



MAHAMANA VISION AND NEP: EQUITY AND INCLUSIVE EDUCATION

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Abstract

Education is the single greatest tool for achieving social justice and equality. Inclusive education is no longer a privilege, it is the need of the hour Education aims at achieving an inclusive and equitable society in which every citizen have an opportunity to dream, thrive and contribute to the nation . We will fail as a country if education is still not being accessible to each and every individual in every corner of the country. Over the years, the Government of India came with various policies on education inclusive education such as the RPWD Act 2016. All the policies emphasized the right of the child from diverse backgrounds and abilities to access formal education but still, the disparities continued. After 34 years, finally we have our long waited National Education Policy. This paper is an attempt to discuss the new provisional changes for Inclusive Education in NEP 2020.

Madan Mohan Malviya Ji Vision towards Education

Pdt. Madan Mohan Malviya Ji or Mahamna as we lovingly call him was a great visionary. He considered education to be the most powerful tool or the progress of Bharat. According to him education is the only mean to alleviate a country's plights. The educational philosophy of Mahamana aims at all round development of human life. True education is that which can develop the physical, intellectual, mental and emotional aspects of vidyarthi. He said that education have the power to awaken the nation so that the new generation can serve the society and the nation with selfless spirit. Physical development was an important aspect in Mahamana vision. In his article titled, "**Mera Bachpan**", he mentioned the three pillars of health, i.e. Aahar, Shayan and Bhrmcharya. Education of women was another core values in his educational philosophy. According to him, "the women should have been so strong that they could play an important role in reconstruction of Bharat. He also focused on curriculum. His views were that curriculum should be based on the country's need, time and circumstances. To fulfill his dream, the Kashi Hindu University in Benaras, which we see proudly today as Benaras Hindu University was founded by Mahamana on February 4th 1916. In Kashi University, he focused on providing ancient as well as modern education in forms of ancient Bhartiys culture, literature, history, sanskrit, mining work, engineering, agricultural science, social science, medical science, humanities, ayurveda etc. Maliviya ji wanted the youth of India to benefit from integrated education, that incorporated modern scientific knowledge, practical training, ethical standard and study of art.

Malaviya ji aimed to develop a sense of service and virtue in vidyarthi from the very beginning. Thus his objective of education was very broad. The motto of BHU, "**the end of all knowledge is the attainment of immortality**" eloquently reflects the premium placed on education in our ancient culture Union Human Resource Development Minister Ramesh Pokhriyal said that the New Education Policy (NEP) will be based on "Vedic knowledge and modern science". He was speaking at the inauguration of the three-day National Webinar on "COVID-19: The Mahamana's Indian Vision in Global Context" organised by Mahamana Malaviya Mission, Benaras Hindu University (BHU). May 10th 2020 "The whole world is looking towards India. The ideas of Mahamana are certainly very important for us in these times. Our cultural heritage is our strength. Based on the vision of Mahamana, we will bring a new education policy that will be based on Vedic knowledge and modern science. It will come true to Mahamana's vision and meet his expectations. Ancient knowledge should become part of every discipline,".



Introduction to Nep 2020

The old education policy has recently been changed by the minister of human resource management. This change has been done under the chairmanship of ISRO Chief Doctor K Kasturirangan for better education. The national education policy was approved on 29 July 2020 by the union cabinet of India by replacing the existing educational policy 1986. The main aim of launching the National Education Policy 2022 is to remodel India's education policy. Under this new national education policy, nobody is forced to take any particular language. Now the students can choose the language according to their interests. The National Education Policy will universalize education from preschool to Secondary School. Previously the pattern of 10 + 2 was followed which has now changed to 5 + 3 + 3 + 4. New Education Policy is also going to take place by bringing changes in Higher Education across India. Active participation of each relevant official is required for bringing change in the education sector. This change is going to take place after considering various revisions, comments and suggestions of the stakeholders.

Inclusive Education

The definition of inclusive education is given by UNESCO's Section for Special Needs Education (UNESCO, 2000) as, "Inclusive education is concerned with removing all barriers to learning, and with the participation of all learners vulnerable to exclusion and marginalization. It is a strategic approach designed to facilitate learning success for all children. It addresses the common goals of decreasing and overcoming all exclusion from the human right to education, at least at the elementary level, and enhancing access, participation and learning success in quality basic education for all." so inclusive Education refers to an educational practice, wherein child with disabilities will be fully included in the mainstream classroom with same age peers in the local school. This also Emphasis that the child with disability must exposed to all the curricular and co-curricular activities in order to ensure his full participation in the educational process.

Equity and Inclusive Education in India

An overview of Inclusive Education in India

1. The Kothari Education commission (1964-66) emphasized an effective education programme to be developed for the people with disability, to ensure the equalisation of educational opportunities.
2. The first education policy of India was introduced in 1968 .
3. NPE 1968 stated that "Educational facilities for the physically and mentally handicapped children should be expanded, and attempts should be made to develop integrated programmes enabling the handicapped children to study in mainstream schools".
4. Planning Commission of India in the year 1971. it included a programme for integrated education
5. Integrated Education for Disabled Children (IEDC), was launched by GOI in December 1974.
6. Education was added in the concurrent list by the 42nd amendment in the year 1967
7. Article 45 was introduced which ensures the free and compulsory education for all children from age 6 to 14 years.
8. The second NPE introduced in 1986, promoted Inclusive Education by stating that "the children with mild disabilities should be permitted to education in the regular school while the children with moderate to severe disabilities should continue to get education in the special school"
9. In the year 1987, the Mental Health Act came into action



10. In the same year, the Project Integrated Education for the Disabled (PIED) was introduced to encourage the school in the neighbourhood to enrol the children with disabilities. This was a joint venture of Education Ministry with NCERT and UNICEF.
11. Rehabilitation Council of India Act (RCI) also came in September 1992. This act was enforced for regulating the training of rehabilitation professionals and the maintenance of a Central Rehabilitation Register.
12. The Persons with Disabilities Act came in 1995, which ensure the full participation and equality of the people with disabilities in the Asian and Pacific Region.
13. With the joint effort of Government of India and the world bank in 1997, the District Primary Education Program(DPEP) was launched. DPEP states that “any difference that a child exhibited in learning was to be attributed not a problem with child, but of school system.”
14. In the year 1999, National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act came into force.
15. To provide financial support to the people with mentioned four disabilities, various scheme such as “Reach and Relief Scheme” and “Samarth Scheme” was introduced(National Trust Act, 1999).
16. For the Universalization of Elementary Education, Government of India launched Sarva Shiksha Abhiyan (SSA) in 2001. Though SSA was not an intervention specific to disability but the emphasis was Education for All.
17. In the year 2009, Inclusive Education of the Disabled at the Secondary Stage (IEDSS) came.
18. In the same year Rastriya Madhyamik Shiksha Abhiyan (RMSA) was introduced by the Government of India, for the Universalization of Secondary Education.
19. The Right to Education act was passed in 2009 and enforced from 1st April 2010. RTE 2009 under the article 21 A, makes the education a fundamental right of every children in India.
20. The Rights of Person with Disability Act 2016, replaced the PWD Act of 1995.
21. In the year 2018, the Samagra Shiksha Abhiyan was launched by the MHRD.

Learning for All: Equitable And Inclusive Education: Highlights Nep 2020

The following are the main highlights as per the NEO2020

A) Gender Inclusion fund

The government of India will constitute a Gender Inclusion fund to build the nations capacity to provide equitable quality education for all girls as well as transgender students (NEP 2020, Part-I, Section 6.08).

B) Free Boarding Facilities

Free boarding facilities should be built matching the standards of Jawahar Navodaya Vidyalaya for students from socio-economically disadvantage children especially girls. Kasturba Gandhi Balika Vidyalayas will be strengthen and expanded to increase the participation in quality schools (upto grade 12) (NEP 2020, Part-I, Section 6.09).

C) Schooling

NEP 2020 affirms all the recommendation given by RPWD Act 2016, regarding school education. The policy has given highest priority to enabling regular schooling process from foundational stage to the higher education, for the children with disability. Children with moderate to severe disabilities will have the option of regular or special schooling (NEP 2020, Part-I, Section 6.10).



D) School Complex

School complex will be provided with a resource centre inside the complex itself and other resources. School also must ensure the recruitment of special educators with cross-disability training. The school will be supported to provide individualized accommodations and support mechanism in order to fulfil the need of the child with disabilities and to ensure barrier free Access (NEP 2020, Part-I, Section 6.11).

E) Curriculum, Supportive Devices and Assistive Devices

NCERT will work with expert bodies like DEPwD to make national curriculum framework (NEP 2020, Part-I, Section 6.10). NIOS is responsible for developing high-quality modules to teach Indian Sign Language and through this to teach other basic subjects. The curriculum will be flexible according to child strength, which will allow the children to work on their own pace. To integrate and engage the child in the classroom activities, appropriate technology-based tools and other assistive devices, as well as teaching-learning materials which are adequate and language-appropriate such as large print textbooks and Braille will be made available in school (NEP 2020, Part-I, Section 6.11).

F) Teacher

NEP 2020 talks about reform of teacher education programmes. Sensitization, early intervention, support and special pedagogy to teach children with disability, to be an integral part of teacher education programmes (NEP 2020, Part-I, Section 6.14)

G) Assessment

National Assessment Centre, PARAKH, will formulate the guidelines and recommend tools for the assessment of the child with disability. This will be for all the exams including the entrance test from the foundational stage to higher education (NEP 2020, Part-I, Section 6.13).

H) Home Schooling

The home-schooling option will be available like before for children with severe and profound disabilities. The resource centers and special educators will provide support for home-schooling. For home-schooling all the guidelines and standards will be developed as recommended in the RPwD Act 2016. There should be an audit of home based education for its efficiency and effectiveness. The orientation of the parents will be done through the technology-based solution for enabling the parents to meet the diverse educational need of their child (NEP 2020, Part-I, Section 6.12).

Key Aspects of Nep: Equity And Inclusion

The New Education Policy is a comprehensive plan. It includes all those aspects that will lead to full inclusion of the children with disability in the education system. The following five aspects are an attempt to give a structure to all the points included in NEP 2020.

1. Positive Attitude

Attitude is one of the most significant barriers to inclusion. Teacher as a pillar of the education system can bring a positive attitude among students towards inclusive education. This requires the teachers not only to be sensitized towards inclusion but also well trained for the inclusion. NEP 2020 talks about the reforms in teacher education program to inculcate the values and skills required for inclusive education.



2. School Preparedness

Inclusive education can only be successful if the school is well prepared to cater the need of the children with disability. NEP 2020 gives priority to the school preparedness. Resource centre in every school complex and recruitment of the special educators and the individualized support programs are the aspects of school readiness towards inclusion.

3. Resources & Support

Assistive, supportive device and other resources according to the individual needs must be available in the school. When it comes to supporting NEP 2020 has a very detailed plan. The resource centre supports not only the school but also the home-schooling parents. The school and the parents must be provided support by the state for quality education. Orientation programs for the parents providing home-schooling are also a part of NEP 2020.

4. Individualized Program

No two children are alike similarly no two disabled children are alike. So, for every disabled child with different disabilities have diverse needs. No one size fits all is the key to success here when it comes to design educational program for these children. NEP 2020 has the provision of the school to provide individualized programs for these children.

5. Flexible Curriculum

These children have very distinct need and ability than their peers and that is why we can't make them learn whatever their peers are learning. And that is why a flexible curriculum and a flexible assessment mechanism is very much essential for the betterment of these children. NEP 2020 not only talk about the flexible curriculum but also talk about PARAKH for easy assessment. NEP 2020 also mentioned, for the development of national curriculum framework NCERT will work along with PEDwD.

Conclusion

The NEP 2020 will bring a quality change in education at an affordable price. It reflects lesser regulation, better teaching and learning techniques, better teacher training and purposeful and relevant exams specially designed to access wisdom rather than knowledge. "All of us do not have equal talent. But, all of us have an equal opportunity to develop our talents".

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