



Right to Education: Understanding Inclusion through National Education Policy 2020

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Abstract

All children, including CWSN, are required to receive free and compulsory primary education under the Right to Free and Compulsory Education (RTE) Act of 2009. All children between the ages of 6 and 14 are entitled, under the terms of this law, to free and obligatory entrance, attendance, and completion of elementary school. The school curriculum will include material on human values - respect for all persons, empathy, tolerance, human rights, gender equality, non-violence, global citizenship, inclusion, and equity, and detailed knowledge of various cultures, religions, languages, gender identities, etc. to sensitize and develop respect for diversity, NEP, 2020.

Keywords: Inclusive Education, Free and Compulsory Education, NEP2020

Introduction

An inclusive education system is one that accepts all students and can meet the educational requirements of children with disabilities (CwD). By approving the UNESCO Salamanca Statement and the Sustainable Development Goals (SDGs), India has shown its commitment to improving the status of inclusive education. It has made a commitment to strive toward inclusivity in all areas soon as a signatory to the Convention on the Rights of Persons with Disabilities. Additionally, domestic laws like the National Trust Act of 1999, the Rights of Persons with Impairments Act of 2016, and the Right to Education Act of 2009 (RTE) require "reasonable accommodation" for kids with disabilities in regular classrooms. In actuality, however, the system fails to protect these kids. Only half of those with impairments are thought to be read, and even fewer would have had the chance to attend a school that was inclusive.

With the start of the COVID-19 epidemic in 2020, education in India and throughout the globe began to move online, which was followed by a growth in EdTech and e-learning platforms. The effects of uneven access to education and the widening digital divide were also thrown into stark relief by this. To determine the challenges experienced by children with disabilities in India during the pandemic, many studies were carried out, including those by ASTHA in Delhi, Swabhiman in Orissa, and Vidhi Centre for Legal Policy throughout the states of Karnataka, Kerala, Tamil Nadu, and Andhra Pradesh.

In the state of Karnataka, Pacta conducted research in collaboration with Dr. Kirthika Rajaraman to examine the effects of COVID-19 on inclusive education for children (aged 6–14) with neurodevelopmental disabilities (NDD), such as autism, learning disabilities, cerebral palsy, and intellectual disabilities. In both rural and urban Karnataka, field research was carried out. 35 main subjects in all were interviewed, 17 of whom were parents of study demographic children and 18 of whom were teachers working with research population children. In order to conduct a thorough study, six other stakeholders were also questioned. This research, which was supported by Azim Premji University, came to the conclusion that inclusive education policies and how they are implemented in post-pandemic schools are in danger. The need of the hour is for a mix of short- and long-term methods to encourage and enhance the engagement of children with disabilities in the educational system.

Understanding Inclusion

According to inclusive education, all children attend and are welcomed by the neighborhood schools where they are helped to study, contribute, and engage in all facets of school life in age-appropriate, normal courses. The goal of inclusive education is to provide schools, classrooms, programmes, and activities where all children may learn and engage in activities together.

By efficiently addressing their various needs in a manner that is responsive, welcoming, courteous, and encouraging, inclusive education aims to ensure that all students have access to a high-quality education. Students engage in the educational programme in a setting where everyone can study together, with help provided to lessen and eliminate any hurdles or other impediments that can cause exclusion.

Common learning environments, or educational settings where students from all backgrounds and abilities study together in an inclusive atmosphere, are where inclusive education is practiced. The bulk of the student's normal class hours is spent in common learning venues, which may include classrooms, libraries, gyms, performance halls, music practice rooms, cafeterias, playgrounds, and the neighborhood. Students with intellectual impairments or other special needs do not study separately from their classmates in a similar learning environment.

Status of Inclusive Education in India

- ❖ The majority of kids in special schools have attended conventional or inclusive schools before. Lack of professional expertise, teacher and peer acceptability, high-quality assistance, or learning possibilities in inclusive schools were cited as reasons for not continuing in conventional schools.
- ❖ The majority of parents thought that the admissions requirements needed to be expanded. They claim that a number of unofficial obstacles, including as IQ testing, teacher-perceived mock observations, and the capacity to write or speak, restrict access to inclusive education.
- ❖ Without any additional services or facilities provided by the school, greater tuition was often charged in many urban inclusive schools.
- ❖ The majority of the inclusive rural schools studied were operated by nonprofit organisations. Due to a lack of awareness of special needs or a lack of parental acceptance, other rural schools welcomed kids with a range of abilities.
- ❖ An average of 20–22 students were served by one special educator in the inclusive schools under study. In contrast, a special educator assisted, on average, six to seven students in special schools.
- ❖ The majority of parents of disabled children said that their child's education must provide him or her with the skills needed to deal with the outside world, interact with others, and live an independent and productive life.
- ❖ Examiner accommodations for disabilities still need to address a larger range of needs.
- ❖ It's typical for teachers to bully and ignore students with impairments.

Article 24, the Right to Inclusive Education, and its Interpretation

Every individual has the legal right to education. What is required to guarantee that children with impairments may exercise this right is outlined in Article 24:

Non-discrimination:

Access to school for children with disabilities must be based on equality and without prejudice. This refers to the freedom from segregation and the right to get all the assistance they need. Legal, physical, linguistic, social, economic, and attitudinal obstacles must all be eliminated.

Aim of education:

Education should assist the complete development of all of a child's talents and potential, enabling them to engage fully in society and fostering in them an appreciation of human rights, diversity, tolerance, and environmental respect.

No exclusions:

There should never be any exclusions for kids with impairments from the regular school system.

Any law that restricts their access must be overturned.

Access to primary and secondary education:

Access to primary and secondary education: In the communities where they reside, children with disabilities must have access to inclusive, high-quality, and free primary and secondary education. This implies:

- ❖ There must be an adequate number of schools across the nation.
- ❖ All schools must be accessible to all students with disabilities, especially in terms of their physical facilities, access to transportation, playgrounds, restrooms, and amenities for personal cleanliness. All brand-new construction must be accessible.
- ❖ All students with disabilities must receive education services that are appropriate for their needs, cultures, and languages.

RPwD Act, 2016 major recommendations adopted in NEP 2020

- Equal educational opportunities
- Equal Opportunities for sports and recreation
- Accessible Infrastructure
- Reasonable accommodation
- Individualised support Supportive Services
- Accessible modes and means of communication
- Suitable pedagogical measures
- Suitable modifications in curriculum and examination system
- Scribe or amanuensis
- Exemption from a second and third language
- Monitoring participation and progress
- Transportation facilities Training & employing teachers
- Teachers with disability
- Teachers qualified in sign language & Braille
- Training professionals and staff
- Establishing resource centers
- Augmentative & Alternative modes means formats of communication
- Books, learning materials in Accessible formats
- Assistive devices
- Provision of scholarships Promoting research to improve learning etc.

Support for Gifted Students/Students with Special Talents

- Encourage gifted/talented students to pursue realms beyond the general school curriculum
- Project-based clubs to be encouraged and supported at all levels in school
- Olympiads and other competitions in various subjects to be conducted across the country
- Efforts for interventions in rural areas and regional languages
- Extensive use of technology to encourage talented and gifted students
- NCERT and NCTE will develop guidelines for the education of gifted children
- B.Ed. programmes to allow spec According to inclusive education, all students attend and are welcomed by the neighborhood schools where they are helped to study, contribute, and engage in all facets of school life in age-appropriate, normal courses.

Conclusion

The goal of inclusive education is to provide schools, classrooms, programmes, and activities where all children can learn and engage in activities together. By efficiently addressing their various needs in a way that is responsive, welcoming, courteous, and encouraging, inclusive education aims to ensure that all students have access to a high-quality education. Students participate in the educational programme in a setting where everyone can study together, with help provided to lessen and remove any hurdles or other obstacles that can cause exclusion. Common learning environments, or educational settings where students from various backgrounds and abilities learn together in an inclusive atmosphere, are where inclusive education is practiced. The majority of the student's regular class hours are spent in common learning venues, which can include classrooms, libraries, gyms, performance halls, music practice rooms, cafeterias, playgrounds, and the neighborhood. Students with intellectual disabilities or other special needs do not learn separately from their peers in a similar learning environment. realization in education of gifted children

References

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- ❖ It is available in English, French, Spanish, Russian, Chinese and Arabic. It is also available in word and pdf formats.
- ❖ Guide to creating inclusive schools for Inclusion: <http://www.csie.org.uk/resources/inclusion-index-explained.shtml>
- ❖ The World of Inclusion of resources on inclusion: <http://worldofinclusion>