alone children with disabilities.

Another significant challenge for the successful implementation of inclusive education in India is the lack of binding laws. There have been several legislations such as PWD Act, RTE Act, and others that have been passed in India which focus on inclusive education. However, in absence of binding clauses such as “zero reject,” “least restrictive environment,” “due process,” and others included in the Individuals with Disabilities Education Improvement Act (IDEIA) which was passed by the United States Congress in 2004, the provisions made in the PWD Act and others did not yield the required outcome in terms of creating equitable educational opportunities for children with disabilities in India. In absence of binding laws, the legislations passed in India emphasizing inclusive education remains nothing but a hollow and empty promise. The lack of resources has been a major hurdle in the implementation of inclusive education in India. A number of authors including Alur (2002), Bhatnagar and Das (2013), and Das, Gichuru, and Singh (2013) pointed out that constraints of resources have been a major barrier in the implementation of inclusion programs in India and therefore, it should be a matter of priority. Alur (2002) further asserts that “Policy without funding is no policy at all” (p. 25). Jangira (2002) argued that the inclusion education plan can only be successful if the GoI allocates resources based on prevalence of special educational needs. The Working Group Report on Elementary Education and Literacy under the 12th Five-Year Plan (20122017) made a number of recommendations to address the resource crunch for inclusive education which included the following: support for inclusive education to be provided at the rate of Rupees 3,000 per year for every child with special needs and 1,000 of these Rupees will be made available for resource teachers; provision of aids and appliances will be provided as needed; and that

there will be training of regular school teachers. Another reason for non-realization of the inclusion endeavor in India could be the dual administration of special education in the country. While special schools fall under the administration of Ministry of Social Welfare, inclusive education is the responsibility of the Department of Education in the Ministry of Human Resource Development (Jangira, 2002). In addition, inclusive education to be effective requires the coordination between different sectors of operations, namely, the welfare sector, the women and child development sector, and the health sector. However, there is no co coordinating system in place either at the central, state, district, or sub district levels which hold up the inclusion process at the school level (Jangira, 2002). Furthermore, there is no appropriate regulatory framework to monitor and enforce accountability for the successful implementation of inclusive education programs at all levels (Alur, 2002; Jangira, 2002).

Conclusion:

India appears to be at the crossroads with the implementation of inclusive education. On one hand, the Indian government has demonstrated its determination by implementing a number of policies, programs, and legislations for inclusion in the last four decades; while on the other it faces a number of unique challenges that limits its successful implementation. Policy makers need to address these challenges appropriately to make inclusive education a reality for millions of children with disabilities in India. While research (Singal, 2005; Singal & Rouse, 2003) on inclusive education in India is limited, external research can be evaluated and adopted to meet the unique socio-cultural-educational traditions of India. Similarly, specialized services can be sought from those professionals who have extensive experiences with the implementation of inclusive education in other contexts and an understanding of Indian scenario as well.

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13. Inclusive Education for Children with Benchmark Disabilities National Education Policy, 2020

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ABSTRACT

This article aims to understand the extent to which the new policy will accommodate and nurture children with benchmark disabilities and what remains to be done to guarantee an inclusive space for these children.

Children with benchmark disabilities are frequently discriminated against in myriads of places, which often leads to their exclusion from society at large. To address this exclusion and discrimination, the National Education Policy, 2020 was introduced.

Introduction:

An Inclusive School has a facilitative and responsive environment with activities focusing on the strengths and interests of students and is designed to encourage all students to build mutual respect by learning and participating together. The objective is to cater to the needs of each student irrespective of her/his pace to draw out to maximum potential.

Thus, an inclusive school can be successful only when all students feel they are valued and are truly a part of the school community. This can happen through an honest discussion about individual differences and respecting people with diverse abilities and backgrounds by adjusting the school system according to their needs.

The newly introduced Indian National Education Policy (NEP), 2020 has been extolled for its barrier-free access to education for all children across the country. This fact is further solidified by the evidence that only half of the disabled population is literate.

The policy entails many provisions for ensuring inclusive education. This article critically examines the education policy and hunts through the excessively ambitious provisions to cull out the true meaning of inclusiveness in the education sector for disabled children, in the age group of 3-35 years, only 62.5% of disabled people have attended schools.

Equity and Inclusion:

The new National Education Policy 2020 is now focused on achieving equality and inclusion. In the context of higher education or schooling, inclusion entails reorganizing the whole system to assure a broad array of educational options, including curriculum, pedagogy, recreational activities, etc. The purpose of the policy is to prevent the segregation

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and isolation of racial and ethnic minorities, people with disabilities, and those who have language-related learning challenges and run the danger of being left out of educational opportunities. By using language to make sense of the world, we may establish and destroy power, authority, and legitimacy. The objective of National Education Policy 2020 is for all people to be competent in many languages at various educational levels.

The Choice of the School:

NEP 2020 has cleared confusion about the medium of attaining education for disabled children. The earlier two acts i.e. (The rights of Persons with Disabilities Act, 2016 (“RPWD Act”) and the Right of Children to Free and Compulsory Education Act, 2009 (“RTE Act”) which equivocally provided for three mediums to the children for receiving their education oscillated between these three choices mentioned herein below.

- i. Special Schools (RPWD Act)
- ii. Neighborhood Schools (RPWD Act & RTE Act)
- iii. Home-based Education (RTE Act)

The NEP rectifies this issue by recognizing all three options for their education. Nevertheless, certain concerns remain unaddressed.

Special Schools:

NEP, in line with RPWD Act, embraces special schools as a viable alternative to regular schools for children with benchmark disabilities. Nonetheless, the new policy does not explicitly mention if the special schools will come under the Ministry of Social Justice or will be treated as regular schools under the Ministry of Education. Further, no concrete guidelines have been framed or mentioned under the policy regarding the quality, certification, or curriculum of these special schools. A little flexibility is always appreciable; however, the complete dearth of these guidelines hints towards the lackadaisical approach of policymakers.

The new policy also advocates for the standardization of Indian Sign Language for teaching deaf children; however, it is unsettled if it will be applied to the schools dedicated primarily to deaf children, where the means of speech therapy and lip-reading are preferred to sign language while to state that the policy framework does not adequately provide for the regulation of these special schools for disabled children let alone paving the way for an inclusive space. These shortcomings in the NEP, in fact, further the idea of having only regular schools as the “vibrant institutions of excellence

Home Schooling:

It is important to audit homeschooling for the quality of the home-based education provided to the children through such means is concerning, an audit also helps in gauging the efficiency and effectiveness of such means of administering education.

The National Policy of 2020 aligns with the norms mentioned in the RPWD Act with regard to the audit of home-based education. However, the Block-level resource persons who help in providing home-based education have raised alarming concerns with regard to the working conditions. The work of a Block Level Resource Person entails (a) Keeping track of disabled children in the block (b) Keeping in touch with the teachers about teaching strategies (c) surveying to identify children with disabilities, etc. Their work is positioned on a tripod of disproportionate workload, dearth of job prestige, and extremely low salaries.

Nevertheless, the endorsement of home-based education rather than increasing the accessibility and inclusivity of school classrooms with the help of extra support needs raises questions about whether the educational system views some children with disabilities as unworthy of inclusion. Although the students with benchmark disability, as defined under section 2(r) of the RPWD act, may be provided with an option to study from home, the environment in a classroom can be revitalizing for them.

Special Educators:

NEP mentions the urgent requirement for an additional number of special educators for children with disabilities. However, it fails to address the reasons behind the meager number of appointments. Special educators are encumbered with the problems like shortage of funds, delays in receiving remuneration, and unsuitable working conditions. Solutions to the existing foundational problems like delay in disbursement of salary and unsuitable working conditions are not covered in the document.

The policy just mentions that special educators would be recruited with cross-disability training without any elucidation on if there would be any specialized institutions for their training or if cross-disability training would be taken as just any other module in the training course. The policy should have provided for maintaining a separate cadre of special educators for children with multiple disabilities with their exhaustive training and sufficient emoluments so that there would not be any want of special educators for children with multiple disabilities.

The process of renewal of ‘Continuous Rehabilitation Education (CRE)’ certification from the Rehabilitation Council of India (RCI), which is to be renewed once every five years after obtaining a hundred points through many training sessions, can be both expensive and cumbersome for the special educators due to the “residential form of training sessions, limited seats, and geographical locations. This disproportionate workload accompanied by out-of-pocket expenditures disincentives this job. teaching them. In light of the foregoing reasons, it would not be a far-fetched conclusion Unfortunately, the existing policy does not seem to be resolving this by providing any feasible mode of certification and renewing of license so that they can contribute to the overall development of a child without any additional financial burden and exertion.

Another point on which the policy fell short of is ‘regularizing the special educators as teachers. The special educators must be treated ‘at par’ with the regular teachers and must be provided with similar emoluments and working conditions. ‘Inclusiveness’ should be envisaged not only in the education of children with disabilities but also in the treatment of special educators who are enablers of this very inclusivity

Curriculum and Assessments:

NEP aims to achieve ‘foundational literacy and numeracy’ (FLN) for ‘all students by grade 3’ as it has been found out that students are not able to understand ‘grade-level texts’. These findings are also reiterated in various governmental and non-governmental surveys.

However, the concern with many surveys is the non-inclusion of children with disabilities. The Annual Survey of Education Report (ASER). has highlighted the learning crisis in the foundational learning of children, unfortunately, data related to children with disabilities are not covered in these surveys due to resource constraints and time limitations.

An equitable form of assessment catering to the needs of diverse sections of children is proposed to be formulated by the National Assessment Centre: PARAKH. The guidelines for the assessment of children with learning difficulties will also be released by PARAKH.

This highlights the ambiguity brought about by the drafting of whether children with learning difficulties would encompass both children with intellectual disabilities and cognitive disabilities though they are different.

Another concern is the assessment standard of FLN where children might get labeled as learning disabled or get recommended for special education on their poor performance.

Educating Children On ‘Disability’:

NEP has missed an opportunity the introduction of ‘disability education’ for every child so that disability can be seen as one of the different layers of identity. This would have realized the human rights model in letter and spirit as envisaged under the UNCRPD. The subject is paramount for establishing an inclusive society for changing the stereotype and stigma about disability that persist in society. Though the policy has emphasized issues like gender sensitization, inclusive education could have compounded with an introduction of disability education in the curriculum.

Segregation of Education:

NEP proposes the establishment of ‘special education zones’ for the ‘Socio- Economically Disadvantaged’ group, which comprises children with disabilities along with other socially deprived and minority groups. This clubbing of children with disabilities along with other groups would make the disabled children compete with other disadvantaged groups if a certain proportion of reservation or benefits is provided to the ‘Socioeconomically Disadvantaged’ group under the policy in the future, thereby defeating the objective of inclusive education of the policy.

Also, there would be a segregation of education through the institutionalization of special education zones where socially disadvantaged groups would be studying under special education zones while the rest would be studying in other institutions. Therefore, the creation of this extra-constitutional category can unintentionally be counterproductive by further leading to social and economic inequities in the country.

Conclusion:

The National Education Policy, though ambitious in its vision, depicts a shallow understanding of ground realities. The use of different terminology like 'inclusion, integration, children with special needs, and differently-abled gives the most eloquent expression to the incoherent, understanding of disability in society. Further, the overhauling of quality-based higher education under the National Education Policy is done through the introduction of a philanthropic private model of education. The implementation of disability reservation in government institutions and government-aided institutions is always in question, however, the coming of private players in higher education would have serious implications for the inclusion of persons with disabilities in higher education. To create an inclusive and equitable society, the government and other authorities should focus more on budgetary allocation on disability education, improving working conditions for teachers and special educators, removing attitudinal barriers and stereotypes regarding the disability, and taking steps in bringing more persons with disabilities in the mainstream of the society. Only then the goal of an inclusive and equitable society would be realized.

The policy largely views children with disabilities as beneficiaries of welfare and care in the form of peer tutoring, open schooling, and one-on-one instruction. A better approach would have been to advocate for the standardization of Indian Sign Language as a useful language system for all students, not only for "kids with hearing impairments," to accept disability as an identity and a kind of variety rather than merely a deficiency. Children with disabilities have educational problems because of restrictive curricula, inaccessible classrooms, and schools, a lack of customized evaluations, and deficit mindsets that impose restrictions on what impaired children may do.

These different perspectives on how to educate children with impairments are combined in the NEP. On the one hand, the policy views disability as an individual problem that must be treated via "rehabilitation" and "mitigation" to facilitate inclusion for children with disabilities. On the other hand, it advocates for creating a system of education that allows children with and without disabilities to attend classes together, addresses barrier-free access, and outlines a plan for involving children with disabilities in the curriculum and assessment. These appear to be tacked-on, retrofitting answers to the "problem of disability," rather than a critical analysis of current norms and how they support ableism. Therefore, the policy further undercuts the idea of inclusive education, which sees the difficulties faced by persons with disabilities as the product of institutional limitations rather than personal flaws that need to be rectified.

14. Special and Inclusive Education: Challenges, Presumption and Perspective

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ABSTRACT

Since many years, there has been serious debate about how to best educate learners with special educational needs and disabilities. Competing patterns of special education and inclusive education have been developed, disseminated, and discussed at length over the years. It is considered that discussions need to be focused on the effectiveness of these two competing approaches to educating learners with different types and severities of special educational needs and disabilities. Therefore, the aim of our special issues of Education Sciences was to focus on the latest issues, as well as current international practices and research relevant to special education and inclusive education. We saw new ideas and potential forwarded for special and general education practice, as well as possible future research directions, in order to enable the community of scholars, policy makers, and practitioners to consider the latest thinking on these topics. The historical and contemporary context for this project is one of attacks on the very existence of special education that have completed in the call for its elimination. The confusions, myths, distortions and some of the key issues are highlighted in the Special Issue. The most fundamental issues are, first, the nature and degree of variability in the diversity we call disability compared to other diversities (e.g., gender, color, place of origin, religion, tribe, social and economic status) and, second, the nature of education and the special implications of disabilities for this.

KEYWORDS

Inclusive Education (IE), Special Education, Disability, Diversity, Children with Special Needs (CWSN).

Introduction:

Inclusive Education (IE) is a new approach towards educating the children with disability and learning difficulties with that of normal ones within the same roof. It brings all students together in one classroom and community, regardless of their strengths or weaknesses in any area, and seeks to maximize the potential of all students.

It is one of the most effective ways in which to promote an inclusive and tolerant society. It is known that 73 million children of primary school age were out of school in 2010, down from a high of over 110 million out-of-school children in the mid-1990s, according to new estimates by the UNESCO Institute for Statistics (UIS). About Eighty percent of Indian population lives in rural areas without provision for special schools. It means, there are an

estimated 8 million children out of school in India (MHRD 2009 statistics), many of whom are marginalized by dimensions such as poverty, gender, disability, and caste. Today, what are the needs and challenges for achieving the goal of inclusive education? How will an inclusive environment meet the needs of children with disabilities? How quality education can be effectively and efficiently delivered for all children? Therefore, inclusive schools have to address the needs of all children in every community and the central and state governments have to manage inclusive classrooms. Keeping in view these questions, this article discusses in detail the concept of inclusive education, including importance, challenges and measures to implement inclusive education in India.

Among ideas about special and general education is the concept that general education can be reformed or transformed into a social project that makes special education irrelevant or unnecessary. It is believed by some people that the success of this reformation or transformation will eliminate what we call special education. An alternative view is that special education needs improvement, as does general education, but that it will always be needed and, therefore, must be preserved if we are to have social justice in education, and effective education for children with CWSN.

The World Health Organization (WHO) defines inclusive education as “a strategy to ensure that all children, including those with disabilities, have access to quality education that meets their diverse learning needs and prepares them for life, work, and citizenship” (WHO, 2021).. Some countries have implemented these cuts by using the theories underpinning inclusive education to promote education in mainstream schools, thereby justifying the closure of special schools and classes and/or reducing levels of support for children with CWSN. Thus, it may well be that neo-liberal economic and social policies have dovetailed with the promotion of inclusive education to undermine special education, with the effect of diminishing special education provision, thereby also reducing the availability of effective education for young people with CWSN.

Nevertheless, our view is that inclusion is an important focus and that inclusive education is appropriate for many children with disabilities—but not all of them. This is why we, through our Special Issue, argue for the continued implementation of both special and inclusive education or the development of inclusive special education. We are of the opinion that it does not have to be one or the other for all students or all school children or all individuals with disabilities. In fact, in the case of students with CWSN, having either all or none in general education classrooms precludes social justice in education. However, all is not problematic for other forms of diversity or for those with CWSN in most places and activities other than education.

Many articles in the Special Issue present differing perspectives on the topic, examining ideas for implementing effective practice, developing new theoretical views or conducting useful research projects that are relevant to the education of young people with CWSN in the education systems that exist in various countries around the world.

Some articles focus on a range of issues related to the education of learners with special educational needs and disabilities. The article directly addresses theoretical differences between special education and inclusive education and provides an analysis of key issues contrasting the two paradigms.

This is followed by an examination of the use of evidence-based practice and data-based decision-making in the education of learners with CWSN and other article focuses on strategies in the education of young people who present behavioral challenges.

It is clear that special education still has much to offer in ensuring optimum outcomes for young people with CWSN. However, the pressure to seriously consider the extreme option of full inclusion, resulting in the extinction of special education, is evident in one of the articles. This is despite the lack of evidence that full inclusion has been successfully implemented in any country, state, or province. In contrast, reality shows that continue of placement options are still the typical approach of education systems for meeting the needs of young people with CWSN in most countries.

Conclusion:

We want thinking, writing, and talking about educating students with CWSN to be clearly included in what has been called the reality-based community. Inclusion in that community does not come easily, and requires careful thought and the restraining of impulses to draw quick and intuitive decisions about what is possible. Moreover, we hope for the advancement of knowledge, understanding, and instructional skills necessary to implement effective inclusive and special education. We want the aspirations of both special and inclusive education to be realized, not neutralized. Normalization could come in response to the demand of those who may have only good intentions but insist on promulgating the fantasy that general education can be so transformed that special education will become a relic of the past, no longer needed by anyone. This must not be allowed to happen as it would mean the loss of many decades of innovation and development of programs, strategies, and techniques for optimizing the education of learners with CWSN. We consider that a much better way forward is to focus on continued development of the combination of and collaboration between special education and general education, to make it as inclusive as possible in the best sense of “inclusion” and “inclusive” by focusing on appropriate instruction for all. We want high-quality instruction, not placement, to be the primary concern of all educators, and we believe such instruction can happen often, but not always, in regular classrooms in neighborhood schools.

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15. Advanced Strategies for Inclusive Education and Their Implementation Challenges

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ABSTRACT

'Inclusive education is an ongoing process aimed at offering quality education for all while Inclusive Education is the wider concept of Education for all. Inclusive Education emphasizes in a common learning environment where students from different backgrounds and with different abilities can learn together. The curriculum and the teaching strategies also should be innovative for inclusive teaching-learning. Previous studies have shown that there are lots of obstacles to fulfil the mission of Inclusive Education. The present article emphasizes the innovative and advanced strategies of teaching inclusive students and the challenges to implement these strategies in real. The article reveals that though the mission of inclusive education has a noble intension for quality education, the real picture in implementing this thought is not promising.

KEYWORDS

Advanced Strategies, Challenges, Implementation, Inclusive Education.

Introduction:

Inclusive education is an ongoing process aimed at offering quality education for all while Respecting diversity & the different needs & abilities, characteristics & learning expectations of the students & communities, eliminating all forms of discrimination' (UNESCO, 2008). Over the years, lots of changes happened in the educational policies in India for the betterment of the educational system. The necessity for the inclusion of students of different needs in mainstream education is deeply appreciated by the Government of India. The global Education for All movement, led by UNESCO, aimed to meet the learning needs of all children, youth, and adults by 2015.

UNESCO promotes the ultimate goal of inclusive education which it views as a means of ensuring a quality education for all and achieving wider social inclusion goals (Rice, D. 2011). UNESCO advocates that if children with disabilities get accommodated in the inclusive classroom, it will be more cost-effective and will lead to a more inclusive society.

Accessibilities of ICT supports to enable more awareness and implementation of inclusive education. In the movement towards inclusive education, curriculum development and teaching practices have received considerable attention.

In general, the curriculum in inclusive schools must be “flexible and adaptable, designed to reduce environmental barriers of students who may disadvantage from regular education” (UNESCO IITE page 110). “Education must fit the diversity of learners we find (or should find) in every school, in every classroom, in every country” (Mitchell, D. 2012).

So, for inclusive education teaching methods should be innovative to meet the diversity of the students so that easily students can cope up with the learning environment. Based on the previous review the present article discusses the innovative and advanced steps that are taken as a teaching strategy of inclusive education.

Historical Perspective of Inclusive Education:

Around the world, inclusive education becomes a center point for educational policies and development. Inclusive education starts its journey from special education which concerns with the segregation through integrating children with special needs (CWSN). Children with disability studies either in special schools or in a regular mainstream school. But the choices become limited for them because of the mentality of society. Teachers of mainstream schools are often feeling a negative attitude towards the special child. Parents of a special child worried to send their child to a mainstream school for those negative mentalities. Special Education as a distinct system of education for disabled children outside the mainstream education evolved way back in the 1880s in India. It was assumed that children with disabilities had some special needs that could not be encountered in the mainstream.

After that, the term integrated education arrived in the educational system for the equalization of students of different needs in the mainstream. Integrated education and Inclusive education exactly are not the same. Where in integrated education, the learning problem of a disabled child is considered a fault of the child itself but in inclusive education, the failure of a student is considered as the fault of the whole system.

An inclusive class may include children with disabilities or gifted children, children from remote or nomadic populations, street or working children, linguistic or cultural minorities, children belonging to ethnic, or children from other disadvantaged or marginalized groups. A zero-rejection policy has been adopted under SSA (SarvaShikshaAbhiyan), which ensures that every child with Special Needs (CWSN), irrespective of the category, kind, and degree of disability, is provided with a significant and quality education.

National Curriculum Framework (NCF) 2005 has placed a clear context of inclusive education. In 2005, the Ministry of Human Resources Development (MHRD) executed a National Action Plan for the inclusion in education of children and youth with disabilities. Besides that, to assist the inclusive education of disabled children in the 9th and 10th classes, IEDC (Integrated Education for the Disabled Children) was revised and named “Inclusive Education of the Disabled at the Secondary Stage” (IEDSS) in 2009-10. This scheme is now included under Rashtriya Madhyamik Shiksha Abhiyan (RMSA) from 2013.

Innovative and Advanced Strategies in Inclusive Education:

All students benefit from inclusive education. Here showed an inclusive education step which indicates different aspects of inclusive education.

- Some general teaching-learning steps for inclusive education (NCF, 2005) To starting an inclusive class, the teacher should follow the mentioned steps to teach:
 1. Special teachers should fully be included in the teaching-learning process.
 2. Specially design material should include to assist and enhance growth and development.
 3. Developing the strengths and abilities of the students.
 4. The class teacher should responsible for all the children.
 5. Promoting self-reliance and inculcating critical thinking, decision making and problem-solving, etc.
 6. Nurturing all aspects of the personality of the students equally.
 7. Simplifying content by changing the level of difficulty.
 8. Teaching functional skills, social, and motor skills (especially for a special child) to the children.

Innovative Teaching Strategies for Inclusive Education:

1. Use different visual aids,
2. Enlarge text.
3. plan more concrete examples.
4. provide hands-on activities.
5. place students in cooperative groups,
6. pre-teach key concepts or terms before the lesson.
7. Proceed from simple to complex or concrete to abstract,
8. Using step by step, scaffolding, concept maps, projects,
9. Using prior knowledge.
10. Use brainstorming for students.
11. The dramatization of the lesson.
12. Giving extra time to them.
13. Giving alternative activities.
14. Drill activities.
15. Shortening assignments.
16. Organizing excursions/ trips.
17. Using large fonts to deliver any writing for a visually challenged child.
18. Using braille or tacitly coded material, toys or blocks.
19. Use carbon or Xerox copy of notes, hand puppets.
20. Give multiple-choice questions.
21. Arrange creative sessions like children's literature, magazines, and journals, etc.
22. Visual vocabulary sheets (displaying words with pictures) on the topic taught can be prepared for the student.

Challenges in Inclusive Education:

Inclusive education always faced various challenges from different aspects. Though it is a noble thought for quality education for all, the implementation of innovations in inclusive education never gets success. UNESCO report Wednesday, July 3, 2019, said that three-fourths of the children with disabilities at the age of five years and one-fourth between 5-19 years do not go to any educational institution (India Today, July 4, 2019). The reasons are the real challenges of it. Challenges are mostly felt by educators. the administrative body of the school, parents, training courses in Teacher Education, lack of awareness, lack of technological knowledge, etc.

Educator:

Teachers do not feel comfortable teaching disabled children in an inclusive class because of the lack of knowledge and training about how to teach a special child along with an un-disabled child. So, various researches showed a negative attitude of teachers towards the inclusion of a special child in a regular normal class. It was found that some teachers gave a negative attitude to accept a child with cognitive disabilities compare to the child with physical disabilities. It was also found that female teachers showed a more positive attitude than the male teachers towards the disabled child. Lack of pre- and in-service training is also the reason for the negative attitude of the teachers. (Beyene, G &Tizazu, Y., 2010)

The Administrative Body of the School:

The majority of the schools in India are poorly designed and unstructured to meet the need for an inclusive environment. There is a lack of disabled-friendly transport services. Besides this, architectural barriers are also vital hindrances as school buildings do not have facilities of ramps, accessible toilets, etc. Teaching methodology and rigid curriculum act as a barrier for inclusive teaching-learning. Teaching methods are not flexible for a different kind of disabled child.

Parents:

Parents are often afraid to send their disabled child to a normal school because of the fear of negligence of their child as many teachers nurtured a negative attitude towards their child. Sometimes parents do not have exact knowledge and information about the kind of disabilities of their child. Due to a lack of knowledge in inclusive education, parents admit their disabled children in special schools.

Training Courses in Teacher Education:

Teacher education should be more updated. Pre-service and In-service training is very much needed for the teachers. Teacher Education curriculum has added the course of inclusive education but needs to apply these in real inclusive teaching-learning. Lack of awareness: Peoples are not aware of the concept and differentiate between the term Special education, Integrated education, and Inclusive education.

At first, need to aware and clear the concept of three major aspects of education. The need for inclusive education also should be shared with all the sections of people.

Lack of Technological Knowledge:

The use of technology is very much important for the successful implementation of inclusive education in all levels of the educational system. The use of ICT essentials to cope up with the diverse needs of the disabled child. So, as many teachers are not technology-friendly, they cannot utilize innovative teaching methods.

At the time of the lockdown online teaching is the only way out for the teaching-learning process. As the knowledge of technology is one of the vital weaknesses for some educators and the students also, it will be difficult for them to cope up with the new system. Not only that, even in many rural areas there are no sufficient internet connections and digital devices are available in students of different needs and also in un-disable students. There is a very low penetration of smartphones with internet access among the economically weaker sections of the society in India, at about 8% (NEWS CLICK, July 25, 2020).

Conclusion:

The success of inclusive education itself is a challenge for India. There are lots of obstacles to overcome. Teachers should take initiative roles to the inclusion of the child of different backgrounds and with different needs. The government should include proper training programs for the teachers to build awareness of the need for inclusive education. Training may also help the teachers to know the proper teaching method to teach the child with different needs in an inclusive classroom. Parents have a vital role for their children because they are spending more time with their parents. Parents also need to update themselves and technology-friendly to teach their children according to their needs. Parents should know how innovatively they can engage and energetic their child throughout this time. Above all, government initiatives are very much needed for the Inclusive Education system in India. Collaborative practices between mainstream teachers and special educators are essential so that the educational goals of students with SEN become meaningful for them. Discriminatory attitudes, skepticism and role diffusion often prevail among mainstream teachers. The success of inclusive education depends greatly upon the availability and expertise of SEN staff, and their ability to coordinate and share responsibilities with the mainstream staff, when educating students with SEN.

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श्रीमती प्रीति सोनी

सहायक प्राध्यापक,
मनोविकास विशेष शिक्षा महाविद्यालय,
उज्जैन म. प्र.

श्रीमती हेमांगी पाराशर

सहायक प्राध्यापक,
मनोविकास विशेष शिक्षा महाविद्यालय,
उज्जैन म. प्र.

शोध सार :

सामाजिक समावेशन, समतामूलक समाज के लिए वैधानिक तथा नीतिगत प्रावधान अत्यंत आवश्यक है। साथ ही इनकी सामाजिक जागरूकता सामाजिक स्वीकृति सम्बंधित आदर्श समानुभूति व्यवहार अत्यंत आवश्यक होते हैं। दिव्यांगता एक स्थिति के रूप में समझी जा सकती है जिसकी गंभीरता जैविक सह मनो सामाजिक कारणों पर निर्भर करती है। प्रस्तुत अध्ययन का लक्ष्य शिक्षकों को दिव्यांग विद्यार्थियों के अध्यापन में पाठ्यक्रम, सम्प्रेषण, शिक्षण सहायक सामग्री, प्रशासन व व्यवस्थापन, आकलन व मूल्यांकन आदि गतिविधियों सम्बंधित समस्याओं के लिए राष्ट्रीय शिक्षा नीति 2020 के माध्यम से समाधान का विश्लेषणात्मक अध्ययन करना है। इस प्रकार का अध्ययन जनजागृति के लिए अत्यंत आवश्यक है उपरोक्त लक्ष्य को पूरा करने के लिए विशेषज्ञों द्वारा अध्यापन के तत्वों को समाहित कर प्रश्न सूची की वैधता प्राप्त की गई आंकड़ों के संकलन हेतु समावेशी विद्यालयों के 60 शिक्षकों का चयन किया गया प्राप्त आंकड़ों को उपयुक्त सांख्यिकी विधि द्वारा विश्लेषण किया गया अध्ययन के परिणामों के अवलोकन से यह पाया गया कि समावेशी विद्यालयों में कार्यरत शिक्षकों को अध्यापन संबंधी समस्याओं का सामना करना पड़ता है। राष्ट्रीय शिक्षा नीति 2020 के अंतर्गत दिव्यांग विद्यार्थियों के अध्यापन संबंधी समस्याओं के निवारण की ओर समतामूलक व समावेशन के संबंध में जागरूकता हेतु यह अध्ययन अत्यंत महत्वपूर्ण है।

मूल शब्द :

समतामूलक, समावेशन, राष्ट्रीय शिक्षा नीति, दिव्यांगता, दिव्यांगजन अधिकार अधिनियम, special education zone (SEZ), सामाजिक व आर्थिक रूप से वंचितों की श्रेणी (SEDG)

प्रस्तावना :

आज के परिदृश्य में विकलांगता शब्द के स्थान पर अन्य शब्द जिसके उच्चारण मात्र से निःशक्तता के बजाय सशक्त वर्ग का चेहरा सामने आये ऐसे इस विशिष्ट वर्ग का परिचय अब

“राष्ट्रीय शिक्षा नीति 2020 के परिपेक्ष्य में दिव्यांग विद्यार्थियों के अध्यापन में आने वाली समस्याओ...

“विशेष आवश्यकता” या “विशेष योग्यता” या “दिव्यांगता” से दिया जाता है, किन्तु प्राप्त ऐतिहासिक जानकारी के अनुसार कई शताब्दियों पहले इन लोगों की स्थिति दयनिय जैसी थी जो अभिशाप माने जाते थे इन्हें खत्म कर दिया जाता था।

12 वी शताब्दी के बाद इनके प्रति लोगों के दृष्टिकोण में बदलाव आया और कुछ धर्मावलम्बियों ने इनको भी समाज का अंग मानते हुए इनके लिए अलग व्यवस्था करनी प्रारंभ कर दी।

17वीं शताब्दी आते आते इनकी शिक्षादिका, देख-रेख इत्यादि की व्यवस्था पर ध्यान दिया जाने लगा अर्थात् यदि इस काल को “शैक्षिक पुनर्जागरण का काल” कहा जाये तो कोई अतिशयोक्ति नहीं होगी।

19 वी शताब्दी तक इनके शिक्षण की प्रविधियों के लिए विभिन्न खोज व शोध प्रारंभ हो गये इसके लिए एलेक्जेंडर, ग्राहमबेल, अल्फ्रेड बिने व मारिया मांटेसरी का योगदान महत्वपूर्ण रहा।

20 वी शताब्दी में विशेष विद्यालयों की स्थापना की जाने लगी व अधिनियम भी पारित हुए जिनमें मुख्य है –1959 में ब्रिटेन में “मेंटल हेल्थ एक्ट”, 1968 में राष्ट्रीय शिक्षानीति में “विकलांगों की शिक्षा”, 1970 पी.एल-93-112, पी.एल-94-142(संशोधन), 1996 में IDEA। जिसमें बच्चों की क्षमतानुसार व्यक्तिगत “शैक्षणिक कार्यक्रम योजना” के अंतर्गत शिक्षण प्रशिक्षण की बात कही गयी।

इसी प्रकार भारत में भी 1986 में भारतीय पुनर्वास का गठन किया गया तथा 1986 में राष्ट्रीय शिक्षा नीति के अंतर्गत निःशक्तजनों के शिक्षा की बात कही गयी 1995 में निःशक्तजन अधिनियम (समान अवसर, पूर्ण भागीदारी तथा अधिकारों के संरक्षण) की बात कही गयी इसी क्रम में राष्ट्रीय न्यास अधिनियम 1999 बना जिसमें मानसिक मंद, स्वलीन, प्रमस्तिष्क अपघात, एवं बहुविकलांगों के पुनर्वास की बात कही गयी।

वर्तमान परिदृश्य में पूर्व अधिनियमों में जहाँ विकलांगता को प्रमाणित करने का आधार चिकित्सकीय था अब किसी व्यक्ति की चिकित्सकीय-सह-सामाजिक सीमितता व बाधाओं के परिणामस्वरूप समावेशन में कमी को 2016 में पारित दिव्यांगजन अधिकार अधिनियम के द्वारा दूर करने का प्रयास किया गया साथ ही ना सिर्फ 1995 अधिनियम की 7 विकलांगताएं और 14 ऐसी नयी दिव्यांगताओं को भी शामिल किया गया जिनके कारण एक व्यक्ति को शारीरिक व सामाजिक सीमितता के कारण कई चुनौतियों का सामना करना पड़ता था साथ ही राष्ट्रीय शिक्षा नीति 2020 के अंतर्गत भी शैक्षणिक संस्थाओं को बाधामुक्त कर प्रत्येक विद्यार्थी को चाहे बौद्धिक अक्षम हो तक शिक्षा की पहुँच हो यह सुनिश्चित किया गया उसका माध्यम चाहे सामान्य विद्यालय हो या विशेष विद्यालय इस प्रकार सामान्यीकरण, समन्वय, समेकन जैसे ट्रेड्स ने दिव्यांग व्यक्तियों को समाज की मुख्यधारा से जोड़कर उनकी अयोग्यता के अस्तित्व को काफी हद तक सीमित कर दिया है। फिर भी हम देखते हैं कि हमारे कार्य करने में अभी भी बहुत सी समस्याएं व चुनौतियां हैं। सामान्यतः समावेशित विद्यालयों में दिव्यांग विद्यार्थियों के अध्यापन में शिक्षक इन बालकों की विशेष आवश्यकताओं को बेहतर रूप से समझने के लिए सहायक ज्ञान की खोज करते रहते हैं व तदनुसार उचित ज्ञान व जानकारी मिलने पर दिव्यांगों की पुनर्वास प्रक्रिया में वे सकारात्मक रूप से भागीदार होकर सहयोगी होते हैं।

एवं अपर्याप्त व अधुरा ज्ञान रखने वाले शिक्षक इन बालको के विकास में चुनोती महसूस करते हैं।

इसी क्रम में हमारे द्वारा प्रस्तुत शोधपत्र में शिक्षको की अध्यापन संबंधी चुनोटियों का मापन कर इन बालको के विकास में सहयोगी सकारात्मक समाधानों की पहल का नई "राष्ट्रीय शिक्षा नीति 2020" के परिपेक्ष्य में अध्ययन कर विश्लेषण किया गया जिससे इन बौद्धिक दिव्यांग बालको को मुख्यधारा में जोड़कर एक उपेक्षित वर्ग को उत्पादक व्यक्ति के रूप में जीने लायक माहौल प्रदान किया जा सके।

प्रारंभिक दौर में निःशक्त व्यक्तियों के प्रति नजरिये के अनुरूप वैसी व्यवस्था की जाती रही,परन्तु आज ऐसा समय आ गया है की इन्हें हम एक समान व्यवस्था देने जा रहे हैं व इनका हर कार्य वैज्ञानिकता एवं संवैधानिकता को देखते हुए अलग ढंग से परिभाषित किया जा रहा है।

सम्बंधित साहित्य की समीक्षा :

संक्षेप में,इसमें पूर्व में किये गए अध्ययनों की समीक्षा प्रस्तुत करने का प्रयास किया गया है ,जो इस अध्ययन से प्रत्यक्ष या अप्रत्यक्ष रूप से प्रासंगिक है इसमें नई शिक्षा नीति 2020 और विशेष रूप से दिव्यांग विद्यार्थियों के अध्यापन संबंधी चुनोटियों से सम्बंधित अध्ययनों द्वारा इस अध्ययन में उपस्थित प्राचल को दिशा निर्देशित करता है।

जिन शोध अध्ययनों का अध्ययन किया गया उनका विवरण इस प्रकार है।

प्रिया अरंजो (2013) ने अपने अध्ययन में शिक्षको को एक साथ कई भूमिकाओ के निर्वहन के साथ समावेशित शिक्षको को दिव्यांग विद्यार्थियों को सामान्य विद्यार्थियों के साथ पढ़ना समतोलन जैसी कृति लगता है जहां शिक्षको को उन्हें नकारने की अपेक्षा अवधान देना कठिन लगा जिससे अपूर्ण अवधान व प्रशिक्षित व्यक्तियों की कमी विशेष बच्चो के लिए भी चुनोती बन जाती है।

वर्मा,निर्मल(2007) सर्व शिक्षा अभियान के अंतर्गत अपने अध्ययन में भ्रमणशील अध्यापको में नियमों में सुधार,सहायक उपकरणों व सहयक यंत्रों की अनउपलब्धता, संविदा नियुक्तियों के कारण प्रशिक्षित अध्यापको के स्थयित्व जैसी समस्याओ को पाया।

छैल बिहारी (2013) ने प्रारंभिक स्तर पर समावेशी शिक्षा के प्रति प्रशिक्षित व अप्रशिक्षित शिक्षको की अभिवृत्ति का तुलनात्मक अध्ययन में पाया कि अप्रशिक्षित अध्यापको का समावेशन के प्रति नकारात्मक दृष्टिकोण है।

जेथी,रेनू,और कुमार(2007) ने समावेशन में शिक्षको का व्यक्तित्व,शिक्षण योजना,शिक्षक छात्र अंतःक्रिया,निर्देशन जैसी दक्षताओ की प्रभावशिलता का अध्ययन किया।

“राष्ट्रीय शिक्षा नीति 2020 के परिपेक्ष्य में दिव्यांग विद्यार्थियों के अध्यापन में आने वाली समस्याओ...

तिवारी बी एन (2001) ने प्राथमिक शिक्षको की दक्षता और प्रशिक्षण की आवश्यकता का अवलोकनात्मक अध्ययन में पाया कि शिक्षण में सामुदायिक संसाधनों का प्रयोग, छात्रों को निर्देशन, क्रियात्मक अनुसन्धान, अनुवर्ती सेवा के प्रति दक्षता में कमी पाई गई।

साथ ही इसमें नई शिक्षा नीति 2020 और विशेष रूप से समावेशित शिक्षा से सम्बंधित किये गए कार्यों की पिछले अध्ययनों की समीक्षा प्रस्तुत करने का प्रयास किया गया है सर्वप्रथम मानव संसाधन विकास मंत्रालय की ओर से जारी राष्ट्रीय शिक्षा नीति 2020 के 108 पृष्ठीय हिंदी संस्करण का अक्षरशः अध्ययन किया।

साथ ही NCERT द्वारा शिक्षको को NEP 2020 में संदर्भित न्यायसंगत व समावेशित सभी के लिए सीखना के अनुरूप परिवर्तन को लाने का आह्वान कर संवेदीकरण कार्यक्रमों के माध्यम से नीति को बढ़ावा देने उसके क्रियान्वयन द्वारा हितधारको के सशक्तिकरण के से प्रभावित होगा की समीक्षा का अध्ययन किया गया।

Ramsyc के आर्टिकल *inclusive education and NEP 2020 Concept scope & challenges* – “के अध्ययन से समावेशन का सही अर्थ व शिक्षा के भिन्न भिन्न क्षेत्रों में विशेष रूप से दिव्यांग विद्यार्थियों के शिक्षण चुनौतियों का अध्ययन किया

डॉ श्वेता स्मृता साँय के शोध अध्ययन द्वारा *A step towards inclusive equitable ;special education zone recomanded in NEP 2020*” में SEZ को सरल शब्दों में व्याख्या की कि यह शिक्षा में एक नई अवधारणा है।

जो निरूपित करती है उन क्षेत्रों को पहचानने और वर्गीकृत करने में जिन्हें सामाजिक रूप से शैक्षिक विकास की विशेष आवश्यकता है को जाना इन शोध पत्रों के अध्ययन ने शोधकर्ता को शोध में सहयोग प्राप्त करने में सुविधा हुई।

उद्देश्य :

इस शोध पत्र का मुख्य उद्देश्य दिव्यांग विद्यार्थियों के अध्यापन में आने वाली चुनौतियों पर प्रकाश डालना तथा नई शिक्षा नीति 2020 से इन चुनौतियों से सम्बंधित समाधानों का विश्लेषण करना है।

इसके अंतर्गत :

1. समावेशी विद्यालयों में कार्यरत शिक्षको को दिव्यांग विद्यार्थियों के अध्यापन में होने वाली पाठ्यक्रम, संप्रेषण, सहायक शिक्षण सामग्री, प्रबंधन एवं व्यवस्थापन एवं आकलन व मूल्यांकन सम्बंधित समस्याओ व चुनौतियों का अध्ययन।
2. राष्ट्रीय शिक्षा नीति 2020 के परिपेक्ष्य में दिव्यांग विद्यार्थियों के अध्यापन में होने वाली समस्याओ व चुनौतियों का निदानात्मक पहल का अध्ययन।
3. राष्ट्रीय शिक्षा नीति 2020 में समावेशित शिक्षा की मुख्या विशेषताओ का अवलोकन करना।

अनुसन्धान क्रियाविधि :

यह अध्ययन समावेशी विद्यालयों में कार्यरत शिक्षको को दिव्यांग विद्यार्थियों के अध्यापन में होनेवाली समस्याओं का अध्ययन वर्णनात्मक विधि की सर्वेक्षण विधि का प्रयोग कर किया गया जिस हेतु स्वनिर्मित प्रश्नावली के प्रयोग से 60 कार्यरत शिक्षको से जानकारी संकलित की गई प्राप्त आंकड़ों का विश्लेषण कर निर्वचन किया गया।

प्राप्त परिणामों (अध्यापन संबंधी चुनौतियों) को समावेशित व समतामूलक शिक्षा के विशेष सन्दर्भ के साथ एक महत्वपूर्ण दृष्टिकोण (निदानात्मक पहल) के रूप में नई राष्ट्रीय शिक्षा नीति 2020 के सम्पूर्ण अध्ययन पर भी ध्यान केन्द्रित करता है।

अध्ययन की उपयोगिता व महत्व :

वास्तविक तथ्यों पर आधारित इस अध्ययन के निष्कर्ष समावेशी शिक्षा के अंतर्गत कार्यरत शिक्षको को छात्रों के पुनर्वास तकनीकों के आधुनिकीकरण के साथ शिक्षा के क्षेत्र में विकास द्वारा उपयुक्त शैक्षणिक वातावरण प्रदान करने में महत्वपूर्ण भूमिका निभाएंगे इस अध्ययन क्षेत्र में अनुसंधानों को करने हेतु प्रेरित करेगा यह शोध राष्ट्रीय शिक्षा नीति 2020 के नियम व शर्तों व सामाजिक व कौशलपूर्ण नवीनता के अनुसार समावेशित शिक्षा के सुधारों को समझने में मदद करेगा।

यह शोध नई शिक्षा नीति के बारे में पाठकों के बीच जागरूकता पैदा करने का प्रयास करेगा।

यह संदर्भ सामग्री भी प्रदान करेगा व आगे के शोधों के लिए गुंजाईश प्रदान करेगा।

सारणी क्रमांक 1 समावेशी विद्यालयों में कार्यरत शिक्षको की जानकारी

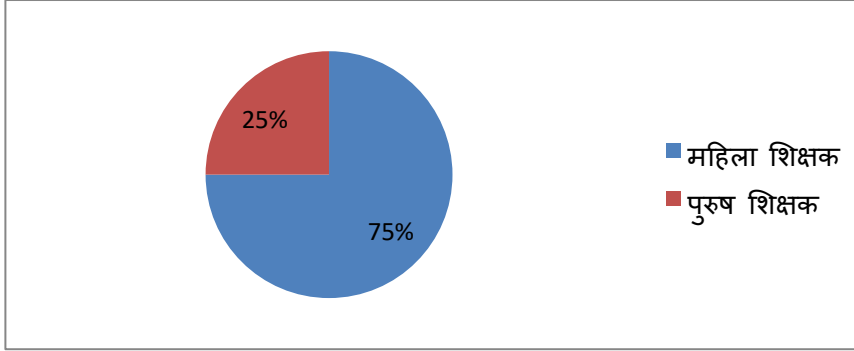
आत्मनिर्भर चर	लेवल	संख्या (छ =60)
शिक्षक	महिला शिक्षक	45
	पुरुष शिक्षक	15

उपरोक्त सारणी क्रमांक 1 के अनुसार उज्जैन जनपद क्षेत्र के समावेशी विद्यालयों के 60 कार्यरत शिक्षको की जानकारी दी गई है।

उसमें 45(75:)महिला शिक्षक तथा (25:)पुरुष शिक्षक कार्यरत है।

“राष्ट्रीय शिक्षा नीति 2020 के परिपेक्ष्य में दिव्यांग विद्यार्थियों के अध्यापन में आने वाली समस्याओं...

ग्राफ क्रमांक 1 समावेशी विद्यालयों में कार्यरत शिक्षकों की जानकारी



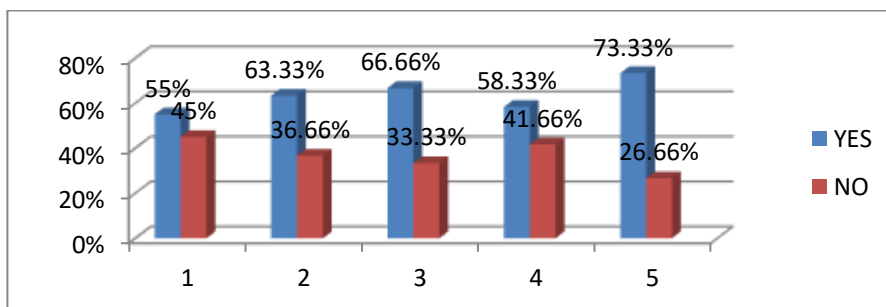
सारणी क्रमांक 2

कार्यरत शिक्षको की अध्यापन गतिविधियों सम्बंधित समस्याएँ

क्रमांक	क्षेत्र	प्रतिक्रिया		कुल शिक्षक
		हाँ	नहीं	
1	पाठ्यक्रम	33 (55%)	27 (45%)	60(100%)
2	सम्प्रेषण	38 (63.33%)	22 (36.66%)	60(100%)
3	शिक्षण सहायक सामग्री	40 (66.66%)	20 (33.33%)	60(100%)
4	प्रशासन व व्यवस्थापन	35 (58.33%)	25 (41.66%)	60(100%)
5	आकलन व मूल्यांकन	44 (73.33%)	16 (26.66%)	60(100%)

ग्राफ क्रमांक 2

कार्यरत शिक्षको की अध्यापन गतिविधियों सम्बंधित समस्याएँ



विवरण :

उपरोक्त सारणी क्रमांक 2 यह दर्शाता है कि 33 (55 %) शिक्षको को समावेशी विद्यालय में सामान्य विद्यार्थियों के साथ दिव्यांग विद्यार्थियों के अध्यापन में पाठ्यक्रम बिन्दुओं को समय पर पूर्ण करने, एक साथ पढ़ाने, प्रायोगिक कार्य करने, कठिन विषय वस्तुओं को समझने व सुलझाने में कठिनाई होती है और 27 (45%) ही इसे पूर्ण कर पाते हैं।

38(63.33%) शिक्षको को कक्षा में सम्प्रेषण के माध्यम, सांकेतिक भाषा में सम्प्रेषण पाठ्य विषय के अतिरिक्त विषयों संबंधी वार्तालाप में कठिनाई महसूस करते हैं वहीं 22 (36.66%) शिक्षको को समस्या नहीं होती।

40(66.66%) शिक्षक समावेशी विद्यालयों में संसाधन कक्ष, एम्पलीफिकेशन डिवाइस न होने से, आवश्यकता अनुरूप शिक्षण सहायक सामग्री के चुनाव में, मल्टीसेंसरी (आडियो-विजुअल) उपकरण न होने विभिन्न अक्षमताओं के छात्रों को आवश्यक सामग्री के अभाव व प्रशिक्षण न होने से समस्या महसूस करते हैं। 20(33.33%) शिक्षक संसाधनों की उपलब्धता व नवाचारों के प्रयोग से इस समस्या को सुलझा पाते हैं।

35(58.33%) शिक्षको को मानना यह है कि स्कूल प्रशासन की सहायता व प्रशासकीय कार्यभार अधिक होने से इन बच्चों की सर्जनात्मकता और ज्ञानात्मक शक्ति के विकास में कठिनाई आती है व शिक्षको को अपने कर्तव्य निर्वहन में समस्याओं को सामना करना पड़ता है। वहीं 25(41.66%) अध्यापक सामंजस्य बिठा पाते हैं।

44(73.33%) शिक्षक इन विद्यार्थियों के लिखित, मौखिक, नैतिक व व्यावहारिक, व प्रायोगिक मूल्यांकन में कठिनाई महसूस करते हैं। वहीं 16(26.66%) आकलन व मूल्यांकन करने में कठिनाई महसूस करते हैं।

अर्थात् कार्यरत शिक्षको को अपने कर्तव्य के निर्वहन में विभिन्न प्रकार की समस्याओं का सामना करना पड़ता है।

राष्ट्रीय शिक्षा नीति 2020 दिव्यांग विद्यार्थियों के अध्यापन में आने वाली समस्याओं तथा चुनौतियों की व्यापक निदानात्मक पहल

परिचय :

न्याय व समानता प्राप्त करने का सबसे अच्छा उपकरण शिक्षा है जिससे अपने अधिकार में एक अनिवार्य लक्ष्य न्याय व समानता को प्राप्त करना ताकि हर नागरिक को देश में योगदान करने का अवसर मिलता है, NEP 2020 के 108 पृष्ठीय व 27 अध्यायी इस नीति ग्रन्थ में प्रारंभिक बाल्यावस्था देखभाल व शिक्षा से आरंभ कर क्रियान्वयन तक शिक्षा के हर स्तर पर शिक्षा के अधिकार के साथ शिक्षा हर उस तत्व पर बारीकी से योजना बनायीं गई है जो व्यावहारिक रूप से लागू किये जाने योग्य है।

“राष्ट्रीय शिक्षा नीति 2020 के परिपेक्ष्य में दिव्यांग विद्यार्थियों के अध्यापन में आने वाली समस्याओ...

चूँकि यह शोध पत्र अब तक दिव्यांग विद्यार्थियों के समावेशन में शिक्षा के महत्वपूर्ण तत्वों से सम्बंधित समस्याओं पर केन्द्रित था जिन्हें NEP 2020 में विशेष रूप से अध्याय 6 के अंतर्गत उल्लेखित अलग अलग उपखंडों में विस्तार से निदान वर्णित किया गया है।

1. प्रबंधन व व्यवस्थापन :

(अध्याय 6 के उपखंड 6.10–6.13)

ECCE में दिव्यांग बच्चों को शामिल करना व उनकी भागीदारी सुनिश्चित करना सर्वोच्च प्राथमिकता होगी।

दिव्यांग बच्चों की पहुँच सुनिश्चित करने की दृष्टि से एक बच्चा एक शिक्षक, सहपाठी शिक्षण, मुक्त विद्यालयी शिक्षा, उचित बुनियादी ढांचा, उपयुक्त तकनिक का प्रयोग विशेष रूप से प्रभावी हो सकता है।

जिससे दिव्यांग छात्रों को प्रारंभिक स्तर से उच्चतर स्तर तक की शिक्षण प्रक्रियाओं में सम्मिलित होने के लिए सक्षम बनाया जायेगा।

सभी छात्रों की सामान्य व विशेष आवश्यकताओं की पूर्ती हेतु यह नीति दिव्यांग जन अधिकार अधिनियम 2016 के सभी प्रावधानों के साथ पूरी तरह सुसंगत है व इसके द्वारा प्रस्तावित सभी सिफारिशों को पूरा करती है।

दिव्यांगता की गंभीरता कई दिव्यांगजनों के परिवारों को सामाजिक व आर्थिक रूप से वंचितों की श्रेणी (SEDG) में शामिल करती है अतः इनके शैक्षिक विकास को बढ़ावा देने के लिए विशेष हस्तक्षेप की आवश्यकता है इन शैक्षिक रूप से वंचित आबादी के रूप में परिभाषित करते हुए विशेष शिक्षा जोन (SEZ) घोषित कर समस्त प्रावधानों योजनाओं नीतियों को लागू किया जाना चाहिए। (अध्याय 1–3)

लक्षित छात्रवृत्ति, माता पिता को स्कूल भेजने के लिए प्रोत्साहित करने हेतु नगद हस्तान्तरण परिवाहन उपकरण योजनाओं से भागीदारी बढ़ी है। (6.4)

2 .पाठ्यक्रम सहायक शिक्षण सामग्री संबंधी निदान :

(अध्याय 4 व 6.11) द्वारा राष्ट्रीय पाठ्यचर्या रूपरेखा तैयार करते समय दिव्यांग जन विभाग के राष्ट्रीय संस्थानों जैसे विशेषज्ञ संस्थानों के साथ परामर्श सुनिश्चित किया जायेगा।

दिव्यांग विद्यार्थियों को अपने व्यक्तिगत पाठ्यक्रम चुनने में विकल्प प्रदान किये जायेंगे।

विशिष्ट शिक्षकों की नियुक्ति (5.21) योग्य विशेष शिक्षकों जो विषय शिक्षा को भी संभाल सकते हो की पर्याप्त उपलब्धता सुनिश्चित करने के लिए NCTE और RCI के पाठ्यक्रम के बीच व्यापक तालमेल को सक्षम किया जायेगा।

(6.15)स्कूलो के वैकल्पिक रूपों (विशेष विद्यालय अनौपचारिक शिक्षा केंद्र मुक्त विद्यालय)को संरक्षित करने के लिए प्रोत्साहित किया जायेगा। पुस्तकालय, प्रयोगशालाओं, संसाधन केन्द्रों को मजबूत किया जायेगा और पुस्तकों पत्रिकाओं जैसे पर्याप्त पठन सामग्री और अन्य शिक्षा सहायक सामग्री उपलब्ध करायी जाएगी।

3 समप्रेषण :

अध्याय 4.22 भारतीय साईन लेंग्वेज (ISL)को देश भर में मानकीकृत किया जायेगा, और राष्ट्रीय व राज्य सामग्री विकसित की जाएगी जो बधिर विद्यार्थियों द्वारा उपयोग की जाएगी स्थानीय सांकेतिक भाषा का सम्मान करते हुए उन्हें उसी प्रकार सिखाया जायेगा।

4.आकलन व मूल्यांकन :

उपभाग 6.13 अधिगम अक्षम व अन्य दिव्यांगताओ वाले विद्यार्थियों के लिए उपयुक्त आकलन व मूल्यांकन के लिए एक अनुकूल इकोसिस्टम बनाना परख नामक प्रस्तावित नए राष्ट्रीय मूल्यांकन केंद्र सहित मूल्यांकन प्रमाणन एजेंसिया दिशा निर्देश बनाएगी और बुनियादी स्तर से लेकर उच्च स्तर शिक्षा के हर स्तर तक इस तरह के मूल्यांकन के सञ्चालन के उपयुक्त तरीको की सिफारिश करेगी।

निष्कर्ष :

नई शिक्षा नीति 2020 न्यायसंगत व समावेशित शिक्षा के लिए एक निर्णायक क्षण है जिसका प्रभावी व समयबद्ध क्रियान्वयन ही इसे पथप्रदर्शक बना देगा 2030 तक सकल सफलतम निरंतरता तब तक के इस युवा को 2047 तक इस वर्ग के क्रांतिवीर के रूप में जानेगी जो राष्ट्र को अपने योग्यता से विकास की उच्चतम ऊचाईयों तक ले जायेगा।

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17. NEP 2020 Implementation of Inclusive Education Barrier and Suggestion

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ABSTRACT

Inclusive education is no longer a privilege it is the need of the hour. For a developing country like India, education is the top most aspect of growth. We will fail as a country if education is still not being accessible to each and every individual in every corner of the country.

Over the years, the Government of India came with various policies on education inclusive education such as the RPwD Act 2016. All the policies emphasized the right of the child from diverse backgrounds and abilities to access formal education but still, the disparities continued. After 34 years, finally we have our long waited National Education Policy. This paper is an attempt to discuss the new provisional changes for Inclusive Education in NEP 2020.

KEYWORDS

Digital Marketing, Purchase Intention, Personal Care Products, Quality of Information, Active Interaction, Sharing of Content, Convenience.

Introduction:

Inclusive education is a kind of educational system where all students, regardless of any challenges they may have, are placed in age- appropriate general education classes that are in their own neighborhood schools to receive high quality instruction, interventions, and supports that enable them to meet success in the core curriculum.

Inclusive education means different and diverse students learn together in the same classroom. They enjoy field trips and after-school activities together. They participate in schools' cultural and sports programs together.

Inclusive education values diversity and the unique contributions each student brings to the classroom. In a truly inclusive setting, every child feels. Barriers and facilitators of inclusive education

Inclusion is the process whereby every person (irrespective of age, disability, gender, religion, sexual preference or nationality) who wishes to, can access and participate fully in all aspects of an activity or service in the same way as any other member of the community.

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Inclusion addresses an individual's

- a. dignity (basic human rights)
- b. opportunities (equal employment and attitudes)
- c. accommodation (accessibility, assistive devices), Inclusion is about society changing to accommodate difference, and to combat discrimination.

Barriers To Inclusion:

There are three sets of barriers that currently limit the opportunity for people with disabilities to participate in society on equal terms with non-disabled people.

Systemic barriers are policies, practices or procedures that result in some people receiving unequal access or being excluded. Example:

eligibility criteria that effectively exclude people based on a disability, such as requiring a job applicant to have a driver's license even though there are ways to reorganize a job to use another form of transportation.

Systemic barriers to learning are barriers created by the education system itself.

Most often children with disabilities bear the most severe consequences of an inadequate, under resourced education system.

People with disabilities are excluded from events by not considering their needs at the event planning stage.

Not being aware of the different types of accommodations an employee might need when returning to work after an absence due to advisability.

No leadership or accountability to address issues related to people with disabilities.

Hiring policies not encouraging applications from people with disabilities.

Procedures that may affect some employees, such as use of cleaning products that can cause allergic reactions.

Inappropriate language of learning and teaching

Long waiting lists at special schools

Insufficient training of educators to manage diversity in them classrooms

Lack of funds for assistive devices.

Lack of teaching assistant's

Long delays in assessment of learner's.

Societal Barriers:

FEAR: This is the most common social barrier, and obstacle of inclusion. We are often afraid of people we see as different, so we choose not to interact with them. Or perhaps we don't want to be invasive or offensive

AWKWARDNESS= Sometimes we just don't know what to say We see only our differences, and don't have the right words to connect. People with differing abilities are often used to being treated differently or sometimes even ignored. Thus, they may have expectations of not being included, and behavior may appear aloof because of feeling marginalized.

DIFFICULTY= It is much easier to look away than to watch someone struggle.

DISINTEREST= Maybe you have nobody in your social circle with a disability. It's not your thing. It's not your problem. You're busy. You have your own issues and agenda.

IGNORANCE = We are human and we learn by example from other humans. Sometimes we are taught that a person who is different, or perhaps has a deformity or a behavior that we don't understand, is not capable of normal relationships.

Parents often think they should protect their children from seeing individuals who are suffering or are different. If we can't see past the disability, it's just not easy to watch.

Pedagogical barriers = The term pedagogy refers to the transmission of information and skills from a teacher/instructor to the learner, whereas the term andragogy is the process for providing procedures and resources to help learners acquire the information and skills.

As a teacher/instructor it is important to understand how adults learn which includes understanding learners' needs, motivation for learning, cycle of learning, characteristics of learning styles, and the sequence in which learning needs to occur to be effective as a learner.

When a teacher/instructor doesn't have this knowledge, or fails to demonstrate it, it is considered a pedagogical barrier.

The instructor has failed to understand the relevancy of meeting the trainees' needs, lacks the knowledge of "how adults learn", and hasn't assessed the need for social interaction between learners.

The instructor hasn't understood the necessary learning orientation factors that are required for learning. Training methods have failed to address varying learning styles to optimize all learners' opportunity to learn nor has the instructor recognized that adult learners are relevancy-oriented in learning.

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The instructor has not provided suitable strategies for providing feedback nor understood the relevance of a learners' prior knowledge and experiences in learning.

Attitudes = In a school system where there isn't a lot of understanding and knowledge regarding Down syndrome, teachers may fear and resist change.

Administration = Similar to the reason above, if administrators don't understand the philosophy of inclusion or the capabilities of children with Down syndrome, it may be difficult to get the structure and procedure in place for an inclusive classroom.

Architectural issues = Does the school have handicap access in the whole school? What about other features like elevators or braille? Many schools have one area that is handicap accessible but the whole school is not designed for someone with disabilities.

Programs = General curriculum activities and projects may be suitable (or easily changed) for students with disabilities. The rest of this guide will discuss tips, ideas, and advice for teachers using the inclusive philosophy in their classroom. The vast majority of research support this ideology as the most effective way to educate students with down syndrome.

Suggestions:

Use universal design principles to create accessible classrooms

UDL is a set of principles that were born from the desire to offer every student an equal opportunity to learn, based on the idea that every person has their own unique and individual learning style. According to UDL, there are three primary brain networks that are responsible for how a person learns: the recognition network, the strategic network and the affective network.

The three main principles of UDL — Representation (the what of learning), Action and Expression (the how of learning), Engagement (the why of learning) — were formed based on these three brain networks. Understanding the foundation of UDL — the principles and brain networks — is imperative for teachers who wish to implement UDL in the classroom. The National Center on Universal Design for Learning has a plethora of resources and information for educators interested in universal design. You'll find videos offering helpful implementation tips and ideas in the "UDL Principles and Practices" section of their YouTube Channel.

Use A Variety of Instructional Formats:

The first principle of universal design theory is the "what" of learning. It says to use "multiple means of representation." While some students are visual learners, others may grasp information better when it is presented through text or when it is spoken orally or taught through kinesthetic learning. Some students do best with a combination of the above. While these differentiated teaching methods may support the needs of students with disabilities, they also offer instruction to the entire classroom, giving each and every student

an opportunity to learn in the way they do best. Similarly, using different mediums to present information and engage students is important in inclusive classrooms.

Remember that principle two of universal design theory calls for utilizing “multiple means of action and expression.” Some students may find that their best outlet and means of expression comes through writing, while others may prefer to give an oral presentation, act out a play or create a piece of art. Each student is different and should be given the opportunity to express their knowledge through the methods that work best for them. Additionally, teachers can use a diversity of materials and mediums to engage students. Examples of mediums could include theater, art, video and computer software in addition to the traditional mediums of lecture and text.

Through using varied teaching techniques and mediums, teachers can increase the engagement of their entire class, not just the students who respond to a particular style of learning and expression.

3. Know Your Students’ IEPs/504s:

diversity of to create an equitable learning environment for everyone, it is important to familiarize yourself with students’ IEP or 504 plans. If you have a student with a 504 or IEP plan, you are legally required to make any necessary accommodations as outlined in the 504 or IEP. You can work with the school counselor or teaching specialists to better understand the student’s specific needs.

Much like the concept of inclusive learning, 504s were designed to ensure that students with disabilities are allowed to learn in a regular classroom environment, while still being provided with services, educational aids or accommodations they may require. An IEP is only slightly different than a 504; the difference being that students with an IEP may require additional educational services outside of the regular classroom. These services are typically provided and monitored by additional support staff.

Develop A Behavior Management Plan:

Disruptive classroom behavior can affect not just the teacher, but the other students in the classroom as well. Developing a behavior management plan can help you prepare for the inevitable moment a student or students exhibit disruptive behaviors — with the understanding that some behaviors are of much less consequence than others (talking out of turn vs. being defiant or aggressive). The behavior plan should be shared with parents and students, so that everyone is aware of the expectations and consequences should those expectations not be met. The most effective plans typically involve a great deal of positive reinforcement and a clear understanding of the expectations. There are several different types of behavior management plans you can implement depending on the needs of your classroom, including a whole group plan, a small group plan, an individual plan or an individual plan designed for particularly challenging students.

Conclusion:

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Disability is seen as a developmental issue in any economy, as the disabled group is often being marginalized due exclusion from the society and thus leading to poverty. Inclusive Education approach doesn't only provide the basic human right to education but also dignity which is often being linked with the socio economic status.

It is seen as a device for both access and quality education which are also fundamental aspirations of EFA and MDG action frameworks. Through, inclusive education the learners get a chance for not only getting into the system but also a support to complete it successfully. As innovation holds the key to achieving excellence in the Indian Education System, high quality teachers who are competent, committed and confident strive for practicing innovative pedagogy for inclusive schools.

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18. राष्ट्रीय शिक्षा नीति 2020 व विशेष शिक्षा

निशा कुमरावत

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मनोविकास विशेष शिक्षा महाविद्यालय,

उज्जैन.

शिक्षा का शाब्दिक अर्थ है सीखने या सिखाने की क्रिया । इस प्रकार हम कह सकते हैं कि किसी भी समाज में चलने वाली वह निरंतर प्रक्रिया जिसका उद्देश्य इंसान की आंतरिक शक्तियों का विकास करना और उसके व्यवहार में सुधार लाना है। शिक्षा का प्राथमिक उद्देश्य ज्ञान और कौशल में वृद्धि कर मनुष्य को योग्य नागरिक बनाना है। आजादी के बाद भारत में पहली शिक्षा नीति सन् 1986 में बनाई गई थी, जो मुख्यतः लॉर्ड मैकाले की अंग्रेजी प्रधान शिक्षा नीति पर आधारित थी।

इसमें सन् 1992 में कुछ संशोधन किए गए। 1986 की शिक्षा नीति में कुछ खामियां रही, इसके तहत बच्चा ज्ञान तो हासिल कर रही है, किंतु यह ज्ञान उससे भविष्य में रोजगार के अवसर पैदा करने योग्य नहीं बन पा रहा है। अतः इन कमियों को दूर करने के लिए नई शिक्षा नीति 2020 लाने की आवश्यकता पड़ी। नवीन राष्ट्रीय शिक्षा नीति 2020, 21वीं शताब्दी की ऐसी पहली शिक्षा नीति है, जिसका लक्ष्य हमारे देश के विकास के लिए आने वाले आवश्यकता को पूरा करना है। यह नीति इस सिद्धांत पर आधारित है कि शिक्षा से ना केवल साक्षरता, उच्च स्तर की तार्किक और समस्या समाधान संबन्धित संज्ञानात्मक क्षमताओं का विकास होना चाहिए, बल्कि नैतिक सामाजिक और भावात्मक स्तर पर भी व्यक्ति का विकास होना चाहिए।

NEP चार स्तम्भों पर आधारित एक्सेस, इक्विटी, क्वालिटी, एकाउटेबिलिटी है। इस नई नीति में 5+3+3+4 संरचना होगी, जिससे 12 साल का स्कूल और 3 साल का ऑगनवाड़ी /Pre-School, 10+2 ढाँचे की जगह शामिल होगा । इस नई शिक्षा योजना में माध्यम से, वे 2 करोड़ से अधिक छात्रों को मुख्य धारा में

लाने की कोशिश कर रहे हैं और इसकी मदद से उनका लक्ष्य 2080 के अंत तक पूर्व स्कूली से माध्यमिक तक 100 % GR सकल नामांकन अनुपात हासिल करना है।

1. यह नीति विशेष आवश्यकताओं वाले बच्चों (CWSN) या दिव्यांग बच्चों को किसी भी अन्य बच्चों के समान गुणवत्ता पूर्ण शिक्षा प्राप्त करने के समान अवसर प्रदान करने के लिए सक्षम प्राप्त करने के समान अवसर प्रदान करने के लिए समक्ष तंत्र बनाने के महत्व को भी पहचानती है।

2. ईसीसीई में दिव्यांग बच्चों को शामिल करना और उनकी समान भागीदारी सुनिश्चित करना भी इस नीति की सर्वोच्च प्राथमिकता होगी, दिव्यांग बच्चों को प्रारम्भिक स्तर से उच्चतर स्तर तक की शिक्षण प्रक्रियाओं में सम्मिलित होने के लिए सक्षम बनाया जाएगा।

3. दिव्यांगजन अधिकार अधिनियम 2016 सामान्य व दिव्यांग, सभी बच्चों एक साथ सीखते हैं तथा शिक्षण व सीखने की प्रणाली को इस प्रकार अनुकूलित किया जाता है कि वह प्रत्येक बच्चों की सामान्य अथवा विशेष आवश्यकताओं की पूर्ति में सक्षम हो।
4. यह नीति RPWD अधिनियम 2016 के सभी प्रावधानों के साथ पूरी तरह से सुसंगत है, तथा स्कूली शिक्षा के सम्बन्ध में इसके द्वारा प्रस्तावित सभी सिफारिशों को पूरा करती है।
5. राष्ट्रीय पाठ्यचर्या रूपरेखा तैयार करते समय NCERT द्वारा दिव्यांगजन विभाग के राष्ट्रीय संस्थानों जैसे विशेषज्ञ संस्थानों के साथ परामर्श सुनिश्चित किया जाएगा।
6. इसके लिए, दिव्यांग बच्चों के एकीकरण को ध्यान में रखते हुए विद्यालय परिसरों की वित्तीय मदद की दृष्टि से सुस्पष्ट व कुशल प्रावधानों की व्यवस्था की जायेगी।
7. विद्यालय व विद्यालय परिसरों में दिव्यांग बच्चों की आवश्यकता से संबंधित प्रशिक्षण प्राप्त शिक्षकों (विशेष शिक्षक) की नियुक्ति की जाए।
8. RPWD अधिनियम के अनुरूप दिव्यांग बच्चों के लिए बाधा मुक्त पहुँच सुनिश्चित की जाएगी। विशेष आवश्यकता वाले बच्चों की विभिन्न श्रेणियों के अनुरूप विद्यालय तथा विद्यालय परिसर कार्य करेंगे, जिससे प्रत्येक बच्चों की आवश्यकता के अनुरूप मदद सुनिश्चित करने हेतु उपयुक्त प्रणाली विकसित की जायेगी।
9. विशेष छात्रों के कक्षा कक्ष में उनकी पूर्ण प्रतिभागिता व समावेशन सुनिश्चित किया जाए।
10. कक्षा में शिक्षकों व अन्य सहपाठियों के साथ आसानी से जुड़ने के लिए विशेष आवश्यकता वाले बच्चों को कुछ सहायक उपकरण, उपयुक्त तकनीक आधारित उपकरण, भाषा उपयुक्त शिक्षण सामग्री (जैसे- बड़े प्रिंट, और ब्रेल प्रारूपों में सुलभ पाठ्य पुस्तकें) पर्याप्त मात्रा में उपलब्ध करवाएँज जायेंगे।
11. NIOS भारतीय संकेत भाषा सिखाने के लिए और भारतीय संकेत भाषा का उपयोग करके अन्य बुनियादी विषयों को सिखाने के लिए उच्चतर गुणवत्ता वाले मॉड्यूल विकसित करेगा। साथ ही दिव्यांग बच्चों की सुरक्षा पर पर्याप्त ध्यान दिया जाएगा।
12. RPWD अधिनियम 2016 के अनुसार, मूल दिव्यांगता वाले बच्चों के पास नियमित या विशेष स्कूली शिक्षा का विकल्प होगा।
13. विशेष शिक्षकों के माध्यम से स्थापित संसाधन केन्द्र, गंभीर अथवा एक से अधिक विशेष आवश्यकता वाले बच्चों के पुनर्वास व शिक्षा से संबंधित आवश्यकताओं में मदद करेंगे एवं साथ ही उच्चतर गुणवत्ता की शिक्षा घर में ही उपलब्ध कराने व कौशल विकसित करने की दिशा में उनके माता-पिता /अभिभावकों को भी मदद करेंगे।

14. स्कूल में जाने में असमर्थ गंभीर और गहन दिव्यांगता वाले बच्चों के लिए गृह-आधारित शिक्षा के रूप में एक विकल्प उपलब्ध रहेगा। गृह – आधारित शिक्षा के तहत शिक्षा ले रहे बच्चों को अन्य सामान्य प्रणाली में शिक्षा ले रहें किसी भी अन्य बच्चों के समतुल्य माना जायेगा।

15. RPWD अधिनियम 2016 के अनुरूप इस ऑडिट के आधार पर गृह-आधारित स्कूली शिक्षा के लिए दिशा निर्देश और मानक विकसित किए जाएंगे

16. दिव्यांग बच्चों की शिक्षा राज्य की जिम्मेदारी है इसके लिए माता पिता/देखरेख करने वालों के उन्मुखीकरण से लेकर बड़े स्तर पर प्राथमिकता के साथ अधिगम सामग्री के व्यापक प्रचार-प्रसार के प्रौद्योगिकी आधारित समाधान किये जाएंगे, जिनके माध्यम से माता पिता देखरेख करने वाले अपने बच्चे की आवश्यकता के अनुरूप मदद कर पायें।

17. अधिकांश कक्षाओं में ऐसे बच्चें होते हैं जिनमें सीखने की दृष्टि से कुछ विशिष्ट अक्षमता होती है जिन्हें निरंतर मदद की आवश्यकता होती है। शोध स्पष्ट करते हैं कि ऐसे मामलों में जितनी जल्दी मदद शुरू की जाती है आगे प्रगति की सम्भावना उतनी ही बेहतर नजर आती है।

18. विशिष्ट दिव्यांगता वाले बच्चों (सीखने से संबन्धित अक्षमताओं के साथ) को कैसे पढ़ाया जाए, इससे संबन्धित जागरूकता स्तर से लेकर उच्चतर शिक्षा (प्रवेश परीक्षाओं सहित) के स्तर तक इस तरह के मूल्यांकन के संचालन के लिए उपयुक्त तरीकों की सिफारिश करेगी।

19. सीखने की अक्षमता वाले सभी छात्रों के लिए समान पहुँच और अवसरों को सुनिश्चित किया जा सकें।

निष्कर्ष :

राष्ट्रीय शिक्षा नीति 2020, 21 वीं शताब्दी की पहली शिक्षा नीति है जिसका लक्ष्य हमारे देश के विकास के लिए आने वाली आवश्यकता वाले छात्र को सहायक उपकरण व विशेष शिक्षा प्राप्त शिक्षकों की नियुक्ति की जाए। स्कूल जाने में असमर्थ गंभीर व गहन दिव्यांगता वाले बच्चों की लिए गृह आधारित शिक्षा के रूप में एक विकल्प उपलब्ध रहेगा। तथा विशेष छात्रों को कक्षा कक्ष में पूर्ण भागिदारिता व समावेशन सुनिश्चित की जाए। इस प्रकार राष्ट्रीय शिक्षा नीति 2020 विशेष शिक्षा में कार्य करने का वादा करती है।

कुल गान

जागो...

जागो, जागो मंगल लोक में
अमृतमय आलोक में

देख भुवन, जाग रहा

जाग रहा, जीवन सागर

हम भी जागें, इस नव प्रभात में

जागो विश्व के संग अभय में

जागो...

जागो, जागो मंगल लोक में

अमृतमय आलोक में

- विश्वकवि रवीन्द्रनाथ ठाकुर

National Conference Photos



Education for Divyang in New Education Policy 2020





About Manovikas College of Special Education, Ujjain

The country needs talented and skilled human resources to providing training and education to thousands of children with special needs. This is the first and only Special Education college affiliated to Vikram University, Ujjain. MCSE is approved by Rehabilitation council of India, New Delhi. In order to train and build the eligible and dedicated special education professionals, Manovikas College of Special Education (MCSE) was established in the year 2015 by Madhya Pradesh ViklangSahayata Samiti, Ujjain.

Special education professionals should have an affinity for special education and strive to create innovative techniques or tools for students with intellectual, emotional and physical disabilities.

The course offered are :-

- Bachelor of Education (B.Ed.), Special Education (Intellectual and Developmental Disabilities) - IDD
- Diploma in Education (D.Ed.), Special Education (Intellectual and Developmental Disabilities) - IDD
- Diploma in Education (D.Ed.), Special Education (Multiple Disabilities)- MD
- Diploma in Education (D.Ed.), Special Education (Deafblind)- Db



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