



## NATIONAL CURRICULUM FRAMEWORK AND INCLUSIVE EDUCATION

**Dr. Gunwant Kaur Brar**  
**Asst. Prof.**  
**SIER, Mohali**

### ABSTRACT

Inclusive Education (IE) is a new approach towards educating the children with disability and learning difficulties with that of normal ones within the same roof. It brings all students together in one classroom and community, regardless of their strengths or weaknesses in any area, and seeks to maximize the potential of all students. It is one of the most effective ways in which to promote an inclusive and tolerant society. About Eighty percent of Indian population lives in rural areas without provision for special schools. It means, there are an estimated 8 million children out of school in India (MHRD 2009 statistics), many of whom are marginalised by dimensions such as poverty, gender, disability, and caste. Today, what are the needs and challenges for achieving the goal of inclusive education? How will an inclusive environment meet the needs of children with disabilities? How quality education can be effectively and efficiently delivered for all children? Therefore, inclusive schools have to address the needs of all children in every community and the central and state governments have to manage inclusive classrooms. Keeping in view these questions, this article discusses in detail the concept of inclusive education, including importance, challenges and measures to implement inclusive education in India.

### Introduction

Prior to the early 1990s, all terms pertaining to integrated special education and reverse mainstreaming were replaced with “inclusion” in the hopes that the term would encompass more than just placing students with special needs in regular classrooms; these included social relationships, a sense of belonging, and academic development and learning.

**“Education is the single greatest tool for achieving social justice and equality. Inclusive and equitable education - while indeed an essential goal in its own right - is also critical to achieving an inclusive and equitable society in which every citizen has the opportunity to dream, thrive, and contribute to the nation. The education system must aim to benefit India’s children so that no child loses any opportunity to learn and excel because of circumstances of birth or background. This Policy reaffirms that bridging the social category gaps in access, participation, and learning outcomes in school education” [NEP 2020, 6.1]**

An inclusive education system is one that accepts all students without distinction and helps them to engage with the material in a meaningful way. Education that is inclusive is not limited to certain kids. It’s not necessary for a child to be ready to participate. Every child is prepared to go to regular classrooms and schools at all times. They don’t have to earn the right to participate.

Integrated Education for Disabled Children (IEDC), a centrally sponsored programme, was established in 1974 to give disabled children equal opportunities in regular schools and to facilitate their retention. National Educational Policy (1986) also recommended inclusive Education as a “goal to integrate the handicapped with the general community at all levels as equal partners, to prepare them for normal development and to provide them the bravery and self-assurance to face life”. Since children are regarded as the future generations of our nation, all school-age children, disabled or not, have the right to an education. The recommended educational



strategy for this century is inclusive education, which protects the rights of all children with disabilities. A learning environment that supports each student's complete personal, academic, and professional development regardless of their colour, class, gender, disability, sexual orientation, religion, culture, or preferred language is known as inclusive education, according to UNESCO in 1994.

### **Concept of Inclusive Education**

Inclusive Education is a system in which all children from a given community learn together in a same local school including children with learning difficulties, special needs or disabilities. It involves all children learning together with the peers in the same environment and enables all to participate together in the society from the very beginning. Why is Inclusive Education Important Inclusive Education is important because it is the responsibility of everyone involved in a child's education-parents, teachers,community and government. Inclusive Education is the provision of equal opportunities for all the children. All human rights are interlinked. This includes the right to educationA healthy environment is created in his surroundings.It maintains social balances by providing equal opportunity to all. It removes all kinds of prejudices and discrimination. It ensures that children with disabilities are equipped to work and contribute economically and socially to their communities.

### **Types of Inclusive Education**

**Partial Inclusion-Partial Inclusion Education** means allowing children with disabilities to interact with their peers socially and academically, but it does not require the children remain in a standard classroom for all lessons. Sometimes, the children will meet with a special teacher or any kind of therapist separately in a class to avoid disturbing the learning dynamic of the normal classroom. Special education teachers can be in communication with regular teachers to ensure whether the children with disabilities are able to understand and complete their work on time.

**Full Inclusion-Full inclusion** believe the primary job of educators is to help children with disabilities and to establish friendships with nondisabled persons. Friendship making, attitude change, and social skills development can only occur when Children with Special Needs are in regular classes of age-appropriate and nondisabled Children. If the special needs child performs and functions according to expectations, full inclusion may prove to be a long-term option. Full Inclusion does not meet the student's needs, special education teachers may visit the classroom periodically to provide supplemental instructions. If the student continues to experience difficultythe school may switch to a partial inclusion model.**Who comes Under Inclusion Education**

- Mental Illness
- Autism
- Cerebral Palsy
- Mental Retardation
- Work Going Children
- Emotional and Behavioral Disorders
- Locomotors Disability



- Children from 0 to 6 years
- Multiple disorder
- Mental Health Difficulties

### **Advantages of Inclusive Education For Children with Disabilities**

- Right to Education and Education for all
- It improves the cognitive , motor, speech ,social and emotional development of children.
- It improves the strengths and abilities of the child in learning process
- They develop a friendly relationship with other children
- They participate in public life.
- Develops their mastery skills
- Develops Communication Skills
- Fosters a culture of respect and belonging
- Home based learning
- Promotes education for girls with any kind of disabilities
- Provides a mechanism to respond to language and practical competencies
- They try to work on to achieve individual goal
- It also encourages the involvement of parents in the education of children with disabilities
- Successful inclusion attempts to develop an individual's strengths and gifts.

### **For Other Children**

- Develops social cooperation with people who are different from them.
- They try to maintain a healthy relationship with people who are different.
- They try to help others to achieve a common result.
- They formulate a natural perception of people with differen characteristics.
- They learn to value and respect children with disabilities
- They can be benefitted from the funds granted for classroom.
- Sometimes children without disabilities can also learnt something from special education teacher.

### **Inclusive Education in India**

The Government of India has taken various steps to ensure the right of every child to basic education. Indian Constitutions clearly states about the status of right to equality and opportunity in 1949. In 1974 Integrated Education for Disabled Children (IEDC) was initiated. The Kothari Commission in 1966 highlighted the importance of educating children with disabilities. The National Policy on Education, 1986 (NPE, 1986), and the Programme of Action (1992) also lays the importance and the need for integrating children with special needs with other groups. The Right to Free and Compulsory Education (RTE Act 2009) states that every child has a right to full time elementary education of satisfactory and equitable quality in a formal school. It makes provision for a non admitted child to be admitted to an age appropriate class. In 2005, the Ministry of Human Resource Development implemented a National Action Plan for the inclusion of education of children and youth with disabilities. Later, starting in 2013, it was incorporated into the Rastriya Madhyamik Shiksha Abhiyan (RMSA). Integrating children with disabilities into mainstream schools is crucial for their socialisation, development of positive relationships, and confidence-boosting. In 1986, the Rehabilitation Council of India was incorporated as a society. The RCI Act was passed by



Parliament in 1992, making it a Statutory Body. In 2000, Parliament amended the Act to expand its scope. RCI is important because it controls and oversees services provided to people with disabilities, standardises curricula, and keeps track of all qualified individuals working in the fields of special education and rehabilitation in a Central Rehabilitation Register. Professionals such as audiologists, speech therapists, clinical psychologists, technicians for hearing aids and ear moulds, special educators, and rehabilitation counsellors were among the positions the council aimed to create. Professionals from all specialisations were essential to the success of inclusive education. Steps Involved in the Teaching Techniques of Inclusive Education

- Designing Games
- Creating Songs
- Involving in problem solving
- Assigning classroom jobs
- Teaching students to help each other
- Giving examples
- Various therapies and exercises
- Mutual relationship between normal students and special needs children
- Including students with special needs in all facets of school life
- Co-curricular activities
- Involving them in fine arts
- Counselling Arranging various shows to make them learn new thing
- Develop their abilities

### **Barriers to Inclusive Education**

#### **Attitudinal Barriers**

Since they are the closest friends, classmates have a significant influence on the lives of kids with disabilities. Children with disabilities are often the targets of taunting and bullying from their peers without disabilities. Many people experience marginalisation due to other factors such as caste, gender, and poverty. Negative attitudes and social exclusion lead to social discrimination, which in turn causes isolation and creates barriers to inclusion.

#### **Physical Obstacles**

Many students who commute to school find it extremely difficult that there are no wheelchair ramps in schools, parks, playgrounds or public transportation. These amenities are not found in the majority of school buildings.

#### **Inappropriate Curriculum**

One of the main barriers to or resources for assisting in the creation of a more inclusive educational system in any given system is the curriculum. It occurs as a result of its failure to satisfy the requirements of a wide variety of unique learners. The knowledge-based curriculum also

causes the exams to be overly content-oriented as opposed to success-oriented. This makes it difficult to gauge the academic success of kids with special needs.

#### **Untrained Teachers**

One obstacle to successful inclusion is teachers who lack training or who are unwilling or unenthusiastic about working with students who have special needs. Currently, teacher preparation is provided in a fragmented and insufficient manner. One for kids with special needs and another for kids with average ability. Since many educators lack the necessary training and a positive attitude towards students with special needs,



it is unlikely that these kids will receive an adequate education. Inadequate Funding Although it is uncommon, adequate funding is a requirement for inclusion. Inadequate facilities, highly qualified and experienced instructors and other staff members, instructional resources, and overall support are frequently lacking in schools. Motion sensors for opening doors, toilet flushing, and automated door buttons for simpler door access are a few examples of how technology can be employed. It would be necessary to develop educational materials for people with disabilities. For students with hearing impairments, this could take the form of an additional visual resource bank, braille books, or a digital library. In order to train and retrain teachers to teach people with disabilities in inclusive environments, financial resources would also be needed. In order to achieve this, more money from the government will need to be spent on education.

### **Ineffective Management of the Educational System**

Insufficient communication among educators, guardians, pupils, administrators, and experts. Consequently, there is a dearth of information regarding the total number of students who are expelled from school.

### **Policies as Barriers**

Legislators with divergent opinions on inclusive education pose a challenge to its implementation.

### **Conclusion**

The promotion of inclusive education is hampered by a number of issues and problems with the educational system. Planned and methodical, inclusive education includes curriculum modifications, counselling, evaluation, remedial instruction, and support based on need. Smart and manageable classrooms are necessary for inclusive education to be more successful and effective so that teachers can give challenged students the attention they need. To successfully apply the inclusive education practices and principles, more competent and trained teachers must be hired. The benefits of inclusive education are numerous. The objective of making education universal is achieved through such inclusive education. It eliminates inhibitions and breaks down barriers. The status of education is elevated if boundaries and inhibitions are lifted. According to some, inclusive education is a novel strategy for teaching kids with disabilities and other challenges alongside regular kids in the same classroom. Better inclusive schools must be created with the support and collaboration of educators, parents, the community, educationalists, and leaders in the field to meet the challenges. The Indian government is working to enhance the educational system, with an emphasis on inclusivity.



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