INCLUSIVE EDUCATION: NEP-2020

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Preface

Inclusive education is a fundamental cornerstone in creating equitable and just learning environments for all students, regardless of their abilities, backgrounds, or challenges. With the National Education Policy (NEP) 2020, India has taken a significant step towards embracing the principles of inclusion by promoting educational practices that cater to the diverse needs of learners. This edited volume, Inclusive Education: NEP, 2020, seeks to explore various dimensions of inclusive education, offering insights into its theoretical, practical, and policy-related aspects.

As editors of this book, we are honoured to present a collection of research and academic works from scholars, educators, and practitioners who have made substantial contributions to the field of inclusive education. These chapters represent a diverse range of perspectives, methodologies, and thematic areas, all rooted in the shared goal of fostering a more inclusive and accessible educational system. From exploring historical perspectives to analyzing contemporary practices, the chapters in this volume delve into both the challenges and opportunities associated with inclusive education.

The first section of the book examines the historical and theoretical underpinnings of inclusive education. It sets the stage with Dr. Pranay Pandey's chapter on Inclusion in Action: Roadmap of NEP 2020 for Equitable Learning, which highlights the alignment of NEP 2020 with inclusive education principles. Soumya Ranjan Panigrahi and his co-authors provide a comparative analysis in Historical Perspective of Inclusive Education (Indian & Western), offering valuable insights into how inclusive practices have evolved in different cultural contexts. Similarly, Dr. Seema Yadav's contribution, Embracing Diversity in the Classroom: The Imperative of Inclusive Education, underscores the importance of diversity and inclusion in today's educational settings.

Further, in Education of Gifted and Creative Children: A Systematic Review, Chandan Kumar Dubey and Farhin Khan take us through an exploration of how gifted and creative children can be supported in the educational system. Their systematic review uncovers both the challenges and the opportunities that lie ahead for creating tailored learning experiences for these students. Elisa Moran and Dr. Pratima Pallai delve into the issues facing socially and

economically deprived children, as well as slow learners, in Education for the Backward Children. They provide insights into how inclusive education can be adapted to meet the needs of these groups, offering practical suggestions for integrating these students into mainstream education.

The role of technology in bridging gaps in inclusive education is highlighted by Paramjit Singh in Bridging the Gap in Inclusive Education: Synergizing Curriculum, Assistive Technologies, and ICT Support. Singh underscores the importance of assistive technologies in ensuring that no learner is left behind. In An Examination of Policies and Practices Regarding Special Education and Rehabilitation in India, Dr. Utsav Krishan Murari and Dr. Hemlata Parmar provide a critical overview of the current policy landscape in India, offering recommendations for future improvements in special education. Prof. Ram Mehar adds to this discourse with his chapter on Education of the Gifted, Creative, and Exceptional Children, where he compares different educational practices for supporting gifted and exceptional learners, emphasizing the need for differentiated learning approaches. In Individualized Educational Programme, Shaistah Tabassum and Dr. Akash Ranjan emphasize the importance of personalized learning plans for students with unique needs. Their chapter outlines strategies for implementing these plans effectively.

Dr. Neha Gupta contributes an insightful discussion on dyscalculia in her chapter, Vignette of Learning Disability with Special Reference to Dyscalculia, where she examines the challenges faced by learners with this specific mathematical learning disability. The intersection of multilingualism and inclusivity is explored by Rini Mandal and Dr. Jayanta Mete in Role of Multilingualism in Creating an Inclusive Environment. They argue that multilingualism, when embraced in the classroom, can serve as a powerful tool for inclusion.

Mayuraxee Barman presents a systematic review comparing differentiated instruction strategies with traditional education in Evaluating Differentiated Instruction Strategy and Traditional Education. Her findings highlight the effectiveness of adapting teaching methods to diverse learning needs. In Voices for All: Evaluating the Role of Podcasts in Enhancing Learning and Communication in Inclusive Classrooms, Ravindra Kumar Kushwaha and Abhiram Kushwaha explore the role of podcasts as an innovative tool for supporting inclusive communication in classrooms.

The chapters by Dr. Jadab Dutta and Jyotshna Dowarah on Research trends in inclusive education and Kakoli Baishya and Dr. Gopal Singh on Tracing the Evolution of Inclusive and Equitable Quality Education in India: Insights from Ancient Vedic Teachings and Practices offer valuable perspectives on the evolution of inclusive education, providing both historical and research-based insights. Dr. Md Nawaz Sarif critically reviews disability policies in India in his chapter, Legal Frameworks and Policies for Disabilities in India, while Babita Yadav and Dr. Manvi Yadav explore how gamification can empower students with learning disabilities in Gamification: A Pedagogical Tool to Empower Students with Learning Disabilities.

Several other chapters, such as Dr. Kathryn Rai's work on visually impaired learners, Shallu Rani's deep dive into dyscalculia, and Parinka Sharma, Neha Mehra, and Prof. J.N. Baliya's exploration of assistive technology, continue to expand on the tools and techniques available for inclusive education. In the final chapters, Dr. Sanjay Kumar, Sangita Pramanick and Prof. Jayanta Mete, and Girish Chandra Behera and Pranati Priyadarshini offer critical perspectives on NGOs, the Paralympics, and flexible assessment practices as vital components of inclusive education.

We hope that this book will serve as a valuable resource for educators, policymakers, and researchers who are committed to advancing inclusive education in India and beyond. It is through such collaborative efforts and shared knowledge that we can create learning environments that truly cater to the diverse needs of all students.

We extend our heartfelt gratitude to the authors who have contributed their expertise and research to this volume. Their work has not only enriched the field of inclusive education but has also laid the foundation for further exploration and innovation in the years to come.

Editors.

Dr. Akash Ranjan,
Dr. Kathryn Rai,
Dr. Adya Shakti Rai,
Dr. Priya Ranjan Kumar

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