

Perspective Of Inclusive Education In The Context Of NEP 2020

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Abstract

Inclusion means a model where all children with special needs spend their time with normal children. Inclusive education means enabling all students to take part and learn effectively within the mainstream system of education. It is defined as a learning environment that promotes the full personal, academic and professional development of all students regardless of race, class, colour, gender, disability, sexual preference, learning styles and language. It is the best method for further broad acceptance, peace and cooperation. The NEP 2020 marks a paradigm shift in education system by providing emphasis on inclusivity, holistic and equity and precursor a transformative era in Indian education by prioritizing inclusive practices. The policy is a comprehensive framework for elementary education to higher education as well as vocational training in India. This paper shows the theoretical perspectives of inclusive education, highlights the issues and challenges, opportunities and strategies for successful implementation of NEP2020 inclusive education.

Keywords: *Inclusive education, NEP 2020, perspective, challenges, opportunity, strategies.*

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I. Introduction

Inclusive education is a system of development where all children, regardless of their disabilities include together. Inclusion is the process of educating all children with peer group in mainstream schools. The inclusion concept starts during 1990 Jomtien World Conference on Education for All. During this period, Spain begins on a vital project of integration in school to mobilize and train the educational community, consisting of parents and teachers to work towards a "school for all" and lay the groundwork for new educational legislation. UNESCO recognizing the possibility to alter the good application, invited Spain to share its experiences with developing countries at a prominent level meeting conducted in October 1991 during the General Conference. Following these meeting, different seminars and consultations were conducted with senior decision makers from conventional and special essential education in order to communicate on making inclusive schools, which respond to the broad range of people demands. This put the groundwork for the Salamanca Conference and marked a climate favourable to inclusion.

UNESCO's Salamanca Statement (1994) called on the international community to publicly support an approach of inclusive schools by enforcing philosophical, practical and strategic changes. 92 governments and 25 international organization agreed upon a dynamic new statement in 1994 calling for inclusive education to be the norm and followed a Framework for Action which said ordinary schools should include all children. The Salamanca Statement (1994) recommend inclusion with human rights perspective by saying "inclusion and participation are important element to human dignity, and the enjoyment and exercise of human rights".

The Dakar Framework for Action (UNESCO,2000) deliver the latest frame of reference on EFA. This document was brought out as a result of a UNESCO Conference conducted in Salamanca, in 1994. This Statement, and the accompanying Framework for Action, is arguably the most important international document that has ever show up in special education. It argues that regular schools with an inclusive orientation are the most effective way of removing discrimination, making an inclusive society and getting education for everyone.

Our country is also a signatory to international declarations like the Salamanca Statement (1994), the Biwako Millennium Framework for Action (2002), and the UN Convention on the Rights of Persons with Disabilities (2006) that give special importance to the essential for fundamental policy of education transfer to help general schools to include children with disabilities. In our country, inclusive education is executed through the Sarva Shiksha Abhiyan (SSA) Scheme, a centrally sponsored scheme.

The NEP 2020 was approved by the Union Cabinet on 29 July 2020, outlines the vision of India's new education system. The policy focused to change the education system of our country by 2040.

The National Education Policy 2020 attempts to address the growing inequality and inequity plaguing country's education system today. Among others, the NEP 2020 recognizes high dropout rates among socio-economic strata and vulnerable minorities. More importantly, there is recognition of barriers that lead to inefficient resource allocations such as small school campuses and causes for lesser participation of the girl child in rural areas. It also recognizes the unmet educational needs of children living in geographically difficult regions. The analysis piece takes a quick tour of key recommendations on inclusive education and records some of the key challenges that the NEP has to take head on. (Kumar, 2021).

II. Concept Of Inclusive Education

"If a children can't learn the way we teach, maybe we should teach the way that they learn." **Ignacio Estrada**

Children with special needs are those who are different from others. They are born same with some limitations and with the help of inclusion are able to involved actively as equal citizens in every aspect of society and community life. Thus, children with special needs are those who need adaptations to the normal process of education due to the problems of eyesight, hearing, movement, intellect and learning.

Integrated education is the education of children with special needs in mainstream settings. Disabled people of different ages and those students with 'Special Educational Needs' labels being put in mainstream education settings with some adaptations and resources, but on condition that the disabled person and the student with 'Special Educational Needs' labels can suited with pre-existing structures, attitudes and an unchanged environment.

Inclusive education believes that all children with disabilities, regardless of the type and degree of severity of the disability, can be educated in the regular classroom along with other children. In other words, this philosophy recommends total elimination of separate and segregated classes, for the children with intellectual disabilities. General education, with assistance from professionals in special education, assumes primary responsibility for students with intellectual disabilities. This is also referred to as full inclusion. This becomes possible when the regular school and the teachers there are equipped to meet the special needs of the children with intellectual disabilities. (Singh, et al. 2019).

The term mainstream was first used in the 1970s and illustrate classrooms where students with disabilities and students who do not have disabilities are one. The aim of mainstream is to provide all students a usual classroom experience. In classroom setting, the teacher needs to be capable to meet all the needs of the students. The aim of mainstream is to provide special education by giving opportunities to get suitable socialization skills and access to the same education as regular education while still letting them access to resource rooms and special education classrooms. To make certain about inclusive education is to access quality education for every student by effectively meeting their different needs in a way that is responsive, accepting, supportive. Students involved in the education program in a same learning environment with support to decline and erase hurdles that may result to exclusion. Inclusive education is conducted in a same learning environment, that is an educational setting where students from different environment and with different abilities study together in an inclusive environment. For regular instruction, common learning environments are used and may include classrooms, art rooms, libraries, community and play grounds. Therefore, inclusive education is a path of thinking about how to be creative to make schools an area where every student can take part.

III. Meaning Of Inclusive Education

Inclusive education is a model where all students, including those with disabilities, diverse backgrounds or minority language, learn together in the same classrooms within their local schools, rather than in segregated settings. It requires the education system to adapt to the diverse needs of all learners by making necessary changes to the curriculum, teaching methods and physical environment to ensure everyone has equal access, full participation and support to succeed. (Das & Mishra. 2025).

Inclusive education is a process of enabling all students to learn and participate effectively within the mainstream school system. It also defined as a learning environment that promotes the full personal, academic and professional development of all learners irrespective of race, class, colour, gender, disability, sexual preference, learning styles and language. (Singh et al. 2019).

According to the Salamanca Declaration, inclusive education is understood as a developmental approach aiming to meet the educational needs of all children, youth and adults, emphasizing those who are subjected to marginalization and exclusion. The approach provides equal opportunities for all to reach their maximum potential and achievement. The Declaration also states that those with special educational needs should have access to regular schools, which should accommodate them within a child-centred pedagogy capable of meeting these needs," Schools have to find ways of successfully educating all children including those who have serious disadvantages and disabilities". (Paul, 2013).

Thus, inclusive education means every student in a school irrespective of their strengths or weakness in anywhere becomes part of the school community. They are involved in the feelings of association with another students, teachers and other assisting staff. IDEA made it obvious that schools have a duty to adapt children with disabilities in general education classrooms by giving equality of time to all without distinction and differentiation. It is a method and approach goes a step beyond integration. It is not just putting the students in regular school, they need to equip teachers, material resources, program and activities, curricular flexibilities and other needed supporting services convenient to all types of students for their holistic development.

IV. History Of Inclusive Education

In 1974, for the first time the necessity of integrated education was given special importance under the scheme of IEDC integrated Education for Disabled Children. In 1986 National policy on education, World Declaration on Education for All (1990) promote the different processes, Rehabilitation of India Act (1992) initiated Training Programmes for development of professionals to act the necessities of special children, People with Disability Act (1996) provided legislative support by giving free education to disabled in a suitable environment until 18 years as compulsory. The launch of DPEP in 1994 gives further incentive to existing efforts.

Equal opportunities and rights for persons with Disabilities Act, 1995 provides special importance on education and economic rehabilitation of disabled, Serva Siksha Abhiyan (SSA) and Universalization of Elementary Education (UEE), Right to Education (2005) prioritize on quality education for every child 6-14 years, all the above attempts made participation of disabled in formal education. The space in this integrated education support in emerging of inclusive education with the aim of restructuring schools and classrooms in order to answer to the needs of all children rather than making more arrangement within an unaltered system. Encouraging all round development of disabled children with enough social life which is not possible in segregated set up. Thus, inclusive education filled up the main gaps by changing the schools in earlier approaches name segregation and special schooling which is incapable to meet the essential requirements of special children.

V. Aims Of Inclusive Education

1) Education for all

Education for all is the fundamental aim of inclusive education providing something for the education of all, irrespective of sex, physical and mental qualities, socio-economic status and cultural relations. Its policies, curriculum, method of teaching and teaching aids techniques are so different and dynamic that every child could easily be adjusted to enlarge his vision through learning and experiencing academic activities.

2) Disabled and Handicapped are vital part of society

Importance of inclusive education clear from its significant objectives to encounter the personal and educational needs of disabled and handicapped children enabling them to know the perfect development of the abilities whatsoever they posed. This aims at helping them to have a respectable place in society so that society may feel that they are the vital part of the societal system.

3) Protection of rights

In our society, right to education is regarded a vital part of the fundamental rights of individual. This is related to equality of right. When all citizens are same then why should inequality or incompatibility found in education. Everyone should have same right to education like every people without any consideration the compatibility of physical, intellectual abilities and social and economic status.

VI. Objectives Of Inclusive Education

- To officially register all disabled children in general schools.
- To advise minimum levels of learning with adaptations in the curriculum for disabled children in general schools.
- To less the numbers of dropout of disabled children in IED schools-general and special.
- To give innovative, exciting and informative primary and secondary workshops on disability and differences.
- To give work and training opportunities for disabled young people.
- To educate parents and teachers as regards to disability and differences.
- To encourage the inclusion of disabled children into mainstream education with right support resources.
- To make an early and positive influence on the education of children in disability and differences.
- To grow successful inclusion attempts by an individual strengths and gifts.

VII. Vision Of Inclusive Education

- Equal opportunities for all
- Successful educational programs
- Assistive devices for disabilities
- Participation of parents
- Making students learn to value each other's unique strengths
- Motivate students to help each other
- Students with disabilities are able to cherish friendship in a natural way
- Non disabled students obtain a chance to build up positive attitude towards people with disabilities

VIII. The Effective Inclusive Classroom

The following are the keys for effective inclusive classroom:

- Active students are essential for effective inclusive classroom
- Students should be cheered to make choices as frequently as possible. Good teacher will let students some time to be uncertain as some of the most powerful learning stems from trouble and learning from fault.
- Involvement of parent is important.
- Disabled students must be free to learn at their own level and have choice assessment methods in order to get their unique requirement.
- Students require to experience success, learning objectives need to be specific, attainable and measurable include some challenges.

Teachers need to make a successful inclusion by

- A limit to the number of students enrolment and class size for students with special needs.
- Encourage and support for special needs students when they are integrated.

IX. Inclusive Education In Context Of NEP 2020

Third education policy in our country is NEP 2020. The Union Cabinet, Government of India passed this policy on 29 July 2020. This policy suggests many major changes in our education system. This policy consists of 27 articles divided into four parts. Article 6 talks about Equitable and inclusive education at school level and Article 14 talks about equity and Inclusion in higher education.

To understand inclusive education in the context of NEP 2020, it is necessary to recognize different national and international documents regarded as obligations and starting points for this policy.

The first obligation arises out of United Nations Convention on the Rights of Persons with Disabilities (UNCRPD), 2006. UNCRPD is to purpose of the UN Convention promote, defend and reinforce the human rights of all persons with disabilities. The convention and its Optional Protocol is adapted on 13 December 2006 at the United Nations Headquarters in New York and was opened for signatures on 30 March 2007. There were 82 signatories to the convention. This is the highest number of signatories in history to a UN Convention on its opening day. It is the first comprehensive human right treaty of the 21st century and is the first human rights convention to be open for signature by regional integration organizations. The convention entered into force on 3rd May, 2008. The Convention is intended as a human rights instrument with an explicit, social development dimension. It adopts a broad categorization of persons with disabilities and reaffirms that all persons with all types of disabilities must enjoy all human rights and fundamental freedoms. (Singh, et al. 2019). Thus, our country has an obligation to furnish inclusive education at all levels and in all forms.

The next obligation arises for inclusive education is from the "The Rights of the Persons with Disability Act (RPWD Act), 2016". This act come into enforcement on December 28. This act is a significant landmark for empowerment of persons with disabilities. The RPWD Act in its Chapter III on Education includes specific measures to facilitate and promote inclusive education. The Act via its Article 16 that, " The appropriate Government and the local authorities shall endeavour that all educational institutions funded or recognized by them provide inclusive education to the children with disabilities.....(Jaiswal, et al 2022).

Therefore, inclusive education becomes an obligation for our country. So, NEP 2020, had to furnish specific measures for implementing inclusive education at every levels.

X. Issues And Challenges

The following issues and challenges are given in relation to implementing of inclusive education at every level in all institutions:

- 1)The NEP 2020 talks for well equip infrastructure such as toilets, safe drinking water, computing tools for children with special needs and technology- based tools, electricity, and proper furniture, playgrounds or adequate lighting and ventilation in classrooms. But in some schools, there is lack of such basic amenities.

- 2) A number of factors have led to a widespread lack of teacher training and motivation. India has one of the highest pupil-teacher ratios in the world and teachers are often overworked and underpaid. Moreover, teachers are under pressure on account of their being inadequately trained. (Paul, 2013). No trained teachers skilled and equipped to successfully implement inclusive education. Essential facilities are not available for the initial professional preparation of pre-service and in-service educators and their continuous professional development.
- 3) Attendance record for students at schools get a temporary raise to enrolment drives, but keeping these freshly admitted students is a backbreaking due to lack of adequate numbers of staff and low teacher motivation. Without adequate guidance, learners are not able to cope up with curricular demands and choose to dropout of schools.
- 4) First time in NEP, 2020, the government has recognized the Early Childhood Care & Education (ECCE). Duties have been handed over to the Anganwadi, Ashramshalas and alternate institutions. However, a simple observation of these tells us that these are not equipped enough to provide quality inclusive ECCE to every child. Even the government schools in our country have not yet been capable to successfully implement inclusive education.
- 5) There is no life skill involvement for disabled child. Nothing new has not been taken up for teachers and administrative attitudes regarding inclusion and no system to career progression-related impetus for teachers.
- 6) This policy is not clear about competency and appropriate technology-based training. Universal design for learning is also not stated in detail.
- 7) We cannot benefit and include the children with severe and profound disabilities in inclusive education. We have to think of another system which again is not given attention in NEP, 2020.

XI. Integrating Teaching Strategies And Technology Into Instruction In An Inclusive Classroom For Diverse Learners To Overcome The Challenges

The term integrated education is based on the idea of multiple intelligence and individual variations. There is reason to say that every individual is not similar from one another and no two people can completely same even if they have been brought up in the similar domain. Teachers should also know that having high scholastic ability is not the only solution of child's intelligence. So, it is essential to build up flexible student-centered pedagogy having the ability of educating every student, consisting those who are disabled or disadvantaged. In an inclusive setting we look forward to greater participation of students with special educational requirements in the culture and curricula of mainstream schools. At this point we have to think of strategies that allow every student who are not same from each other to learn together in the same classroom.

In order to make inclusive education a success and to teach students having different abilities in the same class, the following teaching strategies may be adopted:

Use of Multimedia and computer assisted instruction.

A major factor to increase learning in the inclusive classroom is depend on technology. Technology gives different ways to communicate and interact on a more same level with other children for disabled children. It can open a world to children with physical limitations and therefore children frequently sense better about themselves as energetic learners.

Computer program can be made and automatically accommodated to suit to the student's instructional level. This is more cleared in the specific situation of individuals with hearing and vision impairment.

Multimedia approach of instruction is significant for effective and efficient learning because in each learning situation, the more the senses are interested, the more the person study and the longer he holds. Multimedia in the classroom also consists Power Point presentations that are made by the teacher. Multimedia activities give hope to work in groups, convey their ideas in different ways, solve problems, altered their own work and build knowledge. By participating in multimedia activities, students can learn real world skills, value of team work, effective techniques of collaboration, impact and significance of various media, convincing ways to present information, methods for synthesizing and analyzing difficult content, the significance of research, planning and organization skills, skills of speaking and presentation, accepting and giving constructive feedback and ways of expressing ideas creatively.

Team teaching

The special education teacher may instruct the regular teacher on the IEP (Individual Educational Plan) of the learning-disabled students. The two teachers can build up instructional plans and worksheets weekly. They exchange the work of grading student worksheets. In real practice, the regular education teacher accepted most of the responsibility for the total instruction and classroom management while the special education teacher provide individual support to either special and regular students. All over the year the two teachers can improve their team-teaching skills and can become an excellent tuned instrument of education to be enough all the students in an improved classroom organization. For example, a blind student studying in a regular school required

educational aids to study different concepts in geography. These could be tactual maps or models etc. The general teacher may need guidance of a specialist to arrange this material. Also, if a blind student writes his or her answer in Braille the general teacher may need the help of a specialist to evaluate the answers.

Cooperative Learning

Cooperative learning means the use of small groups where students can work together to increase their own and each other's learning. In cooperative learning, students work with their groups to achieve a shared or common objectives. The objective is reached through interdependence among all group members instead of working alone. Each member is accountable for the effect of the shared objective. Cooperative learning is the instructional use of small groups so that students work collectively to increase their own and each other's learning. Cooperative learning makes sense in inclusive classrooms because it constructs upon diverse and formalizes and stimulates peer support and connection. However, cooperative learning is not of significant only to children with disabilities, it is equally significant for the normal children. Important skills like critical thinking, creative problem solving, and the synthesis of knowledge can effortlessly be achieved through cooperative group activities in inclusive classrooms. When learning environment are structured cooperatively, regular and special education students can work together in groups or teams to achieve their common objectives. All students can learn to receive diverse perspectives from team members, understand one another, and uphold each other.

Computer technology is a vital element of an inclusive classroom. It can deliver individualized, sequenced instruction in a highly motivating design. Teachers play an important role at these ends: innovation cannot cross the school's brink without their deep and active participation and the educational effectiveness of any technological means mostly rely on the options they make in order to get a major step forward, e-tools need to be cautiously picked and their use needs to be properly planned and theoretically well incorporated in mainstream activities.

Peer-tutoring

Peer tutoring includes one to one instruction from one student in the tutoring job to another student. Students teach each other on one-to-one basis in this method. Peer is termed as the individual of the similar social gathering. E. g. A fellow student would be a peer in a class. So, when a student from the similar class gives instruction to other student of the class the technique is known as peer-tutoring. Sometimes peer tutoring may confirm to be completely successful and both the students and the peer tutor may obtain from the process.

XII. Conclusion

Inclusive education is the preparation of services to students with disabilities in their backyard schools with essential support services and supplementary assistance for both children and teachers. It is a system in which every child from a given community study all together in the similar local school involving children with learning difficulties, special needs or disabilities. Provision of such a system of education implants a feeling of confidence in the minds of disabled children and furnishes them access admission to the formal system of education. Inclusion is an attempt to make sure that students with disabilities go to school along with their friends and neighbours while also getting whatever specially designed instruction and support they need to attain high standards and accomplish as learners. Inclusion is the full approval of all students and leads to an idea of belonging within the classroom community. By the practice of educating all children together, children with disabilities have the chance to make ready for life in the community, and the same practice also helps the society to make the conscious decision to work according to the social value of equality.

Inclusive education is the best method of advancing broad social acceptance, peace and cooperation. People can successfully fulfill this task through inclusive schools, as inclusive schools boost acceptance, respect and support among children with and without disabilities and the equivalent has the latent to make friendship, respect and understanding.

NEP 2020 has been rooted on the foundation of equity and equality. The policy has attempted to address issues emerging out of national and international obligations with respect to inclusive education. This policy has generally agreed upon the inclusion but how to enforce it at all levels of educational institution is not clearly explained. So, it is necessary to think about this policy and create amendments accordingly.

The community must value and respect the roles and responsibilities of teachers. Teachers too should have an understanding of the challenging job confronting them. They also must know that there are individual variations among students with learning disabilities and how to implement inclusive practices, by teaching methods such as hands-on activities, group work, and computer-based learning for all students. They must also comprehend the process of collaboration and team teaching with other teachers. They have the responsibility to find out all accessible support from school authorities, the community, families, children, educational institutions as well as health services to provide assistance to all children to learn.

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