



## A STUDY OF NATIONAL EDUCATION POLICY (NEP) 2020: INCLUSIVE EDUCATION FOR DIFFERENTLY ABLED CHILDREN

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### Abstract:

*The National Education Policy (NEP) 2020 represents a transformative reform in the Indian education system with a strong emphasis on equity, accessibility, and inclusion. One of the major objectives of the policy is to ensure that children with disabilities and differently abled learners receive equal educational opportunities within mainstream schools. The policy recognizes education as a fundamental right and proposes several strategies for promoting inclusive education through accessible infrastructure, teacher training, assistive technologies, flexible curriculum, and community participation. This research paper reviews the provisions of NEP 2020 concerning inclusive education for differently abled children and examines the role of Gram Panchayats in implementing educational reforms at the grassroots level. The paper also discusses challenges such as lack of infrastructure, insufficient trained teachers, social stigma, and digital inequality. Furthermore, it highlights the significance of local governance institutions, especially Gram Panchayats, in ensuring community participation, school accessibility, and monitoring inclusive educational practices in rural India. The study concludes that NEP 2020 has the potential to create a more inclusive educational environment if effectively implemented through collaboration among schools, teachers, parents, communities, and local self-governance institutions.*

**Keywords:** NEP 2020, Inclusive Education, Differently Abled Children, Gram Panchayat, Children with Disabilities, Educational Equity, Special Education, Rural Education

### Introduction

Education is considered one of the most powerful instruments for social transformation and human development. In a democratic country like India, equal access to education is essential for promoting social justice and national progress. However, children with disabilities or differently abled children have historically faced barriers in accessing quality education due to physical, social, economic, and institutional challenges. Inclusive education seeks to address these inequalities by ensuring that all children, regardless of their abilities, learn together in a common educational environment.



The concept of inclusive education anchored a system of education that acknowledges the diversity of learners such as physical, intellectual, or developmental disabilities, providing opportunity to each child to learn, grow, and participate fully. **Policy (NEP) 2020**, marks a historic shift in the India's education system by emphasizing inclusivity as a core principle. With a focus on **equitable access** to education, the NEP 2020 aims to develop an education system that accommodates **differently abled children**, ensuring their right to education and promoting their **holistic development**.

The concept of inclusive education is not entirely new in India. Earlier educational policies and legislative measures such as the Rights of Persons with Disabilities (RPWD) Act 2016 and the Right to Education Act 2009 also promoted educational access for children with disabilities. However, NEP 2020 provides a more comprehensive and holistic approach by integrating inclusive education into every stage of schooling and higher education.

In rural India, the role of Gram Panchayats becomes highly significant in implementing inclusive educational policies. Gram Panchayats act as local governance bodies that can mobilize community participation, improve school infrastructure, monitor attendance, and support differently abled children in accessing educational facilities. Their involvement is crucial for translating policy into practice, especially in villages and remote areas where educational disparities are more visible.

This research paper examines the provisions of the NEP 2020 concerning **differently abled children**, assesses its potential to achieve inclusion, and identifies the challenges and strategies for effective implementation.

#### Review of Literature

The tenet of **inclusive education** has been widely discussed in academic literature. **UNESCO (2009)**, studied inclusive education is a fundamental human right that ensures children of all abilities learn together in a common environment. (Ainscow, 2005) studied inclusive education benefits both students with disabilities and their peers, fostering a culture of empathy, collaboration, and mutual respect

In Indian context, several policies have aimed to support differently abled children, such as the **Rights of Persons with Disabilities (RPWD) Act, 2016** and the **Inclusive Education for Disabled at Secondary Stage (IEDSS) Scheme**. (Choudhury, 2015) studied, several challenges such as **poor infrastructure**, **teacher preparedness**, and **cultural stigma** continue to impede effective implementation NEP 2020, therefore, presents an opportunity to address these gaps through systemic reforms.

**Vygotsky (1978)** proposed sociocultural theory emphasising the role of social interaction, cultural mediation, and collaborative learning in cognitive development. The concept of the **Zone of Proximal Development** suggests that children achieve higher levels of learning through interaction with more capable peers and adults, providing



strong theoretical support for inclusive classroom practices that bring together children with diverse abilities. This framework has been particularly influential in developing collaborative learning approaches and peer support systems that benefit all students in inclusive settings. The sociocultural perspective challenges deficit-based thinking by highlighting how appropriately structured social contexts can scaffold learning for all children, regardless of ability.

**Mehta (2012)** analysed the implementation of the **Rashtriya Madhyamik Shiksha Abhiyan, launched in 2009** to universalise secondary education with inclusive education provisions. The research documented progress in infrastructure development and increased secondary enrolment, but found that differently abled students continued to face significant barriers to meaningful inclusion at the secondary level, including inaccessible school facilities, lack of trained teachers, absence of appropriate learning materials, and persistent community resistance.

### **Objectives of the Study**

1. To review the provisions of NEP 2020 related to inclusive education for differently abled children.
2. To examine the importance of inclusive education in the Indian educational system.
3. To analyze the role of Gram Panchayats in implementing inclusive education.
4. To identify the challenges in the implementation of inclusive education under NEP 2020.
5. To suggest measures for strengthening inclusive educational practices.

### **Research Methodology**

The present study is descriptive and analytical in nature. It is based on secondary sources of data including government reports, policy documents, journal articles, books, research papers, and online resources related to NEP 2020 and inclusive education. Various academic publications and educational websites were reviewed to understand the objectives, provisions, and implementation strategies of inclusive education in India.

### **Concept of Inclusive Education**

Inclusive education refers to an educational approach where children with and without disabilities study together in the same classroom environment. It focuses on removing barriers to learning and participation while ensuring equal opportunities for all learners. Inclusive education values diversity and promotes respect, dignity, and equal participation.

According to the Rights of Persons with Disabilities Act 2016, inclusive education means a system in which students with disabilities learn alongside other students and the teaching-learning process is adapted to meet diverse learning needs.



Inclusive education benefits not only differently abled children but also society as a whole. It promotes empathy, cooperation, social integration, and democratic values among students. Inclusive classrooms help in reducing discrimination and creating a more tolerant society.

### **Role of Gram Panchayat in Inclusive Education**

Gram Panchayats are the basic units of local self-government in rural India. Their participation is crucial in implementing educational policies at the grassroots level. NEP 2020 emphasizes community participation and decentralized governance in educational administration.

#### **1. Monitoring School Accessibility**

Gram Panchayats can monitor whether schools in villages are accessible to differently abled children. They can ensure the construction of ramps, accessible classrooms, toilets, and transportation facilities.

#### **2. Community Awareness Programs**

Social stigma and lack of awareness often discourage parents from sending differently abled children to school. Gram Panchayats can organize awareness campaigns to promote inclusive education and reduce discrimination.

#### **3. Identifying Out-of-School Children**

Local governance institutions can identify children with disabilities who are not attending school and encourage their enrollment through community outreach programs.

#### **4. Collaboration with Schools and NGOs**

Gram Panchayats can collaborate with schools, non-governmental organizations, and health workers to provide support services such as counseling, assistive devices, and rehabilitation facilities.

#### **5. Ensuring Proper Utilization of Educational Funds**

Local bodies can monitor the effective use of government funds allocated for inclusive education programs and infrastructure development.

#### **6. Promoting Parent Participation**

Gram Panchayats can strengthen School Management Committees (SMCs) and encourage parents of differently abled children to participate in school activities and decision-making processes.

The development of inclusive education in rural areas largely depends upon active community participation, and Gram Panchayats can act as a bridge between educational institutions and local communities.

Key Provisions of NEP 2020 for Differently Abled Children

The **NEP 2020** outlines several key provisions to promote inclusive education for differently abled children, which include:



➤ **Early Identification and Intervention**

Policy 2020 stresses the importance of identifying disabilities early, ideally in the foundational stage of education (pre-primary and primary levels). Early intervention is crucial for providing timely support and resources to children, helping to reduce barriers to learning and development. The policy proposes the creation of systems that allow for early screening and the involvement of **special educators** and **psychologists**.

➤ **Accessible Infrastructure**

The policy emphasizes creating **barrier-free** physical environments in schools, including ramps, elevators, accessible toilets, and safe spaces. Additionally, it encourages the use of **digital infrastructure** to make educational content accessible to children with visual, hearing, or other impairments. Resources like wheel chair facility Braille textbooks, Scribes for Examination, special teaching/learning assistive practices are essential components of the inclusive environment.

➤ **Adaptation of Curriculum and Pedagogy**

The NEP highlights the need for an adaptable curriculum that accommodates the diverse learning needs of children. It promotes **differentiated instruction**, where teaching methods are tailored to the unique abilities of each student. This includes using **assistive technologies** and **multimodal teaching tools** to enhance learning for differently abled students.

➤ **Professional Development of Teacher**

The teachers are well equipped to handle diverse classrooms, NEP 2020 mandates the inclusion of **inclusive education** in teacher training programs. Teachers will be provided training in **differentiated instruction**, **inclusive education**, and the use of **assistive technology** to handle diversity of differently abled learners.

➤ **Involvement of Parents and Communities**

The NEP advocates for active **parental involvement** in the learning process, ensuring that parents of differently abled children play a central role in decision-making. The policy also calls for **community awareness programs** to reduce stigma and ensures social inclusion of differently abled children.

➤ **Vocational Education and Skill Development**

NEP 2020 encourages the integration of **vocational education** from an early age, with an emphasis on providing **skills training** for differently abled children. This vocational focus helps prepare them for an independent life and enables their participation in the workforce, reducing dependency.

**Challenges in Implementing Inclusive Education under NEP 2020**

While NEP 2020 lays down a comprehensive framework for inclusive education, several challenges persist:



➤ **Lack of Adequate Infrastructure**

Many schools still lack basic infrastructure, such as accessible buildings, teaching aids, and specialized resources like Braille books or hearing devices. These gaps in infrastructure hinder the successful implementation of inclusive education.

➤ **Teacher Shortage and Inadequate Training**

Despite the policy's emphasis on **specialized teacher training**, a **significant lack of trained special educators occurs**. Furthermore, most regular teachers may lack the skills required to effectively support differently abled children, particularly in larger classrooms with diverse needs.

➤ **Social Stigma and Attitudinal Barriers**

Social stigma and discrimination against people with disabilities remain pervasive in Indian society. These societal attitudes often manifest in schools, where children with disabilities may face isolation or bullying. Overcoming these deep-rooted biases is crucial for creating truly inclusive environments.

➤ **Resource Allocation**

The successful implementation of NEP 2020's provisions for differently abled children requires substantial financial investment. However, the allocation of adequate resources for infrastructure, teacher training, and assistive technologies remains a challenge, especially in rural and underfunded schools.

Strategies for Effective Implementation

**To acknowledge the significant implementation of inclusive education for differently abled children under NEP 2020, the following strategies can be employed:**

➤ **Collaboration of Public-Private organizations**

Establishing collaboration between government and private sector organizations can help mobilize resources, provide expertise, and create innovative solutions for inclusive education.

➤ **Targeted Teacher Training Programs**

Establishing specialized **teacher training centers** that focus on inclusive education and also ensure that educators are well-equipped to support differently abled children.

➤ **Community Engagement**

Community-based awareness campaigns and programs aimed at sensitizing the public to the rights and potential of differently abled children can help reduce stigma and promote social acceptance.

➤ **Monitoring and Evaluation**

A robust system should be developed to evaluate the implementation of inclusive education policies. Monitoring assessments can ensure that the needs of differently abled children are being met and provide data to inform further improvements.



## Conclusion

India's **National Education Policy (NEP) 2020** summarizes agile roadmap for creating an inclusive education system that ensures **equitable access** for differently abled children. By emphasizing early identification, accessible infrastructure, teacher training, and community involvement, NEP 2020 seeks to foster a barrier-free learning environment. However, effective implementation will require overcoming challenges related to infrastructure, teacher training, and social attitudes. With sustained efforts, investments, and a collaborative approach, NEP 2020 can significantly improve the educational experiences of differently abled children, leading to their greater participation in society and the workforce. However, the successful implementation of inclusive education depends on effective collaboration among schools, teachers, parents, government agencies, and local governance institutions. In rural India, Gram Panchayats have a crucial role in ensuring educational access, monitoring school facilities, creating awareness, and supporting differently abled children and their families.

Despite several challenges such as lack of infrastructure, social stigma, shortage of trained teachers, and financial limitations, NEP 2020 provides a strong foundation for creating an inclusive educational environment. If implemented effectively, the policy can help transform the Indian education system into one that values diversity, equality, and human dignity. Inclusive education is not merely an educational reform; it is a step toward building an inclusive society where every child receives equal opportunities for growth, participation, and success.

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