

NATIONAL EDUCATION POLICY: 2020 AND PERSONS WITH DISABILITY

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ABSTRACT

Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development. Providing universal access to quality education is the key to economic growth, social justice and equality, scientific advancement, national integration and cultural preservation and since from decades government of India is trying to provide the good education to all with various backgrounds. It has implemented many policies such as National Education Policy, 1968 and 1986 with RTE to improve the education system. The National Educational Policy: 2020 is the one of important policy which aims to bring transformation in education system. This Policy is the first education policy of the 21st century, and aims to address the many growing developmental imperatives of this country. This Policy also lays particular emphasis on the development of the creative potential of each individual, in all its richness and complexity

India as developing country has witnessed two types of educational system for a decade. One is Education in Special schools for children with disabilities and other, education in regular schools for normal children. Several attempts have been made in the past to make education inclusive in the country but still it became changeling due to multiple reasons. The new National Education Policy: 2020 made an attempt to make education system more equitable and inclusive in nature. It has made some recommendations for education of persons with disabilities with emphasizing on inclusive education, technology and special education for some specific disabilities. Hence present study tries to highlights recommendations on the new National Education Policy 2020 basis of the RPwD Act 2016 for education of persons with disabilities.

INTRODUCTION:

Education should be made accessible to each and every individual in every corner of the country. Over the years, the Government of India has framed various policies on inclusive education such as the RPwD Act 2016. The National Educational Policy:2020 is the one of important policy which aims to brings transformation in education system.

The National Education Policy of India 2020 (NEP 2020), which was started by the Union Cabinet of India on 29 July 2020, outlines the vision of new education system of India. The new policy replaces the previous National Policy on Education,1986. The policy is a comprehensive framework for elementary education to higher as well as vocational training in both rural and urban India.

All the policies emphasize the rights of the children from diverse backgrounds and abilities to access the formal education but still, the disparities continued. National Education Policy 2020 is in line with the RPwD act 2016 which defines inclusive education as a “system of education wherein students with and without disabilities learn together and the system of teaching and learning is suitably adopted to meet the learning needs of different types of students with disabilities“. This policy along with inclusive education emphasis on home-based education and having special provisions and recommendations for education of persons with disabilities from elementary education to higher education.

MEANING AND TYPES DISABILITY: “Disability is a condition caused by an accident, trauma, genetics or disease that may limit a person’s mobility, hearing, vision, speech or mental function”. Disability is part of the human condition. Disability also termed as “Any restriction or lack of ability to perform an activity in a manner or within the range considered normal for the human beings, resulting from impairment is termed as disability.” The World Health Organization defines disability as any restriction or lack (resulting from an

impairment) of ability to perform in a manner or within the range considered normal for a human being. The World Health Organization defines disability as any restriction or lack (resulting from an impairment) of ability to perform in a manner or within the range considered normal for a human being. In general disability is a restriction for the movements for any individual due physical and mental infirmities. The major challenge includes understanding the concept of disability.

Types of Disability: One of the major problems, which affect any intervention on the issue of disabled, is the lack of proper data on the number of disabled in the country and the extent and magnitude of the problem Persons with Disability Act (Equal Opportunities, Protection of Rights and Full Participation) of India (1995) had given seven types of disability whereas RPWD Act, 2016 had given twelve types of disabilities. According to 1995 Act types of disability are Loco-motor Disability, Visual Disability, Mental Illness, Speech and Hearing Disability, leprosy cured; Learning Disability and Multiple Disabilities.

According 2016 RPDP Act 2016 there are twenty one types of disabilities. These are as follows

TYPES OF DISABILITIES

- ❖ Physical Disability
- ❖ Locomotor Disability
- Leprosy Cured Person
- Cerebral Palsy
- Dwarfism
- Muscular Dystrophy
- Acid Attack Victims
- ❖ Visual Impairment
- Blindness
- Low Vision
- ❖ Hearing Impairment
- Deaf
- Hard of Hearing
- ❖ Speech and Language Disability
- ❖ Intellectual Disability
- ❖ Specific Learning Disabilities
- ❖ Autism Spectrum Disorder
- ❖ Mental Behaviour (Mental Illness)
- ❖ Disability caused due to-
- ❖ Chronic Neurological Conditions such as
- Multiple Sclerosis
- Parkinson's Disease
- ❖ Blood Disorder
- Haemophilia
- Thalassemia
- Sickle Cell Disease
- ❖ Multiple Disabilities

STATISTICAL PROFILE OF DISABLES IN INDIA:

- As per Census 2011, in India, out of the 121 Cr population, about 2.68 Cr persons are 'disabled' which is 2.21% of the total population.
- Among the disabled population 56% (1.5 Cr) are males and 44% (1.18 Cr) are females. In the total population, the male and female population are 51% and 49% respectively.
- Majority (69%) of the disabled population resided in rural areas (1.86 Cr disabled persons in rural areas and 0.81 Cr in urban areas). In the case of total population also, 69% are from rural areas while the remaining 31% resided in urban areas.
- The Census 2011 revealed that, In India, 20% of the disabled persons are having disability in movement, 19% are with disability in seeing, and another 19% are with disability in hearing. 8% has multiple disabilities. (<http://www.mospi.gov.in>)
- In India, NSSO reported that a total of 1,40,85,000, and 44,06,000 people are disabled in rural and urban areas, respectively. Overall, 1846 and 1499 per lakh population had any type of disability during the survey in rural and urban areas respectively.
- 15,21,438 students studying in 150 colleges and universities in India.

NATIONAL EDUCATION POLICY: 2020:

Education plays an important role in shaping human personality and fundamental for achieving full human potential, developing an equitable and just society and promoting national development. Providing universal access to quality education is the key to India's continued ascent, and leadership on the global stage in terms of economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation. The NEP-2020 aims to transform India into a worldwide knowledge superpower with universal access to the best education. The NEP-2020 aims to transform India into a

worldwide knowledge superpower with universal access to the best education with focusing on multi-disciplinary approach. The policy aims for the overall development of learners to achieve the full employability potential among the youth. It also tries to necessary skills for new jobs in developing industries. The NEP strives to satisfy the evolving needs for research, innovation, and education by implementing a variety of modifications in the educational system, from pre-primary years to higher education. It encourages rigorous research-based specialization and provides opportunities for interdisciplinary cooperation.

The new education policy must provide to all students, irrespective of their place of residence, a quality education system, with particular focus on historically marginalized, disadvantaged, and underrepresented groups. Education is a great leveller and is the best tool for achieving economic and social mobility, inclusion and equality. 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. In the new 5+3+3+4 structure, a strong base of Early Childhood Care and Education (ECCE) from age 3 is also included, which is aimed at promoting better overall learning, development, and well-being.

The policy aims for the overall development of learners to achieve the full employability potential among the youth. It also tries to develop to necessary skills for new jobs in developing industries. Key Fundamentals Principle of NEP 2020 recognizing, identifying and promoting each student's unique skills their overall growth focus on multidisciplinary and comprehensive education in the social science, humanities and art is essential. It focuses on regional language. It also had respect for diversity and respect for the local content in all curricula, pedagogy and policy. NEP focuses complex problem-solving, critical thinking, creative thinking and communication skill. This policy will offers alternative modes of learning such as ODL, offline and online learning and hybrid modes of learning. It also focuses on digital infrastructure including virtual labs, e-learning resources, digital repository, content creation and dissemination.

NEP plans to create standards for the curriculum and credit structure for four-year undergraduate programmes, regulations outlining the minimum requirements and the process for awarding one-year certificates, two-year diplomas, three-year bachelor's degrees, four-year bachelor's degrees (honours), and master's degrees with multiple entry and exit options, as well as the transformation of HEIs into multidisciplinary institutions.

A new student-centered "**Curriculum and Credit Framework for Undergraduate Programmes (CCFUP)**" has been developed by the UGC in accordance with the NEP 2020. It includes a flexible choice-based credit system, a multidisciplinary approach, and multiple admission and exit choices. By selecting the subject or field of their interest, students will find it easier to pursue their career route. Undergraduate degree programmes of three or four years, with a variety of entry and exit points as well as re-entry options, and with the appropriate certifications, such as diploma, degree etc.

NEP focuses on reorienting educational initiatives to promote the development of skills in a variety of academic fields, including the social sciences, humanities, languages, arts, and vocational courses. It aims at offering programmes/courses of study in languages, literature, music, philosophy, art, dance, theatre, statistics, pure and applied sciences, sports, etc., as well as other disciplines necessary for a multidisciplinary and engaging learning environment.

THE RIGHTS OF PERSONS WITH DISABILITIES ACT: 2016:

This Act is a milestone in the history of persons with disabilities. It identifies twenty-one types of disabilities and overall growth and developments of persons with disabilities with focusing health, education, skills, employment, reservation etc. This Act also has given more emphasis on inclusive education with many provisions for the education for persons with disabilities. NEP:2020 endorses completely the provisions of the RPWD Act and “endorses all its recommendations with regard to school education” and promises that the

inclusion and equal participation of children with disabilities in ECCE and the schooling system will be accorded the highest priority.

NEP: 2020 AND PERSONS WITH DISABILITIES:

NEP:2020 is a diverse policy which aims to inclusion of all sections of society. It ensures to address all issues of neglected dimensions in education for persons with disabilities. The emphasis on provision of a quality education system with particular focus on historically marginalized, disadvantaged and underrepresented groups is also noteworthy.

It is particularly encouraging to note that the Policy acknowledges that a number of initiatives will be required, including innovative use of technology, to ensure that learning environments are supportive, engaging and enabling.

i) NEP:2020 and Socio-economically Disadvantaged groups(SEDG):

NEP:2020 has categorised the students with disabilities under socio-economically Disadvantaged groups(SEDG) and this is new term coined by the policy. The SEDGs are “based on identities such as 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).”

ii)NEP:2020 and Children With Special Needs:

This New Education Policy has made some important provision for children with special needs. Some of them are creating enabling mechanisms to give quality education, importance to fully participation of children with disabilities will be enabled to fully participate in the regular schooling process from the Foundational Stage to higher education, importance to inclusive education, accessible curriculum, recruitment of special educator, schools/school complexes will be provided resources for the integration of children with disabilities, barrier free environment.

Providing Assistive devices as well as teaching-learning materials will be made available, high quality sign language, home-based education, providing the safety and security, assessment and the awareness and knowledge of how to teach children with specific disabilities will be an integral part of all teacher education programmes.

iii) Home based Education: NEP 2020 states, “There will be an audit of home-based education for its efficiency and effectiveness in the line with RPWD, Act-2016. It also focuses on involvement of caretakers and parents. It will emphasis on the special educators who will support the rehabilitation and educational needs of learners with severe and multiple disabilities.

iv) ECCE and Children with Disabilities

The NEP recognizes Early Childhood Care and Education (ECCE) as a measure of equity and inclusiveness when it says that “Schools providing quality ECCE reap the greatest dividends for children who come from families that are economically disadvantaged. The NEP’s focus on ECCE has the potential to ensure effective inclusion but this will require effective strategies and coordinated efforts of all stakeholders.

v)Curriculum and Pedagogy

The NEP 2020 recognizes the “learning crisis” and attempts to make a paradigm shift both in curriculum and pedagogy as well as in teachers’ education and the conditions of their work. A particular focus is given to Indian Sign Language (ISL) which will be standardized across the country and National and State curriculum materials developed, for use by students with hearing impairment.

vi) NEP:2020 and socio-economically Disadvantaged groups(SEDG):

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vii) Use of technology and Assistive technology:

Technology is boon for the persons with disabilities. Assistive technology gave comfortable life and enhanced their participation in education. So this NEW Education Policy has given importance to technology for persons with disabilities. The NEP focuses on technology based tools for students with disabilities. Assistive devices and appropriate technology-based tools, as well as adequate and language-appropriate teaching-learning materials will be made available to help children with disabilities integrate more easily into classrooms and engage with teachers and peers.

viii) NEP: 2020 and Inclusive Education:

To achieve Equality and to avoid the attitudinal barrier of society towards persons with disabilities, inclusive education is very important. Inclusive education is the need of the hour for growth and development. To access the education to PWDs, NEPs has focused much on the inclusive education. On the basis RPWD Act-2016, NEP has focus on the inclusive education and made important recommendations. When the Rights of Persons with Disabilities Act defined the term with a more systems approach: “Inclusive education” means a system of education wherein students with and without disability learn together and the system of teaching and learning is suitably adapted to meet the learning needs of different types of students with disabilities.” So NEP had focused on the Inclusive Education.

ix) NEP: 2020 and Regional/ Home Languages:

NEP: 2020 has given much importance learning in local languages which enable a significant number of students with disabilities. Deaf students will largely use sign language; deaf blind students will use tactile sign language.

x) Individualised Tracking of Students: Opening Possibilities for Reasonable Accommodation and Individual Support

The promise of the 2020 policy for individualised tracking and individual choices for students can provide an opportunity for the planning of reasonable accommodations and individualised supports to be built into the education system for students with disabilities and others in need.

xi) Sports and the Arts: This new policy has given importance to sports and arts which will be made that the participation of students with disabilities is ensured. This is will be helpful for overall development of students with disabilities.

xii) Teachers and Teachers Training:

It gives more importance to the trainings of the teachers. Shorter post B.Ed. certification courses will also be made widely available, at multi-disciplinary colleges and universities to the teachers who may wish to move into more specialized areas of teaching, such as teaching of students with disabilities It also addresses the issue of shortage of special educators.

xiii) The Promise of the Policy for Good Governance

The 2020 NEP promises good governance and efficient use of resources. It sets up new standard setting, quality assessment and regulatory bodies. It also brings forth a re-organization of administration of schools in the form of school complexes with ensuring the Resource Centre and the School Complex particularly for students with disabilities.

RECOMMENDATIONS:

- Ensure the proper legal frame work
- Along with inclusive education importance should be given to special education particularly for intellectual disability students.
- Awareness among normal teachers, trainers and other stakeholders.
- Home-based education should be elaborated.

- Building knowledge of all disability groups identified under RPWD Act, 2016.
- The Foundational and Preparatory stages should be made available in accessible form for all types of disabilities.
- Girls with Disabilities will be given importance as well as preferences.
- Building Environments that Maximize Inclusion
- Budgetary Provision special for students with disabilities
- Strictly following the reservation in admission and recruitment
- Recruitment of teachers with disabilities.
- Every educational institution should have the Resource Centre
- Accessible form of Curriculum and Pedagogy
- Reasonable Accommodation and Individualized Support

CONCLUSION:

In line of RPWD Act, NEP: 2020 have made the some provisions for persons with disabilities particularly focusing on inclusive education, Assistive technology, home based teaching ,training, special educators etc. NEP reforms/changes 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 emphasis of extensive use of technology such as the learning management system in educational planning and management, language barrier removal, and improving access for Divyang students.

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