

Inclusion education in India challenges and solutions in light of RPWD Act 2016 and NEP 2020.

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Abstract

Inclusive education means all children learn together in same school . Inclusive education is a global agenda and a constitutional commitment in India. The rights of persons with a disabilities RPWD act 2016 and National education policy 2020 (NEP) strongly advocate equitable and inclusive education for all . However ground reality shows a significant gap between policy vision and classroom practice. This paper critically analyses policy provisions and identifies practical challenges in implementing inclusive education in Indian schools . Based on review of policy documents, government reports and secondary literature from 2016 - 2025 . The study highlights barrier such as a inadequate infrastructure, lack of trained teachers ,attitudinal issues and limited use of assistive technology .The paper suggest practical solutions including Universal Design for Language (UDL) ,peer tutoring and whole school approach to make inclusion a reality.

Keywords

Inclusive education, RPWD act 2016, NEP 2020, Equity, Universal Design for Learning (UDL).

1.Introduction

Every child has right to education. Inclusive education help disable and non- disable children's learn together. It teaches equality and cooperation. As per UNESCO ,Inclusive education means all children's learn together irrespective of their abilities. NEP 2020 policy clearly focuses on “No child should be left behind”. Yet many children's with special needs are still out of school or in segregated settings. To remove this discrimination , the concept of Inclusive education was introduced .In India ,Inclusive education got legal support from the Right to Education act 2009 and NEP2020.

2 Policy framework

A) RPWD Act 2016 :

1. Recognise 21 disabilities.
2. Right to free education for children with disabilities from 6 to 18 years.

B) NEP 2020 :

- 1.Emphasizes equitable and inclusive education.
2. Recommends special educators, resource centres and use of Technology .

C) NCF 2023

1. Recommends child centred pedagogy and flexible curriculum.

3.Objectives

1. To analyse policy provision for inclusive education in India.
2. To suggest practical Strategies for effective implementation.
3. To suggest simple solutions.

4. To suggest practical strategy for effective implementation.

4.Methodology

This is conceptual and critical review paper based on policy documents and research papers from 2018 to 2025 .

5. Key challenges identified

1. Infrastructural : Lack of accessible toilet , tactile paths and resource rooms.
2. Human resource : lack of professional training. In B.ED. syllabus they give only one paper on inclusive inclusion, not any practical.
3. Pedagogical : Teachers are use lecture method ,not UDL or activity based methods which suitable for mixed ability.
4. Attitudinal : pity or sympathy, not empathy and right based approach.
- 5 Monitoring : No paper data on learning outcomes of CWSN.

6.Strategies to Bridge- gap practical solutions

For teachers

1. **Universal design for learning** - use Visual + Audio + activity for same topic.
2. **Peer tutoring** : pair bright and slow learner -both benefit- simple, no -cost.
3. **Low cost TLM** : big front charts,tactiles models, local languages use.

For schools

1. Whole School approach -- headmaster ,teacher, parent, community all involved
2. Create inclusive culture- No labelling, celebrate diversity.

For Policy Makers

- 1.Fill posts of special educators as per NEP 2020 School complex.
2. Provide in-service training of 2 weeks on inclusive pedagogy.
3. Provide budget for assistive devices.

7. Conclusion

Inclusive education is not just about admitting disable child in a school -it is about changing system to accommodate all. RPWD act 2016 and NEP 2020 have given strong vision, but success depends on teacher preparation ,infrastructure and change in attitude. Inclusion benefits all children -not only disabled - it teachers cooperation, empathy and equity. If implemented properly, inclusive education will not only help children with special needs but also make normal children more sensitive, cooperative, and humane. Therefore, to achieve the goal of “Education To All” by 2030, inclusive education must be adopted in every school in India.

8. References

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