

NATIONAL EDUCATION POLICY AND INCLUSION

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Abstract:-

Since liberalization, the Indian educational policy displayed a remarkable tendency, an unwavering attachment, and strict adherence towards market fundamental aspects. It goes with a universal approach through Right to Education Act (RTEA) and Sarva Sikshya Abhiyan (SSA). This has resulted in unfettered equity and admission in the primary education system, educational institutions and universities enhancing the Gross Enrolment Ratio (GER) in their tertiary sector. The Annual Survey of Educational Research (ASER), however, reported a major concern for a basic infrastructure tendency for schools, indifferent attitude of teachers, showing high rate of student dropout. At the same time, the higher education sector also showed less commitment towards innovation and research, leading to the poor patent turnout and good quality research articles. This paper explores such tendencies and lack of interest for the educational sector. In this condition, it is necessary to emphasize the unique role played by the private sector, wherein, the initiatives taken by Kalinga Institute of Social Sciences (KISS), Odisha, without any governmental support reflecting a unique model of quality education and funding worthy of replication and reproduction on a national scale. The initiative taken by Make in India reflects on the quality of education, concerning the primary stage to reap the high level of demographic share that indicates India's efforts and aspiration of youth, cutting across religion, class, caste and gender, to respond more successfully to diversity in the classrooms.

The Policy for Inclusive Education stipulates the government strategic path for the systematic and special educational needs of every child. This policy builds upon defined Constitution, as per the Agenda of National Development, the Plan of Education Strategy and International commitment to gain national and international goals to create an environment to address the diverse needs of better education.

Keywords:-*Inclusive Education, Make in India, New education Indian policy*

1. INTRODUCTION

The Government of India, in its press conference held in July 2020 published the much awaited NEP- New Education Policy approved by the Cabinet to bring many improvements to the Indian education system, starting from the school level to the college. Hopefully, it will set the pace for the better education standards in all sections of the society (Jain, 2020).

The education is managed and organized in such a way that every child and pupil should get a well-timed and adequate support to grow by learning. It is a matter of developing the system with structures, development of the school culture, educational and pedagogical system to promote the pupil's success through proper studies (Ainscow, 2007).

The national policy and guidelines aimed at enhancing coherence, while the practical matters and related issues depend on the dialogues is open between the national decision-makers, municipalities, administration and educational institutions and they remain flexible (Ainscow, Dyson & Booth, 2006).

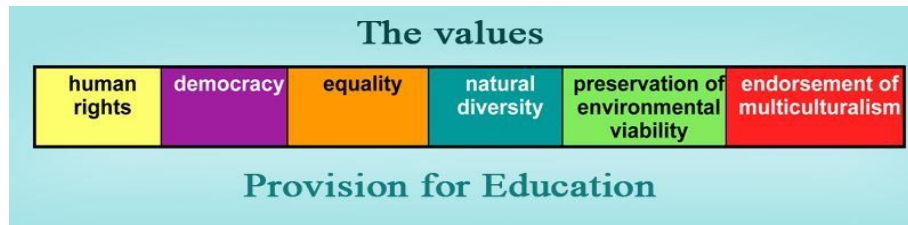


Figure: Conception of teach (Ritva Järvinen, 2007).

The main objective of educational policy is to impart all Indian citizens with equal right to quality education, regardless of place of residence, age, sex, mother tongue or economic background. Education is known to be the fundamental right of every citizen. There will be a constant effort and help to impart the basic education to improve regional equality and quality among individuals (Black-Hawkins, Florian & Rouse, 2007).

The Provision for Education values will be observed at all levels starting from school level and the values can be observed particularly in three levels to link each other: in social relationships, in school culture, and in the educational contents (CEE, Centre for Equity in Education, 2007).

Implementation of instruction

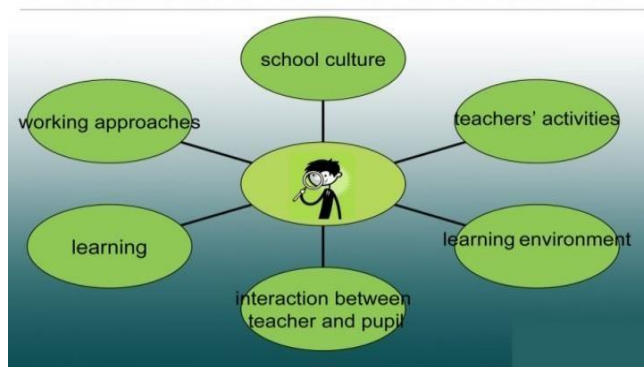


Figure: Process of Implementing Instructions (Ritva Jarvinen, 2007).

Ambani-Birla report of 2000 envisioned the knowledge creation and recommended Economic Liberalization after economic and society induced competitiveness by fostering cooperation. The report supported the use of pay principle of policy with financial grant and loan schemes for economically backward sections. It further recommended that the government should support by partially funding for higher learning, offer financial guarantees for educational loan of student and ensure quality content and uniformity in education and development planning (Government of India, Economic Survey 2015-2016).

The 2009, Knowledge Commission of Sam Pirtoda commission recommended for University expansion to 1500 numbers, based on the facts that there are merely 360 universities enrolling 11 million students. The commission further recommended 50 more national universities by private sponsoring, by the government or by section 25 trust companies and recommended the role of private regulatory authority to commence higher education as per IRAHE-Independent regulatory authority for higher education (Government of India, Economic Survey 2015-2016).

The 2012 report of NMR-Narayn Murthy the quantity mismatch, quality deficiency and funding gaps. They argued several challenges encountered by the Indian government remain unresolved so far, but the biggest factor is the scarcity of resources for appealing corporate sectors to invest in all the higher education and consider collaboration and ownership, through faculty development, research, student scholarship, creation of infrastructure and governance. In higher education in 2012, the planning commission spent almost 1.25% of the GDP, while the private sector, household investment is higher than the government expenditure on higher education (Mathews, et.al. 2013)

The following table indicates the school/higher education trends both in School as well as higher education.

Parameters	Year 2015	2014-	Year 2016	2015-	Year 2017	2016-	Increase %
School Education Scheme	45755		42188		43545		3%
Higher Education Scheme	23120		25398		28831		14%
Total	68875		67586		72396		17%

Table: Central Government Spending Trends in Education in INR Cr., as per India's Budget Document of 2016 and 2017 (Indian Government, 12th Five Year Plan 2012-2017; BAL, 2016)

Education Policy Initiation

The 2012 to 2017, 12th Five Year Plan of Planning Commission, of Indian Government, were marked by a definite strategic framework for higher education and it highlighted the tripod stand of Access, Equity and Quality. Its approach was a drive towards learner centric, learning outcome emphasizing the better quality of research and teaching. It also stressed the need for the recruitment, selection, availability, retention of qualified and experienced faculties to meet the rising demand of faculties and upgrade the skills of existing faculties, linking teaching and research for the practical application in the economy (Bhattacharjee & Chakrabarti, 2017),

Objectives

1. To adapt and Improve education structures and systems to ensure all learner's inclusion with special educational needs;
2. To Promote a friendly and socially favorable school environment by improving the quality of education for every learner;
3. To Ensure IEI- Inclusive Education Implementation and its sustainability;
4. To develop and promote a well- trained and informed cadre of human resources for the quality Inclusive Education delivery throughout India;

Twin Objectives of Inclusion and Excellence

The new NEP- National Education Policy has decided to reorient and reform the entire education system to meet the needs of the 21st century educational system by achieving inclusion and excellence as their twin objectives, as told by the President, Kovind R. N., in September 2020. The aim of National Education Function and Policy is to reorient and reform the entire educational system to the prevailing high standard and quality needs by achieving the inclusion-excellence as the twin objectives (Press Trust of India, 2020).

Addressing the Visitor Conference in New Delhi, he affirmed that the by implementing the 2020, National Education Policy for Higher Education, the new sets the vision can be developed, which are suitable for vibrant and equitable knowledge society to provide the quality education and tutoring to all (Balwant Singh, 2020).

The institutions of higher education carry more responsibility to make India the world knowledge super power by setting the quality standard as a benchmark, he explained. The new policy fundamental principles include critical thinking and inculcating creativity to encourage innovations and logical decision-making process. "The proper implementation of this education policy can restore the glory of India as a great learning center like it happened during the period of Nalanda and Takshashila," the President said (Press Trust of India, 2020).

Drawing inspiration from the Krishna-Arjun dialogue mentioned in the "Bhagvad Gita," the President restated the free communication concept to improve discussion between the students and the teacher (Florian, 2008).

He emphasized the need to allow students to take a complete freedom to follow and learn the subject and courses based on their intellectual, professional and vocational ability and further to provide flexibility of requisite exit and re-entry position, he said. "There is a need to strictly monitor B.Ed., distance-learning and vocational courses to take care of this policy," he added (Press Trust of India, 2020).

He set the NEP target to meet the higher education GER- Gross Enrolment need by increasing the Ratio to 50% by 2035, while the President observed that the online education system can further be used to attain this target, by catering to the female student and international student needs to gain physical access to Indian educational institution. The main focus was to make progress in the educational quality standard in our country, he said, adding that the new policy will provide an access to foreign universities to enter and open educational institutions and campuses in India and vice-versa, and that will be the ideal process to make India a soft power (Florian, 2008).

He expected that the hurdles and barriers in the NEP implementation process should be prevailed over and effective communication and dialogue should be instituted with all stakeholders. All the sections should support in brainstorming the implementing process, he said (Press Trust of India, 2020).

NEW EDUCATION POLICY CHALLENGES AHEAD

Recently, the Union Government announced the new national policy of education, which was a highly expected move to bring performance changes in the prevailing education system keeping in picture the technological innovations and advancements, specifically in the teaching methods bringing IT- information technology propagation. Its impact was observed in every walk of present progressive life. Education remains as the prime tool for holistic growth of our society and the nation (Florian, 2008). The Education Ministry will try to shift the focus by incorporating educational development bringing the requisite changes at regular intervals for improvement to meet the goal, as described in Rashtriya Shiksha Ayog constitution suggested in the NEP draft to perform like an umbrella agency to adjust and control the national policy of education by observing the specific guidelines, applying multiple multidisciplinary education, training and preparation

of the curriculum for all the teachers, extending RTE- right to education until minimum class 12 for the 3 to 18 year age group.

The education fundamentals were kept in mind to gain the complete human potential by incorporating the earlier Kothari commission of 1964, creating the reformed 10+2 academic structure by a new instructive, curricular and academic restructuring (Balwant Singh, 2020). They also restructured a resilient personality development base by implementing ECCE- Early child hood care with education through a multifaceted, flexible, activity based, multilevel play derived, and inquiry related learning application until the children grow to 8 age, pre schooling program until the 6 age, 7th and 8th age group with class 1 and 2 to ensure cumulative effect of brain development (Balwant Singh, 2020). The grade preparatory stage between 3 to 5 standards to cover 8 to 11 years age group to concentrate on activity based education, developing a discovery and learning culture by holding class room interactive sessions to motivate and exploit the complete child potential, incorporating light concept of reading and learning from text books including speaking, writing, reading, art, music, physical, mathematics, science education, learning new languages and so on to make the children mentally and physically active.

For the middle stage group they brought classes 6 to 8 for the 11 to 14 age group by introducing specific subject learning, while discussing more abstract concepts to motivate conceptual understanding of the subjects like art, mathematics, humanities, social sciences with a major focus on investigative learning by explaining the importance of different subjects (Balwant Singh, 2020). Moreover, the NEP concepts emphasized the basic ethics, constitutional and human values like respect for others, empathy, courtesy, cleanliness, responsibility, equality, justice, respect for public property, and the spirit of service, scientific temper, democratic spirit and liberty. They initiated an extensive application of technology in learning and teaching to bring greater access to nearby schools.

To meet the basic objectives, the so called PARAKH, the national assessment center for Performance Evaluation, Analysis and Review of knowledge to bring holistic development in school was established. They further included 2 years Diploma with the Certificate award, 4 years Bachelor's degree program, which is multidisciplinary in nature separating arts and sciences. NEP further proposed the inclusion of 100, top class, world universities to perform in India with higher power, autonomy and consent to colleges to award degrees (Balwant Singh, 2020).

The new and improved policy visualizes the better system of education ingrained in Indian ethos contributing directly to transform India into a vibrant and bright knowledge generating society by presenting a high level of education quality to everyone, thereby turning India a world superpower of knowledge. The way forward is to implement the well formatted education scheme into practice as per the policy objectives with careful planning to meet various challenges at every level of application and implementation (Balwant Singh, 2020).

Challenges in Inclusive education system

1. The Inclusive education needs systemic changes;
2. The entire Indian education system is presently working to bring improvements in inclusive education;
3. To meet the objectives of equality and equity, the education system should focus on every student to support and guide in learning;
4. While the children are in the growing stage, there is a strong urge to study in heterogeneous groups, and it is good for every individual and for the entire nation. <
5. To develop a systematic procedure and good models will require enthusiastic and wholehearted work (Ritva Järvinen, 2007).

Current trends in new education policy, provision and inclusive education

1. Education Policy		2. Provision for Education	3. Curriculum	4. Implementation of Instruction	
law & decree	structures of education	underlying values & concept of learning	history	school culture	interaction between teacher and pupil
			conception		
strategies	resources	administration	structure	learning	teachers' activities
			objectives contents	working approaches	learning environment
TOOLS for Inclusive Education					
8. Challenges changes in society		7. Assessment	6. Special Support	5. General Support for Studies	
curriculum	teachers	student assessment	special needs education	pupil welfare	guidance and counselling
participation ↓ sense of community ↑ exclusion	comprehensive education	evaluation of school's operation		Early support	cooperation between home and school

Figure: Current trends in new education policy, provision and inclusive education (Ritva Järvinen, 2007).

Added Support for Studies for Pupils

1. The welfare concern of all Pupil, staff and teachers working in the school community;
2. Implementing proper support to pupils and to remain in close contact and cooperation with parents and their home; <
3. All the school activities should be developed, improved and coordinated to bring a multilevel and professional welfare team of pupil;
4. Guidance and counseling to be provided for each student and teachers should provide guidance to students in skill development, improve aptitude, help in selecting their elective subjects, planning after completing compulsory studies;
5. Home and school Cooperation with mutual respect for parents and equality among the people and society to serve as the initiation of better cooperation (Ritva Järvinen, 2007).
6. To take the responsibility to observe the versatility, by supporting the development and growth by finding a unique personality of every child in the classroom.
7. The schools should take a larger responsibility and conscientiousness of student's well-balanced growth, welfare, and development of good health.
8. To find appropriate ways to motivate and encourage every student to perform their own studies and be independent in the secondary education, by which the drop-out percentage will be negligible.

FUTURE TRENDS IN NEW EDUCATION POLICY AND INCLUSION

They observed the prevailing situation of the specialist knowledge of teachers and various roles implemented by working staff and teachers with pupils and they thought of bringing an additional special needs to fulfill the mainstream settings (Florian, 2008).

Education Growth Stemming Across the Nation

The new school innovative programs integrated in the Indian school system curricula have helped teach problem-solving and computational skills to girls. This process will build and empower the future ready workforce of the next generation to change and improve the dynamics and culture of the entire Indian ecosystem (Jain, 2020).

The Foundation of National Science estimated 85% jobs generated in the next decade will need some kind of Mathematics or Science skills. Like several parts of the world, educational programs in India will drive the future economy by carrying the potential to reform and reshape the entire society and community. The past several years, STEM- Science, Technology, Engineering, Maths learning techniques and methodology have displaying a major role in transforming the entire landscape of education in India (Jain, 2020).

As mentioned by the World Economic Forum and Conferencing, India is projected to produce about 12 million fresh graduates every year in this country, and that will make the largest emerging workforce on this Earth (Falmer, 2007).

However, this may not affirm to be a good news, when at the high school levels, girls always outperform men, while merely 27% girls presently carry further to become the major section of the workforce (Nevin & Villa, 2007).

Most of this part happens due to double standard and burden thinking of the society, where men as well as women believe that the domestic work is always the main duties of every female. Hence, its residual effects resulted to indicate that women can contribute merely 20% of the GDP of India, the lowest contribution rate in the world (Kavale, 2007).

A new McKinsey statement has indicated that Indian conditions can enlarge nearly one trillion USD to its yearly GDP if additional women, decide to join the workforce in the next one decade. Putting this together and after the creating demand for an industry-ready, very qualified workforce having attained the knowledge of STEM- Science, Technology, Math, Engineering skills, can perform very effectively in the emerging new technologies like AI- Artificial Intelligence and Cloud, to provide obvious solution for Indian active, educated and dynamic workforce (Falmer, 2007).

By identifying the neglected places and to meet the requirements of neglected areas of the education segment, IBM has developed and formulated a novel STEM program for in-school curriculum. The specific IBM STEM program for Girls provides an all-inclusive and broad approach to generate technical capabilities, along with the self-actualization skills of life, that meets the entire challenges of the 21st-century. They have chosen almost 76,000 girls from Telangana, Karnataka, Odisha, Andhra Pradesh, Haryana, Assam, Punjab, Rajasthan Bihar, and Gujarat and they are presently involved in this program, involving teacher training and three-year course of students STEM curriculum for grades 8 to 10 (Nevin & Villa, 2007).

The ever-growing new skills in this kind of curriculum can help students to think creatively, provide innovative work, and create better and quick solutions, to drive growth and progress in every section. Such programs will generate a great impact for the future many decades to create a ripple effect to help develop a knowledge-intensified and technology-based society. Also, the programs of Male allies will bring more popularity by diversity trends and inclusion leaning, which belongs to the radar of Indian agenda (Norwich, 2007).

Transformation in National Education policy and Inclusion

The Cabinet and the Prime Minister of India took a drastic step to depart from India's previous education paradigms and enforced a new NEP- National Education transformational Policy in 2020. The policy changes and reforms announced in NEP 2020 were to facilitate following changes;

1. The Complete autonomy grants to the topmost 200 institutions
2. By changing the legacy of keeping the educational institutions under constant government regulations had taken away the best quality method of education. The NEP 2020 took the bold step by granting complete administrative, financial autonomy and academic independence so as to expand quickly with updated courses to maintain the interdisciplinary structure of global innovations.

3. Established the NRF- National Research Foundation to bring quick innovations
4. India is lacking behind many major developed countries in innovation and research funding. NEP 2020 brought farsighted and urgent changes by vocalizing the NRF to fund peer-reviewed, competitive grants across all disciplines to support and recognize exceptional research, towards nation-building through R&D, while GoI allocated nonlapsing INR 5,000 Crore per year for fundamental, applied research in research institutions and university laboratories on a competitive basis.
5. Incentivize, encourage and motivate topmost 100 universities in India to increase PhD trained students
6. By Improving the infrastructure for higher education scheme, by providing long term loans obtained from the market
7. Imminent need to improve GER- Gross Enrolment Ratio in the less-GER districts
8. Permitting the topmost 100 global universities to set up global QS World University rankings in India in collaboration with the Times Higher Education, University Rankings
9. Arrangement with a system to provide a National Scholarship Fund to focus on financial assistance for students to help all Indians with equity, access to gain a higher quality education degree (Pai & Holla, 2020).

CONCLUSION

The paradoxical nature of special educational needs generates frustration, leading to hold the inclusive education idea as an alternative, because, it is based on the notion that all Indian schools should provide similar education to all children, despite the consequences of any perceived differences like, disability and different social nature considering cultural, emotional, or linguistic disparity. In case the special education does not provide an appropriate answer, how schools will function to meet the needs of everyone? The inclusive educational process should respond to individual needs within the stipulated process and structure, while the teachers should apply their expertise as specialist to maintain the ethics and standards. There is not an easy solution or answers to such questions, which have fuelled arguments and debates regarding the concept and explanation regarding special and inclusive education (Thomas, 2008).

The inclusive education concept indicates many things. To be specific, the inclusion of disabled children in mainstream schools is a highly broad social inclusion notion applied by the Indian government together with the international community to be the preferred responding way to bring diversity within learners (Ainscow, 2007). Though the confusion exists in the meanings of the word 'Inclusive Education' in the literature related to knowledge, teacher's training, there is a very narrow concept that generates the prominent differences in education (Rouse, 2008).

Considering the research on the Ethics of Inclusive Education, the positive and negative features can be identified within the inclusive classroom. Most of the problems occur when the teachers are unprepared to help students to meet their unique needs. They should attend the professional seminars for furthering their research and teaching methods. Another research aspect is extremely fascinating, when discovered that the legislature linked to inclusion, the responsibilities and rights regarding the creation of inclusive classrooms, the ethical issues become the main focus of inclusion on fairness, considering equity and equality, and they are very beneficial in the classroom. Equality explains that every person gets the similar attention and response, while equity explains that every person gets what he or she needs. It is not necessary that equality is the best way for inclusive approach, which is about personalizing teaching and education to affirm that every person succeeds, by meeting their unique needs, and also by implementing an equity derived mind frame to ensure that it occurs (Thomas, 2008).

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