



International Journal of Humanities & Social Science Studies (IJHSSS)

A Peer-Reviewed Bi-monthly Bi-lingual Research Journal

ISSN: 2349-6959 (Online), ISSN: 2349-6711 (Print)

ISJN: A4372-3142 (Online) ISJN: A4372-3143 (Print)

Volume-IX, Special Issue, June 2023, Page No. 151-154

Published by Scholar Publications, Karimganj, Assam, India, 788711

Website: <http://www.ijhsss.com>

DOI: 10.29032/ijhsss.v9.iSpecial.2023.151-154

Equity and Inclusion: An Effort Adopted by National Education Policy (NEP) 2020

Dr. Subhasree Banerjee

Assistant Professor, Department of Chemistry, Panchmura Mahavidyalaya, Bankura, West Bengal, India

Dr. Arunasish Layek

Department of Chemistry, Adamas University, North 24 Parganas, West Bengal, India

Email: arunasish.sms@gmail.com

Abstract:

This book chapter briefly discusses strategies adopted by NEP 2020 towards the concept of 'equity and inclusive' education widely in India. The mission and vision of this policy is to transform Indian education systems by the end of 2040. The vision of this policy is the attainment of 'right to education' for all Indians irrespective of the gender, caste, race, religion, physical challenges and socio-economic condition. The policy proposes to establish a distinctly different structure throughout the educational systems starting from pre-primary school to higher educational system. It further aims to implement vocational training in both rural and urban India

Key words: Quality Education, Policies, children, inclusive, equality.



Introduction:

“Educate and raise the masses, and thus alone a nation is possible”

Swami Vivekananda

Since the history of Indian civilization, education has played a key role inculcating ethics and skills, which cumulatively build up conscious citizens as well as the fast growing nation in this globalized era. Indians with 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-Economically Disadvantaged Groups (SEDGs) (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) have been segregated from the main stream society, which limited their birth right to educate (RTE). After the universal declaration of education as human right in Article 26 in Human Rights 1948, a noticeable change has been observed in the education policy of the Government of independent India. India has proposed its first education policy in 1968 followed by a massive reformation in 1986 (national education policy, NEP 1986, Programme of Action (POA) 1992, and especially with enactment of RTE Act 2009. Both POA 1992 and NEP 1992 had emphasized on the integration of physically and mentally challenged population with the general population so that they can prepare themselves to confront life confidently and can contribute to the nation’s growth. In particular, the implementation of RTE 2009 has raised the enrolment in upper primary level, significantly. Gradually, national curriculum framework 2005, Sarva Shiksha Abhiyan (SSA), and other policies could effectively attract children to get the education. Further initiatives were taken to improve educational infrastructure and student’s enrolment via implementation of sanitization and safety policies. The newest reformation took place after the enactment of NEP 2020, which includes a new approach of equitable and inclusive education. The need for the change in education policy was exposed by Covid 19 pandemic as online learning was limited to student from socially and economically disadvantageous groups, physically and mentally challenged students.

Equitable and inclusive education with reference to the Sustainable Development

Goal- 4: NEP 2020 has given a stress on the reducing inequality in the educational sector and to reduce the drop out in the educational sector. NEP 2020 has proposed strategies to achieve the fixed target of Sustainable Developmental Goal -4, *ensure inclusive and equitable quality education and promote lifelong learning opportunities for all*. The 4th goal of Sustainable Development- 2030 targets:

Target 4.1: Free primary and secondary education

Target 4.2: Equal access to quality pre-primary education

Target 4.3: Equal access to affordable technical, vocational, and higher education

Target 4.4: Increase the number of people with relevant skills for financial success

Target 4.5: Eliminate all discrimination in education

Target 4.6: Universal literacy and numeracy

Target 4.7: Education for sustainable development and global citizenship

Target 4A: Build and upgrade inclusive and safe schools

Target 4B: Expand higher education scholarships for developing countries

Target 4C: Increase the supply of qualified teachers in developing countries

NEP 2020 on EQUITY AND INCLUSION: NEP 2020 states about special education zone (SEZs) for the inclusion of people irrespective of gender, economic disadvantages, physical and mental challenges. NEP 2020 has aspires to provide quality education to children with special disabilities or divyang same as given to any students in regular schooling process since foundation stage to higher education. Stress is given on early childhood education, fundamental reading and numeracy, access, enrolment, and so that under represented and disadvantaged groups can come forward in high school education and in higher education. The old (10+2) structure is proposed to be replaced by 5+3+3+4 structures for respective age groups of 3- 8, 8-11, 11-14, and 14-18 years. Aids like scholarships, bicycles for transportation would be provided to encourage students along with the parents other financial aids and would be provided to parents to for significant increase in SEDG participation. Financial aids, organizing cycles, walking groups and free boarding facilities in school premises are beneficial in increasing female participation as it provides safety and convenience to the parents with stress on female in SEDGs. Gender inclusive funds will be created to enforce the access and participation of female and transgender children. Strategies like one to one interaction, peer tutoring, open schooling, correct infrastructure, and appropriate technical aids can be beneficial for children with impairments. Resource centres will take significant role in the rehabilitation and education of the children with severe and multiple disabilities. These resource centres in collaboration with special tutors will counsel or guide to provide children with multiple and severe disabilities home schooling and skilling. Under the agencies of Ministry of Defense, state government, NCC will be operational in school, colleges and universities in SEDGs, so that students will have potential career in armed forces. Scholarship, financial and technological aid would be provided to students to cross all barriers to education. It aims to increase GER via single disciplinary as well as multidisciplinary universities of education and research and national research foundation. The formation of India's Higher Education Commission (HECI) for all higher education will emphasize digitalization, open learning methods to enhance GER.

National education policies and other schemes have always played a remarkable role in bringing ampule of changes in curriculum, technologies, teaching aspects and student's enrolment, which cumulatively have forwarded students with different difficulties to available education. There had been an immense role of the policy of equity and inclusion in national growth. The goal of NEP 2020 is also praiseworthy, however several challenges remain on the successful implementation of policies at the grass root level of nationwide

education system. Apart from proposed academic and administrative changes, the changes are needed in the mindset of all stake holders in education institutions. The role counsellor and social works will be enormous, as they will communicate to students, parents, schools and structures to improve student's enrolment, attendance, quality education and learning outcomes. Teachers, principals, administrators, counsellors, and students need to realize about the benefit of education and as well as respect, dignity, and privacy of all persons, which is the essence behind the concept of inclusion and equity. Respect for all people, empathy, tolerance, human rights, gender equality, nonviolence, global citizenship, inclusion, and equity will all be part of the school curriculum with biases or stereotypes or distinction and more material will be introduced that is relevant and relatable to all groups. Successful implementation of "equity and inclusion policy" of NEP 2020, nation's intellectual level will be raised and socio-economic growth would be rapid to establish India from 'developing' to 'developed' country.

References:

- 1) (n.d.). Major Initiatives Government of India, Ministry of Education. https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
- 2) National education policy 2020 announced. (n.d.). Press Information Bureau. <https://pib.gov.in/PressReleasePage.aspx?PRID=1642061>
- 3) Highlights of national education policy 2020 - Times of India. (2020, July 30). The Times of India. <https://timesofindia.indiatimes.com/home/education/news/highlights-of-national-education-policy-2020/articleshow/77266958.cms>
- 4) Aug. 2020, SWOT Analysis of National Education Policy 2020. (2020, July 30). The Times of India. <https://timesofindia.indiatimes.com/home/education/news/highlights-of-national-education-policy-2020/articleshow/77266958.cms>