

Redefining Inclusive Education under NEP-2020

Redefining Inclusive Education under NEP-2020

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Preface

Inclusive education is at the heart of the National Education Policy (NEP) 2020, with the policy emphasizing the importance of creating learning environments that cater to every student's needs, abilities, and backgrounds. The chapters compiled in this volume, ***Redefining Inclusive Education under NEP-2020***, address various aspects of inclusive education, providing insightful reflections and practical strategies for creating inclusive classrooms in India. Each chapter contributes to the dialogue on how to ensure that inclusive education becomes a reality in today's diverse educational landscape.

The first chapter by Dr. Prosenjit Saha presents a comprehensive analysis of the infrastructure needed for inclusive education in his chapter Educational Infrastructure Inclusive Education and Children with Special Needs in India: An Overview. This chapter highlights the gaps in existing infrastructure and proposes actionable steps to bridge them, ensuring accessible education for children with special needs.

In *Education of the Backward Children - Socially and Economically Deprived, Delinquent, and Slow Learners*, Bimal Soreng, Anupam Kumar Patel, Soumya Ranjan Panigrahi, and Prof. Jubraj Khamari delve into the unique challenges faced by marginalized children and provide a thoughtful discussion on how inclusive education can support their development. Dr. Sonali Roy Chowdhury Ghosh brings attention to the often-overlooked needs of talented students in *Education of the Gifted & Creative Children*. This chapter examines how inclusive education can also embrace the talents of creative and gifted learners, ensuring they receive the support necessary to excel. Dr. Abilupta Padmanathan Gohain discusses the

particular challenges faced by physically challenged students in *Education for Orthopaedically Challenged Children* and provides practical solutions to integrate these students into mainstream education, advocating for adaptive strategies that meet their unique needs.

The chapter *Factors Affecting Disability: Genes, Environment, Pedigree Chart* by Kirtee Kanya Sharma explores the genetic and environmental factors contributing to disabilities. Sharma's chapter emphasizes the importance of understanding these factors to provide more targeted support in inclusive education. Savita D. Parmar and Dr. D. M. Bakrania's chapter, titled *Inclusive Education as per NEP 2020*, introduces the foundational principles of the NEP 2020, focusing on how these guidelines can be translated into action to achieve equitable education for all. Vandana Sharma, Dr. Siddharth Lohani, and Dr. Ramesh Chandra Singh present a detailed look at the principles and strategies for teaching inclusive classrooms in their chapter, *Curriculum and Teaching for Inclusive Education: Principles, Strategies, ICT, and Assistive Devices*. They focus on how digital tools and assistive technologies can enhance learning outcomes for all students.

The use of gamification as an educational tool is discussed by Dr. Kathryn Rai and Dr. Rajinder Singh in *From Play to Progress: Gamification as an Effective Teaching Tool for Autistic Students*. They present a discussion on how using game-based learning to engage students with autism can make learning both fun and effective. In a unique take on how media can influence perceptions of disability, Dr. Debolina Mukherjee explores Indian films' representation of disabilities, particularly focusing on "Margarita with a Straw" in her chapter *Disability Awareness via Indian Films*. Pulak Jyoti Goswami and Sanat Kumar Phukan offer insights into how drama can serve as a pedagogical tool for inclusive classrooms in their chapter

Drama: A Means for Proper Transmission of Content in an Inclusive Classroom. Their chapter advocates for the creative use of theater to foster a deeper understanding among students. Arup Kumar Maity and Prof. Jayanta Mete examine systemic barriers to education for backward children in their chapter *Educational Inequality: A Qualitative Analysis of Systemic Barriers Faced by Backward Children*, providing thoughtful insights on how these barriers can be dismantled to ensure educational equity. Dr. Neha Sharma focuses on effective teaching strategies for inclusive education in her chapter *Teaching Strategies for Inclusive Education*, providing practical tools and methods for educators working in diverse classrooms. The role of sanitation in inclusive education is explored by Reshma Suresh and Dr. Mridula K. in *Catalyzing Sustainable Development and Inclusion through WASH Program*. They highlight how clean water, sanitation, and hygiene are crucial for ensuring inclusivity in schools. Dr. Jumi Kalita presents a study on special schools and their impact on children in Assam in the chapter *Impact of Special Schools – Study of the Response of Special Children in Assam through Continuation Probabilities*, offering critical insights into the role of special schools in supporting children with disabilities.

Technology and its role in inclusive education are further examined by Junali Haloi in *Technology and Inclusive Education: The Role of Assistive Technology and Digital Tools in Supporting Diverse Learners in Inclusive Classrooms*. Haloi's chapter discusses the immense potential of digital tools in breaking down barriers to learning. The intersection of digital learning and inclusivity is explored by Dr. Arvind Singh in *Exploring the Intersection of Inclusive Education and Digital Learning in India*, presenting the opportunities and challenges that arise from integrating digital learning into

inclusive education. Dr. Samir Bhadury addresses legal and technological issues in *Right to Accessibility and Technology Rights (Artificial Intelligence) for Empowering Students with Disabilities in India: Issues and Challenges*, focusing on how AI can support students with disabilities. The final chapters, including Shaistah Tabassum and Dr. Akash Ranjan's exploration of national institutes for disabilities in India, Arpita Chakraborty, Dr. Shanti Nath Sarkar, and Prof. Jayanta Mete's analysis of teacher perceptions towards slow learners, Dipankar Das's chapter on positive stakeholder attitudes, Dr. R. Dharani's exploration of multilingualism, and Dr. Ankita Roy's focus on positive psychology in inclusive education, round off the volume with rich insights into inclusive practices and attitudes.

We are honored to present this volume and express our gratitude to the contributors for their valuable insights. Together, these chapters offer a roadmap for realizing the vision of NEP 2020 and making inclusive education a reality in India. 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.

Editors

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Chapter 1

Educational Infrastructure, Inclusive Education, and Children with Special Needs in India: An Overview

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Abstract

Education is considered one of the important parameters for the development of human society and civilization. Therefore, it becomes essential for the Nation to provide quality education with equal access to all without any favoritism or prejudice. At the same time, it must be mentioned that equality in education establishes social justice and resilience. Thus, quality education with adequate educational facilities and amenities must be ensured for social development. In India, different efforts, constitutional provisions, and policies have been formulated and amended from time to time to ensure equality in education. Right to Education Act 2009 is a constitutional provision that provides the right to education for all children aged 6 to 14 years. National Education Policy-2020 is the latest addition that spoke for the inclusion of the Socio-Economically Disadvantaged groups (SDGs), which encompass gender identity, geographical diversity, social-cultural identities, disabilities, etc., in regular formal education. However, inadequate infrastructure is the biggest challenge in the way of it.

This is more relevant in the case of the section of the population with special needs. This effort intended to study the educational infrastructure status for the school students with special needs in India.

Keywords: Educational Infrastructure; Inclusive Education; Children with Special Needs; National Education Policy.

Introduction

Educational infrastructure is an indispensable part of the entire educational system as it is directly related to the day-to-day teaching-learning process. The educational infrastructure for female students in co-educational schools and children with special needs (CWSNs) in an inclusive setup is very much essential. Mainly in the remote areas of the Nation, the availability of educational infrastructure often affects the enrollment and the dropout rate of students in these categories. So, the availability of physical infrastructure, mainly in rural areas, is an essential parameter of education. The specifically recommended infrastructures for children with special needs are more important because of their struggle at each step of life. Right to Education Act 2009 in India guarantees elementary education for all children 6 to 14 years. However, the educational facilities and amenities are not equal in different parts of the Nation because of its diversity. This needs to be improved in terms of infrastructure, especially in the education sector, which affects the Nation's overall educational scenario. In the education of students with special needs, this issue demands particular focus as the number of special schools is minimal. Due to this, most special children in rural areas have to enroll in regular schools, which are supposed to have an inclusive setup. However, it is necessary to mention that Inclusive Education differs significantly from Special Education. Instead, Inclusive Education is an attempt to include the CWSNs in mainstream education with equal curriculum in specially designed classroom and educational infrastructure.

Inclusive education is the mission to include all children from

different backgrounds, whether they have special needs or not. In 1944, at Salamanca's statement on "Framework on Action on Special Needs Education," the concept of inclusive education aroused and came under focus for ensuring the development of an inclusive human society. It is essential to have an emphatic attitude in society towards the inclusion of persons with special needs in our everyday lives. It is necessary to have such a positive attitude towards children with special needs as they are equally potential human resources and valuable future citizens of the Nation. Keeping all these in mind, the educational policies of the different nations are framed with a focus on prioritized inclusive education.

India is also not an exception in this concern. National Education Policy 1968, National Education Policy 1986, Program of Action 1992, The Persons with Disabilities Act-1995, National Policy for the Person with Disabilities-2006, Inclusive Education for Disabled at Secondary Stage-2009-2010, Right to Education Act-2009, The Rights of Persons with Physical Disabilities-2016, etc. are some of the important notable measures of Government of India for addressing the issues and ensuring every right of the person with disabilities. National Education Policy 2020 is a comprehensive effort to promote inclusive education nationwide.

National Education Policy 2020 has identified education as an important tool for social progress. Accordingly, provisions have been made in this policy to promote equality in education irrespective of any bias based on gender, social or economic status, disabilities, or other grounds. So, it depicts the government's attitude toward promoting inclusion education throughout the Nation. At the same time, it is in accordance with the Millennium Development Goals framed by the United Nations, which is to achieve the universalization of primary education within a stipulated time. However, to ensure this particular target of NEP-2020, the biggest hurdle is the lack of infrastructure, mainly at the school level, for students with special needs.

Disabled Population in India

According to Census 2011, the total number of disabled population in India was 2.68 crore, which was above 2.21% of the Nation's total population. Around 56% of the disabled population, which was around 1.5 crore, were male population, while 44%, which was around 1.18 crore, were female disabled population in India in 2011. Among the total male population in 2011, around 2.41% of males and 2.01% of females were disabled in the Nation. It was also found in the reports of the Office of Chief Commissioner for Persons with Disabilities that in 2011, in the age group of 10 to 19 years, the number of disabled population was highest, which was 17%, amount around 46.2 lacks, while the age group of 20-29 years it was 16% of the whole differently-abled population of the Nation. It can be presumed that these statistics cannot be ignored in any concession nation while formulating an effective policy for ensuring the Nation's overall development.

Table 1.1: Disabled Population to Total Population in India – 2011

Category	Population (in Crore)	Disabled Population (in Crore)
Male	62.32	1.50
Female	58.76	1.18
Total	121.08	2.68

Source: Office of Chief Commissioner for Persons with Disabilities, retrieved on 31.05.2024 at 12:20 PM from <http://www.ccdisabilities.nic.in>

Further, the distribution of the disabled population in India by the place of their residence in 2011 showed that 69% of the total disabled population in the Nation resided in rural areas, which were around 1.86 crores, while 31% (0.81 crore) of the disabled population resided in urban areas (<http://www.ccdisabilities.nic.in/index.php/resources/disability->

india). Out of the total rural population of the Nation, 2.24% are disabled, while among the country's total urban population, 2.17% were disabled, according to the Census of India 2011. Among the total rural male and female population, 2.43% and 2.03% were differently abled population, respectively, while 2.34% and 1.98% of the total urban males and females were among the disabled population.

Empathetic attention to the development of all the population belonging to the disabled group is significant, especially for those disabled persons who are from remote, rural, inaccessible property stick and backward areas of the Nation or belong to below the poverty line or backward classes. This section of the population is genuinely among the disadvantaged group from multiple dimensions, and they are disabled, reside in backward or inaccessible areas of the Nation where social facilities and abilities are limited, and belong to either economically weaker sections or backward classes. In the case of the female population of this group, it added one more layer. So, comprehensive, effective, need-based, and area-specific policies, mainly educational policies, are necessary to uphold the status of this section in the Nation.

From the Table 1.2, it is very clear that seeing, hearing, and movement were the most common types of disabilities in the Nation in 2011. Among these three, seeing and movement are the types of disability where the person needs special aid in their day-to-day living. In educational institutions, mainly in school education, adequate infrastructure must be built up to facilitate CWSNs and to promote inclusive education in a true sense. However, in an inclusive setup school, the other types of disabilities must also be taken care of with necessary priorities.

According to Census 2011, 61% of disabled children aged 5 to 19 years attend school. School attending rate among this category was higher in urban areas, which was 65% in compared to 60% to the rural areas. So, it can be interpreted that the disabled population primarily resided in the rural areas of the Nation, but the proportion of children with disabilities attending educational

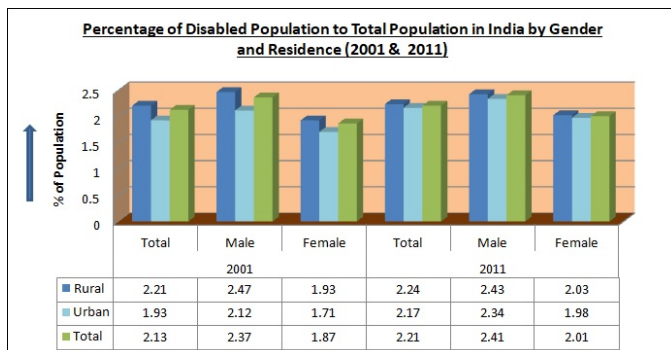


Figure 1.1: Percentage of Disabled Population to Total Population in India by Gender and Residence (2001 & 2011)

Source:

<https://unstats.un.org/unsd/demographic-social/meetings/2016/bangkok-disability-measurement-and-statistics/>

[Session-6/India.pdf](#) retrieved on 19.06.2024 at 5.53 pm

institutions is higher in the urban areas than in the rural areas. Therefore, policymakers must address this issue before the gap widens. In this context, it is essential to look at the literacy status of the disabled population in India.

According to Census 2011, the average literacy among the disabled population in India was nearly 55%, well below the national average of 74.04% for general literacy. These rates were 62% and 45% among the male and female disabled population in India, respectively 2011. In both cases, the average literacy rate was well below the national average of male (82.14%) and female literacy (65.46%) rates. 49% of the total rural disabled population was literate, while this was 67% in urban areas. Among the disabled urban population, 72% of males and 61% of females were literate, whereas in rural areas, 58% of males and 37% of females were literate. It depicted that 63% of the total disabled female population of rural India was illiterate, which was higher than any national average related to illiteracy.

It can be interpreted that illiteracy in the rural areas among the disabled female population of the Nation is more. More precisely,

Table 1.2: Percentage of Population in Different Types of disabilities and Percentage students in each type in 2011

Type of Disabilities	Persons	Males	Females	Students
In Seeing	18.8	17.6	20.2	28.0
In Hearing	18.9	17.9	20.2	32.5
In Speech	7.5	7.5	7.4	37.2
In Movement	20.3	22.5	17.5	19.7
Mental Retardation	5.6	5.8	5.4	24.5
Mental Illness	2.7	2.8	2.6	9.3
Any Other	18.4	18.2	18.6	37.4
Multiple Disabilities	7.9	7.8	8.1	15.0

Source: retrieved on 19.06.2024 at 6.16 pm

<https://unstats.un.org/unsd/demographic-social/meetings/2016>

illiteracy among disabled rural females is more than the other categories of disabled persons in the country. This played a crucial role in widening the gap in rural-urban literacy rate in general and specifically in the disabled population of the Nation.

Educational infrastructure in this concern is a significant factor that needs to be mentioned and given due importance. Special schools across the Nation are minimal. The contemporary educational system emphasizes inclusive education more for the mainstreaming of CWSNs. Educational infrastructure is crucial for successfully implementing inclusive education in a country like India. In this context, an evaluation of the existing academic infrastructure for CWSNs mainly at the school level is important because, as per the Office of Chief Commissioner of Persons with Disabilities of India, the number of disabled persons is highest in the age group of 10-19 years which comes under the school going age group (<http://www.>

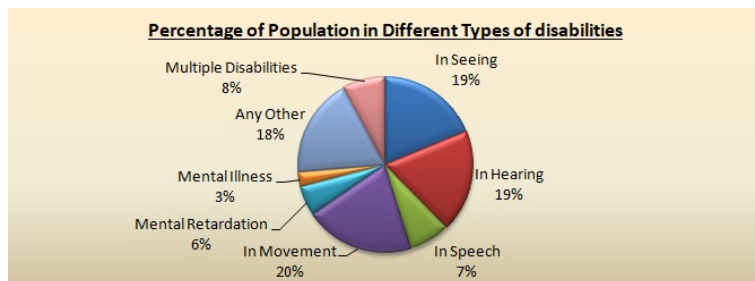


Figure 1.2: Percentage of Population in Different Types of disabilities

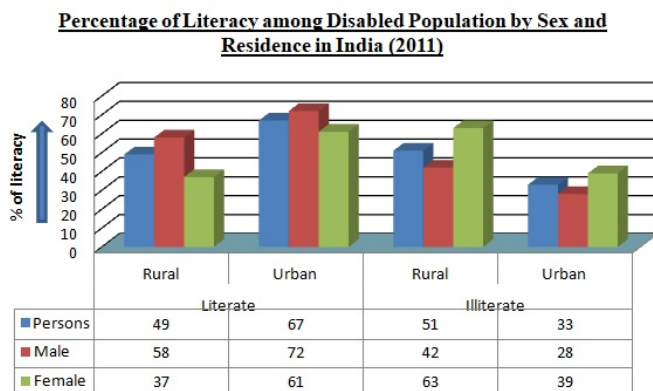


Figure 1.3: Percentage of Literacy among Disabled Population by Sex and Residence in India (2011)

ccdisabilities.nic.in). On the other hand, it is also found from different reports that in India, most of the disabilities are found in seeing, movement, and hearing, in which the first two mainly need special infrastructure to continue their studies in schools.

A state-wise analysis of the number of special schools in India shows that the number is lower than the number of CWNs enrolled in each state. However, these schools are probably for students who have a higher degree of disabilities. It is obvious that inclusive schools for most students with disabilities in the Nation are highly needed. It is also important to mention that trained teachers in

Table 1.3: Number of Special Schools in India 2021

State	Numbers
AndhraPradesh	84
Bihar	13
Delhi	144
Gujarat	14
Haryana	11
JammuandKashmir	1
Karnataka	37
Kerala	49
MadhyaPradesh	17
Maharashtra	53
Manipur	14
Meghalaya	2
Nagaland	1
Odisha	11
Rajasthan	43
TamilNadu	43
Tripura	2
UttarPradesh	56
WestBengal	42

Source: Beyond the Barriers of Disability: Is Inclusion A Viable Alternative

an inclusive school have a vital role. Positive schooling is required in both physical infrastructure and human resources to ensure the overall development of the student, especially CWSNs.

Enrolment Children with Special Needs (CWSN) in Schools (Primary to Higher Secondary)

Enrollment in CWSNs is an important parameter to evaluate the status of inclusive education in the nation. Data regarding the

enrollment of CWSNs from 2019-20 to 2021-22, showed that the total enrollment of the CWSNs in 2020-21 had decreased from 2019-20, which again increased in 2021-22. It is also evident from the enrollment statistics that in the successor years, the enrollment of the boys' students was more than that of the girls' students. A state-wise analysis of the enrollment of CWSNs at the school level from 2019-20 to 2021-22 depicted almost the same fact that the enrollment of CWSNs had increased over the year, but the male student's enrollment was more than that of the female students. One more notable fact is that in the largest states of the Nation, such as Haryana, Himachal Pradesh, Karnataka, Kerala, Maharashtra, Punjab, West Bengal, etc., the enrollment of the female disabled population has decreased significantly.

Several reasons, like distance of the schools, not having proper infrastructure at the school for the female disabled students, mainly during their adolescence period, non-cooperative peer group, lack of educational achievement, economic status of the family, etc., often stand in the way of their education and become a potential cause for their dropout. According to Census-2011, among CWSN school students, around 12% dropout was recorded, and this rate was higher among CWSNs after 14 years of age, which was again higher among girls (P.55, UNO Report 2019). Dropouts of students with multiple disabilities and mental illnesses are generally more frequent. Disabilities like mental retardation, cerebral palsy, etc., can be mentioned in this context. These children need special schools for their education and overall development.

Infrastructure at school level for students with disabilities in India

The basic infrastructures for the CWSNs, mainly in the remote and rural areas of India, are the functional CWSNs-friendly toilet facilities, ramps, and ramps with handrails. In inclusive setup schools, children with difficulties in vision, movement, hearing, and speaking are more than any other type of disabilities. Keeping this in mind, the above three basic facilities are emphasized in almost all

Table 1.4: Enrolment of Children with Special Needs (CWSN) in Schools (Primary to Higher Secondary)

India / State / UT	2021-2022			2020-2021			2019-2020		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
India	1298828	941528	2240356	1236640	932490	2169130	1281561	967556	2249117
Andaman and Nicobar Islands	320	192	512	370	209	579	319	184	503
Andhra Pradesh	52733	39510	92243	50936	37316	88252	57736	44215	101951
Arunachal Pradesh	1349	1638	2987	1511	1684	3195	1459	1547	3006
Assam	29973	24240	54213	31422	27343	58765	32314	28966	61280
Bihar	105902	71825	177727	78735	62332	141057	84144	66472	150616
Chandigarh	2232	1486	3718	2129	1329	3458	2742	1709	4451
Chhattisgarh	42557	34539	77096	36495	31029	67524	19463	16624	36087
Dadra and Nagar Haveli and Daman and Diu	703	470	1173	1309	1175	2484	1395	1273	2668
Delhi	14881	11385	26266	16120	12049	28169	17201	12597	29798
Goa	2325	1304	3629	1295	794	2089	1528	920	2448
Gujarat	44479	28887	73366	47889	33514	81403	54377	38372	92749
Haryana	15382	10072	25454	14991	10642	25633	18221	12728	30949
Himachal Pradesh	3679	3013	6692	3669	3036	6705	4793	4296	9089
Jammu and Kashmir	10489	7457	17946	12312	8977	21289	13319	10310	23629
Jharkhand	28120	23147	51267	28218	24416	52634	30837	26275	57112
Karnataka	56115	42068	98183	55927	42075	98002	60978	46467	107445
Kerala	82374	54510	136884	81787	56278	138065	88402	60523	148925
Ladakh	441	465	906	258	272	530	359	395	754
Lakshadweep	122	82	204	162	104	266	147	102	249
Madhya Pradesh	78090	60503	138593	67203	54028	121231	61352	49682	111034
Maharashtra	151680	105468	257148	160593	116223	276816	177999	129929	307928
Manipur	2400	2171	4571	2294	2076	4370	2353	2111	4464
Meghalaya	2317	1761	4078	2441	2014	4455	2377	1841	4218
Mizoram	1868	2036	3904	2021	2142	4163	2123	1983	4106
Nagaland	1884	1748	3632	1099	963	2062	1446	1363	2809
Odisha	84034	62330	146364	58685	44373	103058	56970	42156	99126
Puducherry	1211	1047	2258	907	749	1656	1952	1811	3763
Punjab	36675	27526	64201	37857	27699	65556	39691	29759	69450
Rajasthan	47627	32913	80540	48717	34647	83364	59953	43275	103228
Sikkim	711	477	1188	855	611	1466	573	406	979
Tamil Nadu	93078	62474	155552	96496	65037	161533	98125	66292	164417
Telangana	22111	17626	39737	23616	19600	43216	23678	19994	43672
Tripura	2278	1625	3903	2114	1556	3670	2619	1973	4592
Uttar Pradesh	191152	135441	326593	180444	136452	316896	174912	133262	308174
Uttarakhand	2771	2165	4936	2984	2244	5228	3296	2647	5943
West Bengal	84765	67927	152692	82779	67502	150281	82444	65142	147586

Source: UDISE Reports 2019-20, 2020-21, 2021-22

the schools with inclusive setups. A sectional study of the UDISE report from 2018-19 to 2021-22 depicts that the above three facilities have increased almost all the years in the Nation, representing a positive attitude of the society towards inclusive education. At the same time, it must be mentioned that these facilities have also shown an increase in different management types of schools. So, the overall infrastructure for the CWSNs at the school level has increased. It had an impact on increasing enrollment and decreasing the dropout rate of CWSNs, mainly of the girls' students of the adolescence period. However, in 2021-22, according to the UDISE Report, 96.5% of schools in India had functional toilet facilities, whereas only 16.64% of schools in India had functional- CWSNs friendly toilet facilities. It is presumed that though the facilities for CWSNs at the school level have increased over the years, but still need to accelerate more so that inclusive education can be more effectively developed across the Nation.

Table 1.5: Percentage of Schools with functional toilet facility (2018-19 to 2021-22)

Type of Schools	% of Schools with functional CWSN -friendly toilet				% of Schools with functional toilet facility			
	2018-19	2019-20	2020-21	2021-22	2018 - 19	2019 - 20	2020 - 21	2021- 22
All Management	16.64	20.66	24.25	25.7	93.24	94.93	95.71	96.5
Govt.	16.31	19.79	23.73	24.9	93.88	95.05	95.56	96.2
Govt.Added	17.65	20.2	23.08	26.1	91.1	92.12	93.87	95.1
Private	18.18	24.52	27.39	29.4	93.56	96.73	97.93	98.4
Others	12.46	13.81	14.64	15.6	82.27	85.7	87.27	89.9

Source: UDISE Reports 2019-20, 2020-21, 2021-22

National Education Policy-2020 and Inclusive Education in India

National Education Policy 2020 is the most recent educational policy framed and implemented in India to ensure the holistic development of individuals, society, and the Nation. This policy is also an attempt to reform the entire educational system in India. It put due focus on the development of inclusive education as well as education of the CWSNs too. In this context, it must be mentioned that National Education Policy 2020 mentioned that "the educational system must aim to benefit all the Indian children

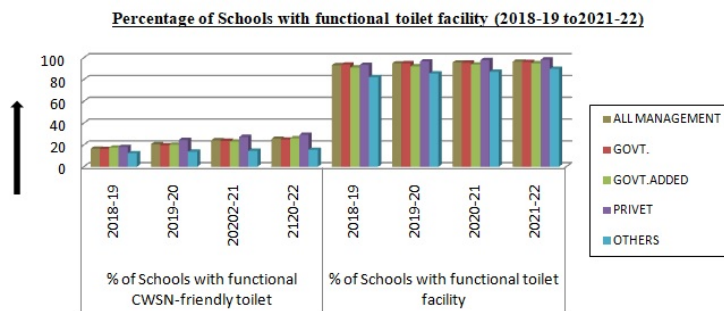


Figure 1.4: Percentage of Schools with functional toilet facility (2018-19 to 2021-22)

so that no child loses any opportunity to learn and excel because of the circumstances of the birth of any other ground” (P.23, NEP-2020). The formation of Special Education Zones (SEZs) has also been recommended to promote inclusive education nationwide. It was an attempt to pay additional attention to the needs of the students with difficulties and to provide a physical barrier-free educational environment and institution to the Nation.

Table 1.6: Percentage of Schools with ramps and ramps with handrails for CWSN

Type of Schools	% of Schools with ramps for CWSNs				% of Schools having ramps with handrails for CWSNs			
	2018-19	2019-20	2020-21	2021-22	2018 - 19	2019 - 20	2020 - 21	2021- 22
All Management	63.71	67.65	70.75	71.8	41.32	43.73	48.31	49.7
Govt.	73.71	77.81	81.73	82.2	48.44	52.66	56.91	57.7
Govt.Added	54.14	58.73	60.55	63.8	36.38	38.2	39.88	43.4
Private	39.6	45.44	46.87	48.7	23.75	28.7	29.71	32
Others	25.31	25.64	25.98	27.8	13.61	13.36	13.33	14.7

Source: UDISE Reports 2019-20, 2020-21, 2021-22

National Education Policy 2020 clearly recommended for simplifying the admission procedure and specific reservations for CWSNs to increase their enrollment rate and strengthen the base of inclusive education. Facilities and amenities like free boarding, logistics, etc., in the central schools like Kendriya Vidyalaya, Navodaya Vidyalaya, etc., are recommended to remove different hurdles in the way of inclusive education. Regular counseling system, the appointment of counselors, the appointment of teachers for teaching in inclusive

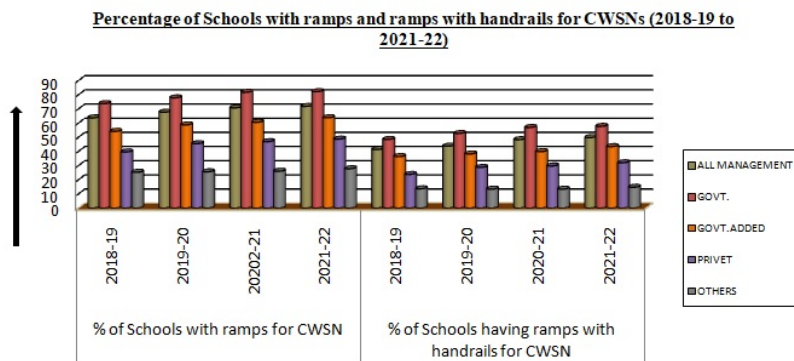


Figure 1.5: Percentage of Schools with ramps and ramps with handrails for CWSNs (2018-19 to 2021-22)

setup schools, undifferentiated curriculum, social sensitization camp, etc., were also recommended in this policy, with due importance for the proper promotion of inclusive education. In this context, it is essential to mention that the National Education Policy 2020 abides by the provisions and recommendations of the Right of Persons with Disabilities Act 2016 for schools and higher education. It is also recommended on “learning for all,” and at the same time, it must be mentioned that fixing the aim of “learning for all” is in line with the Sustainable Development Goals of the United Nations. It aimed to provide an equitable education to all regardless of any geographical or socio-economic identity or any kind of disability. Hence, NEP-2020 viewed education as an important tool for social resilience and development by ensuring individual development. So, as education is one of the important parameters for human resource development, it is almost essential to ensure education for all, what National Education Policy-2020 reflected by adopting the principle of “learning for all,” and it is therefore expected to play a vital role in the development of the future generation as well as in national development too.

Conclusion

Disabilities among children of any nation are individual, social, and national challenges. However, these children also have the potential to uplift the face of the Nation in different directions. They are also equally valuable human resources for the Nation. However, CWSNs in many parts of the Nation have to face various hurdles and discrimination in their daily life. The Nation's essential responsibility is to ensure their socially prestigious position and equal development opportunities. Awareness among children with disabilities and among the general mass must be increased; education is probably the most important system and tool in this regard. Therefore, ensuring education for all is one of any nation's most important social responsibilities for overall development. Effective Educational policy can play the most vital role in this regard. In India, since its independence, various constitutional provisions, educational policies, etc., have been framed from time to time to ensure the development of a conducive environment for the education of CWSNs or for inclusive education. These educational policies and constitutional provisions have equally focused on the development of the physical educational infrastructure at the institutional level, mainly in schools. The World Bank report on "The Impact of School Infrastructure on Learning" prepared by Barret et al. (2015) clearly emphasized that "the physical characteristics of learning space have a significant impact on educational progress" (Barret et al., 2015). It is needless to say, this statement is more applicable to children with different disabilities. Though the basic educational infrastructures for the CWSNs are increasing in India, more investment is still required to improve the quality and quantity. Several factors, mainly in the remote rural parts of India, are still required to improve for mass education. Educational infrastructure, which is a concern of the government, should not be a challenge for promoting education mainly among the differently able students and thus should help to remove this social stigma. Disabled children belonging to the socially backward classes and residing in remote areas of the Nation are facing challenges from multiple directions.

Therefore, education for this sector is more important to uphold their confidence level and social status, for which educational infrastructure is the primary need for addressing this problem. Special Education Zones, as proposed by National Education Policy 2020, is an attempt in this direction that will positively impact the qualitative educational development of CWSNs. Article 14 of the Constitution of India and other articles related to equality rights provide the constitutional right of equality to every citizen, irrespective of bias. So, the development of the Nation is directly related to the fullest development of all the sections of the nation equally. Hence, Divyangjan or disabled children are also an indispensable part of society, and their development is equally a part of the entire development process. National Education Policy 2020 recommended the incorporation of Value Education at the school level. It must be mentioned that it is the need of the hour to uphold the moral values of society, which will help in developing a positive attitude of the society toward the person with disabilities and their education.

National Education Policy 2020 also recommended incorporating technology in education, which can be an effective medium for educating students with special needs. Therefore, in the concluding remarks, it can be highlighted that along with physical infrastructure, the IT infrastructure, even in the remote part of the nation, must be developed with equal importance in all the classrooms from kindergarten school for the CWSNs to provide them barrier-free, quality education to ensure their overall development and national development and hence the perfect environment can be develop for achieving the goal of “education for all” as per by United Nations’ sustainable development goals.

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Chapter 2

Education of the Backward Children- Socially and Economically Deprived, Delinquent Children, Deviant and Backward Children, Slow Learners

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Abstract

This chapter explores the education of backward children, including those who are socially and economically deprived, delinquent, deviant, and slow learners. These groups face unique challenges that require tailored educational strategies to ensure their academic success and personal development. The chapter begins with an introduction that defines and contextualizes these categories of children, highlighting the societal and educational barriers they encounter. The body of the chapter delves into the specific needs and educational practices for each group, examining how social and economic deprivation, behavioural issues, and learning difficulties affect their educational outcomes. Key policies and practices that support these children, such as inclusive education, individualized education plans (IEPs), and community-based interventions, are discussed. The chapter also addresses the role of educators, families, and communities in creating supportive learning environments. Critiques of current approaches and

recommendations for future directions in education policy and practice are provided. By understanding and addressing the unique needs of these children, educators and policymakers can create more inclusive and equitable educational opportunities.

Keywords: Socially deprived; Economically deprived; Delinquent children; Deviant children; Backward children; Slow learners; Inclusive education; Individualized education plans

Introduction

The education of backward children, encompassing those who are socially and economically deprived, delinquent, deviant, and slow learners, presents significant challenges and opportunities for educators and policymakers. These children often face multiple barriers to education, including poverty, social exclusion, behavioural issues, and learning difficulties. Addressing their needs requires a comprehensive and nuanced understanding of the factors that contribute to their educational disadvantages.

Socially and economically deprived children often lack access to quality education due to factors such as poverty, inadequate school facilities, and limited family support. These children may also experience discrimination and social exclusion, which further impede their educational progress. Delinquent children, who have engaged in criminal behaviour, often face additional challenges such as stigma, disrupted schooling, and a lack of supportive relationships. Deviant children, whose behaviours deviate from societal norms, may struggle with both academic and social integration in school settings. Slow learners, who require more time to grasp concepts and skills, need tailored instructional strategies and support to achieve their educational potential. These children benefit from individualized education plans (IEPs), differentiated instruction, and ongoing assessment to ensure their progress. Inclusive education practices that promote the integration of all children into mainstream classrooms are essential for creating equitable learning environments.

This chapter explores the specific needs and educational strategies

for each of these groups of children. It examines key policies and practices that support their education, highlighting the importance of inclusive education, individualized support, and community-based interventions. The chapter also addresses the critical role of educators, families, and communities in fostering supportive and inclusive learning environments. By understanding and addressing the unique needs of these children, educators and policymakers can work towards creating more equitable and effective educational opportunities for all learners.

Education of Socially and Economically Deprived Children

Socially and economically deprived children face numerous barriers that impede their access to quality education. These barriers often include poverty, inadequate school facilities, lack of access to educational resources, and limited family support. Children from economically disadvantaged backgrounds are more likely to attend under-resourced schools, which lack the infrastructure, materials, and qualified teachers necessary for effective learning (Jensen, 2009). Furthermore, these children often experience social exclusion and discrimination, which can negatively impact their self-esteem and motivation to succeed academically (Bourdieu & Passeron, 1977). To address these challenges, policies and practices must focus on providing equitable access to quality education. This includes investing in school infrastructure, ensuring that schools in economically disadvantaged areas have adequate resources, and providing financial support to families to cover education-related expenses. Additionally, inclusive education practices that promote the integration of all children into mainstream classrooms are essential for creating equitable learning environments (Ainscow, 2005). Community-based interventions that involve families and local communities in the educational process can also play a crucial role in supporting socially and economically deprived children. These interventions can help build strong support networks, enhance parental involvement in education, and foster a positive

learning environment both at home and in school (Epstein, 2011).

Education of Delinquent Children

Delinquent children, who have engaged in criminal behaviour, face unique challenges in their educational journey. These children often experience disrupted schooling due to legal issues, stigma, and a lack of supportive relationships (Loeber & Farrington, 2001). They may also struggle with underlying issues such as trauma, mental health problems, and substance abuse, which can further impede their academic progress.

Effective education for delinquent children requires a multifaceted approach that addresses both their educational and behavioural needs. This includes providing individualized education plans (IEPs) that tailor instruction to their specific needs, offering counselling and mental health support, and creating a supportive and non-judgmental learning environment (Leone & Weinberg, 2010). Schools and juvenile justice systems must work collaboratively to ensure that delinquent children have access to continuous and consistent education, even during periods of detention or legal intervention.

Restorative justice practices, which focus on repairing harm and reintegrating delinquent children into their communities, can also play a crucial role in their education. These practices emphasize accountability, making amends, and building positive relationships, which can help delinquent children develop a sense of responsibility and connection to their community (Braithwaite, 1989).

Education of Deviant Children

Deviant children, whose behaviours deviate from societal norms, often face difficulties in both academic and social integration within school settings. These behaviours can include aggression, defiance, and withdrawal, which can disrupt their learning and the learning of their peers (Rutter, 1985). Addressing the educational needs of deviant children requires a comprehensive approach that includes behavioural interventions, social skills training, and academic support.

Behavioural interventions, such as positive behaviour support (PBS) and functional behaviour assessments (FBA), can help identify the underlying causes of deviant behaviours and develop strategies to address them. These interventions focus on promoting positive behaviours, reducing negative behaviours, and creating a supportive learning environment (Sugai & Horner, 2002). Social skills training, which teaches children appropriate social interactions and coping strategies, can also help deviant children improve their social relationships and academic performance (Gresham & Elliott, 1990). Creating an inclusive and supportive school environment is essential for the education of deviant children. This includes fostering positive teacher-student relationships, promoting a culture of respect and acceptance, and implementing school-wide policies that support positive behaviour and inclusion (Osher et al., 2010).

Education of Slow Learners

Slow learners, who require more time and support to grasp concepts and skills, face unique challenges in the education system. These children often struggle with the pace and complexity of the standard curriculum, which can lead to frustration, low self-esteem, and disengagement from learning (Westwood, 2008). Addressing the needs of slow learners requires individualized and differentiated instructional strategies that accommodate their learning pace and style.

Individualized education plans (IEPs) are crucial for the education of slow learners. IEPs provide a tailored instructional approach that addresses the specific strengths and needs of each child, setting achievable goals and providing appropriate support and accommodations (Hallahan et al., 2020).

Differentiated instruction, which involves modifying the content, process, and product of learning to meet the diverse needs of students, can also help slow learners succeed academically (Tomlinson, 2001). Ongoing assessment and monitoring of progress are essential for ensuring that slow learners are making adequate progress and receiving the support they need. This includes using formative assessments to provide feedback and guide instruction, as

well as implementing interventions and supports as needed (Black & Wiliam, 1998).

The Role of Educators, Families, and Communities

The education of backward children requires the collaborative efforts of educators, families, and communities. Educators play a crucial role in creating inclusive and supportive learning environments, implementing individualized and differentiated instructional strategies, and providing the necessary support and accommodations for each child. Professional development and ongoing training are essential for educators to stay informed about best practices and effective interventions for teaching backward children (Guskey, 2002).

Families also play a vital role in supporting the education of backward children. Parental involvement in education, including participating in school activities, helping with homework, and fostering a positive learning environment at home, can significantly impact children's academic success (Hoover-Dempsey & Sandler, 1997).

Schools and educators must work to build strong partnerships with families, providing them with the resources and support they need to be actively involved in their children's education. Communities can also support the education of backward children by providing resources, services, and support networks. Community-based organizations, social services, and local businesses can collaborate with schools to create a supportive and inclusive environment for all children.

Engaging the community in the educational process can help build strong support networks, enhance access to resources, and foster a sense of belonging and inclusion for backward children (Epstein, 2011).

Conclusion

The education of backward children, including those who are socially and economically deprived, delinquent, deviant, and slow learners,

requires a comprehensive and nuanced approach. Addressing their unique needs involves implementing inclusive education practices, individualized and differentiated instructional strategies, and community-based interventions. Educators, families, and communities play a critical role in creating supportive and inclusive learning environments for these children. By understanding and addressing the unique challenges faced by backward children, educators and policymakers can work towards creating more equitable and effective educational opportunities for all learners.

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Chapter 3

Education of the Gifted & Creative Children

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Abstract

Creativity is a crucial attribute for fostering creative potential. However, it is not always adequately developed in school settings, particularly when it comes to the education of gifted students. These children require specialized services to meet their unique needs. This study aims to encourage education professionals to reflect on and recognize the importance of creativity in education. The research method involved analyzing national and international studies focusing on high abilities/giftedness and creativity within the school context. The findings indicate that the development of creativity is significantly influenced by quality teacher education. Teachers should be trained to design activities that stimulate curiosity and interest in gifted students, enabling them to become creative, independent, and capable of investigative and critical thinking. Moreover, teachers should provide new opportunities for reflection on the teaching and learning process.

Keywords: Education, Creativity, Gifted students, Quality teacher education.

Introduction

Creativity plays a vital role in the development of creative potential, yet it is often not properly nurtured within school environments,

particularly for gifted students. These students require specialized services to meet their unique needs. This study aims to encourage education professionals to recognize and reflect on the importance of creativity in education.

Research based on national and international studies focused on high abilities/giftedness and creativity in the school context has shown that creativity is essential in teaching and learning processes. However, many schools still employ educational measures that suppress this attribute. Labeling someone as creative based on partial psychometric or experimental studies is inappropriate because such studies are limited in revealing the essence of creativity. According to Martínez (1997), the complexity of the psychological determination of creativity cannot be understood through partial studies due to their quantitative or artificial nature. The study of creativity requires an intensive examination of individual cases to approach the unique configuration of personological elements that regulate creative behavior.

Martínez's perspective emphasizes the importance of considering each person as an integral and unique individual with distinct personality characteristics. In many schools, creativity is not developed as it should be, leading to a lack of motivation among students, particularly gifted ones who thrive on making discoveries and finding new ways of understanding. Winner (1998) highlights those gifted students differ from their peers and need special services to cater to their unique educational needs. Despite the recognized creativity of gifted students, they often do not receive adequate support in the school context. Many teachers are unprepared to address the needs of gifted students, who require tailored educational approaches that stimulate their curiosity and interest. Effective education for gifted students involves understanding their differences and needs, fostering an environment where they can interact, learn, and engage in participatory proposals and negotiations. Gifted children possess or can develop above-average ability, high levels of task commitment, and creativity, which they can apply to various valuable areas of human performance.

However, natural ability alone is not enough; gifted children need support and guidance to realize their potential. Several factors influence whether a gifted child's ability becomes a talent, including family values, educational opportunities, personality, motivation, health, and chance opportunities. For example, a child gifted in business may develop a talent for marketing and selling with the right support. According to Martínez (1997), the complexity of the psychological determination of creativity cannot be understood by partial psychometric or experimental studies, due to the fact that its quantitative or relatively artificial nature is too limited to reveal its essence.

This lack of motivation happens primarily with gifted children who “make their discoveries by themselves and invent new ways of understanding. And because they have such fury to dominate, they are different from other children that work very hard to do their activities” (Winner, 1998). Winner explains clearly that gifted students have different characteristics from other students in the regular room and need special services. It is important to learn about the differences of each individual, education focuses on participation of individuals and how to deal with different situations in participatory proposal of negotiation and agreement (Werle, 2003).

Gifted Children

Gifted children are those naturally endowed with a high degree of general mental ability or extraordinary ability in a specific area of knowledge. While the designation of giftedness often relies on an intelligence quotient (IQ) of 130 or above, schools increasingly use multiple measures of giftedness, assessing various talents such as verbal, mathematical, spatial-visual, musical, and interpersonal abilities. Standard IQ tests are commonly used but are supplemented by other tests of intelligence and creativity to ensure fair identification procedures. Gifted children differ from their peers in more than intellectual ability. Studies by psychologists such as Lewis M. Terman and Leta Stetter Hollingworth have shown that gifted children often exhibit a greater drive to achieve, along with

greater mental and social adjustment. However, they may also experience sensitivity to their differences, leading to boredom and social challenges. The concept of asynchrony describes the varied developmental rates of mental, physical, emotional, and social abilities in gifted children. In theory, there are three ways of educating children who are intellectually and academically more advanced than their peers:

- i **Acceleration:** The gifted child is allowed to learn material at a more rapid pace or is promoted more rapidly through grades.
- ii **Enrichment:** The gifted child works through the usual grades at the usual pace but with a curriculum supplemented by a variety of cultural activities.
- iii **Differentiation:** Gifted children are accelerated or enriched within the regular classroom.

A gifted child is one with exceptional promise, application, behavior, and character, demonstrating high intellectual capacity, curiosity, academic aptitude, and creative ability. Some general characteristics of gifted children include:

- i **Superior reasoning powers:** Gifted children can handle ideas adeptly, generalize from specific facts, and see subtle relationships, displaying outstanding problem-solving abilities.
- ii **Persistent intellectual curiosity:** They ask probing questions and show exceptional interest in the nature of humanity and the universe.
- iii **Wide range of interests:** Often intellectually inclined, these children develop one or more interests to considerable depth.
- iv **Advanced vocabulary:** They have superior quality and quantity in written and spoken vocabulary and are interested in the subtleties of words and their uses.
- v **Voracious readers:** Gifted children absorb books well beyond their years.