

Examining the Role and Perspectives of Stakeholders in the Implementation of NEP 2020 for Inclusive Education in India

Ramakanta Pradhan¹, Bikshyatsib Sardar²

^{1,2}Research Scholar, Department of Education, Central University of Kerala, Kasargod, India

Abstracts

With an emphasis on promoting inclusive education in India, this research study critically examines the roles played by various stakeholders in the National Education Policy (NEP) 2020's implementation. This study also examines how different stakeholders—policymakers, educators, parents, and community members—have shaped the inclusive education environment. This study is conceptual and review based. The findings of this analysis provide valuable insights for policymakers, educators, and advocacy groups striving to navigate and enhance the inclusive education paradigm in India.

Keywords: Stakeholders, Implementation and Inclusive education

Introduction

In the year 2020, there was a drastic change in the entire educational landscape of India with the introduction of the National Education Policy (NEP) 2020. This landmark policy, designed to transform the entire education systems of the country, by fostering democratic, equitable and inclusive learning environments in every sphere of society. In India, after 34 years NEP 2020 is a roadmap towards the 21st century world where each and every individual will get an equal opportunities and inclusive environments. The NEP 2020 also based on the principles of inclusiveness, excellence and diversity, it proposes significant changes in the education systems with a focus of universal access, equity, quality, multidisciplinary and holistic education system. It also changes the role of teacher, students and every stakeholder of education by changing the attitude and outlooks. We have to make our society and education system as an inclusive community where all are valued and respected, besides that all the stakeholders should pay attention to both excellence and equity in the education because a change in attitude of stakeholders is very much needed so that diversity is celebrated everywhere not in the school only (Nigam P & Kumar S, 2023).

Inclusion is like a mindset, a way of thinking and a lifestyle that values individual as they are, considering their needs. For making an inclusive society everyone needs to have positive thoughts, beliefs and attitudes about it. It is the role and responsibility of every stakeholder of education like Teachers, students, administrators, and policy makers to take active role for proper implementation of NEP 2020 and inclusive education.

Objectives of the Study

1. To analyse the role and responsibility of various stakeholders of education towards the implementation

of inclusive education in NEP 2020.

2. To analyse the perspectives of various stakeholders of education towards the implementation of inclusive education in NEP 2020.

Who are the Stakeholders of Education According to NEP 2020?

In NEP 2020, the term stakeholders seventeen times used in the whole sixty-four pages documents. It gives us an idea how important a role is expected to be played by the various stakeholders of education towards implementation of the inclusive education in the context of NEP 2020. Thus, need arises to deliberate upon value creation of various stakeholders in the domain of education ecosystem. Generally, stakeholders mean those individuals who is directly or indirectly contributing to the development of education. It may be an individual or a group of persons who supports the education process. Here, stake means the education provided in the school or institutions and stakeholders refers to the children, teacher, parents, community members, on teaching staff, NGO and other members of various agency. Each and every stakeholder's role and responsibility are quite different to each other So, for making the program effectively proper coordination and cooperation is more essentials. In the case of Inclusive education their role and active participation is more significant than normal education. In inclusive education, main stakeholders are Parents, community members, educational administrator's, policy makers, medical practitioners, teachers and students {Nigam P& Kumar S,2023}.

NEP 2020 And Inclusive Education

This policy is very comprehensive consisting four chapters and sixty four pages ,Equitable and inclusive education comes under the school education chapter(NEP,2020).Before there are lots of committee, commission and steps taken for successful implementation of inclusive education and to transform the society to a global inclusive village like RPWD Act, SSA,RCFCE Act ,UNCRPD,NPE 1986 and so on but NEP 2020 gives special emphasis to the inclusive education by focusing every members of the society 2020 also based on the guidelines of RPwd and RCfce act 2019.The policy also recommended every aspects of inclusive education like school complex, Stakeholders ,Curriculum and Supportive assistive devices and teachers etc.

School Complex

Each school complex will have a resources room center and home-schooling environment. School also recruits special educators, medical practitioners for handling the differently abled students. The school will also provide personalized helps and provide various supportive mechanism, assistive devices etc. (NEP,2020 Part 1, Section -6.11).

Stakeholders

NEP 2020 also highlights the role of stakeholders for successful implementation of inclusive education. By conducting various FGD, Meeting and providing grievances redressal mechanism, it was collected various stakeholders' perception and opinions towards the nep 2020 before and after implementation 2020 also ensures the role and responsibilities of every stakeholder by including them in the school complex activities (NEP,2020 Part 1, Section -6.11).

Curriculum and other Supportive assistive devices

NEP also suggest various reforms strategy on curricular and other TLM Materials like High-quality modules for teaching Indian Sign Language and other foundational disciplines are created by NIOS. The curriculum will be adaptable based on the abilities of the students, enabling them to work at their own speed. In order to effectively incorporate and involve the kid in classroom activities, schools will provide suitable technology-based tools and assistive equipment, along with adequate and language-appropriate teaching and learning materials like Braille and big print textbooks (NEP,2020 Part 1, Section -6.11).

School Education

Regarding the entire school education, NEP 2020 supports every recommendation given by the RPwD Act of 2016. Enabling regular schooling for children with disabilities from foundational stage to higher education has been accorded utmost emphasis by the policy. Regular or special education, as well as home schooling programs, will be available to children with moderate to severe disabilities. (NEP 2020, Part-I, Section 6.10).

Importance of Stakeholders in the implementation of Inclusive education in the context of NEP 2020

Stakeholders plays a significant role in the overall development of an institution or organization. Their contribution and collaboration make the program effective so they act as like a motivator, decision maker and a source of inspiration as well as hope. Stakeholders have a strong influence on the effective functioning of educational institution and also, they can make strenuous efforts to build a positive environment by suggesting, praising and encouraging the programs So, the role of every stakeholder is crucial for the Welfare and success of educational institution, for structuring and developing the policy. They are responsible for successful implementation of inclusive education given by NEP 2020. For looking the importance of Stakeholders, NEP 2020 seventeen times used the term in the entire documents (Nigam P& Kumar S,2023). Let us discuss roles and responsibilities of key stakeholders in achieving the goal of inclusive education in the context of NEP 2020.

Role & Responsibility of Family/Parents

Among all the stakeholders, family/parents play more significant roles for effectively implementation of NEP 2020 and inclusive education. When a CWSN baby will bear in a family, family needs to make many adjustments and should be provide good atmosphere because family notice first the unique needs of children so each and every should be take proper training and take professional help for assisting their children So, NEP 2020 given top priority for the active involvements of parents in the teaching learning process 2020 also recommended following responsibilities for successful implementation of inclusive education.

- Parents can get professional assistance in carrying various pieces of equipment and participate various training program for them. For Children with differentially abled students, active involvements of family members or parents is crucial So, in order to resolve these issues, parents and the school must always communicate.
- Families can participate in seminars or awareness programs offered by the school or other organizations to learn how to respond to their child appropriately and foster a positive home environment.

Role & Responsibility of Teachers

Teachers are the main actors in the educational process. Compared to other stakeholders, teachers contribute a significantly higher percentage to the process of implementing inclusive education. For the purpose of putting policies into practice, both ordinary and special education teachers, or resource teachers, are crucial. So, NEP 2020 also recommends some duties to teachers for successful implementation of NEP 2020 and inclusive education.

- It is the duties of every teacher that identification of diverse learners and provide suitable environment.
- Teacher should be records maintain all the data properly and continuously their improvement by using proper assessment tools and techniques.
- Teacher should make proper coordination and communication between parents, community members and other professional experts.

Role and Responsibilities of Policy Makers

A country like India, the role of policy maker is very important to make a policy or program successful because in India there are different varieties of language, caste, colors, region which is very difficult to cater the needs of all. So, the Policy makers should be make such types of policy which caters the needs of all individual of the country. In the recent year there are lots of positive changes in the attitude and behaviors of India which is possible by the formulation of various policy and programs. Beside that for making an inclusive society India government also formulated lots of act and policies like RPWD Act, NEP 2020 and Rfce act etc.

Role of Community Members

The roles of Society or community members is also more significant after the role of family. Followings are the role of society or community members for successful implementation of NEP 2020.

- Community should be providing suitable healthy and positive environment to all the members. It also provides sufficient resources and rehabilitation services to the needy people.
- Community has various NGO and agencies which can together empower to the differentially abled children and their families.
- Community can make communication between the teachers, professional experts and other school administrators.

Perceptions of Stakeholders towards the implementation of Inclusive education in the context of NEP 2020

Before implementing any plan or programs the perception of the stakeholders is more important because they will give a clear cut opinions to the present phenomena. So before implementing NEP 2020 there are numerous research carried out regarding the perception of teachers, Parents and other stakeholders towards the implementation of inclusive education and NEP 2020 like M Vijayalakshmi study revealed that high agreement among the teachers and low level disagreements and implementing NEP 2020 would provide high quality education and promote an inclusive society. Another study was carried out by (Sainwal et al., 2023) result revealed that most of parents have a positive attitudes and expect that all students will benefit from a more welcoming and inclusive learning environment because of the NEP's emphasis on inclusive education. It will help to active involvements of parents towards the education their cwsn children. Besides that, 400 above parents are also said that after the implementation of Inclusive education and NEP 2020 it

will provide affordable and accessible quality education to the SEDG groups. Similarly (Singh et al., 2023) study found that there are lots of challenges related to inadequate resources, limited technology infrastructure, lack of comprehensive training, and resistance from certain stakeholders which will create to implement the inclusive education. Arya (2022) conducted a study to assess the effectiveness of the National Education Policy 2020 in promoting gender equality in schools. The result revealed that it is essentials to make further efforts to address the deep-rooted gender biasness and stereotypes attitudes in the educational seatings. Another study was conducted by (Mukherjee, n.d.2018) findings revealed that for achieving the goals of inclusive education in west Bengal there are lots of hurdle sand challenges like lack of sufficient regular teachers and resources tecahers,awarenesss and lack of adequate infrarstscural facilities access to regular school and financial instability is the main hurdles for implementation of inclusive education. Venkateshwarlu, (2020) found that National Education Policy of India 2020 aims to improve quality, attractiveness, affordability, and supply by opening higher education for private sector and maintaining quality. It encourages merit-based admissions, research-based faculty members, and technology -based monitoring, with the goal of achieving its objectives by 2030.

Discussion And Conclusion

In conclusion, the collective efforts of many different stakeholders are necessary for the effective implementation of NEP 2020 for inclusive education in India. Teachers must modify their approaches, parents must get involved, and educational institutions must change structurally. Both community acceptance and government assistance are also essential. All institutions and stakeholders in the education system must work together, make contributions, and support the goal of offering excellent learning to all students, regardless of their abilities or challenges, as the country moves toward a more inclusive system. In order to truly succeed in inclusive education, a system that celebrates variety and allows for its accommodation must be established. Only then can each student be given the opportunity to succeed.

References

1. Bindal, S. & Sharma, S.(2010).Inclusive Education in Indian Context, *Journal of Indian Education*, Vol. xxxv, No.4, pp.34-44
2. Kumar,M.(2021).Inclusive Education and National Education Policy 2020-A Review,*IJCRT*,9(9).
3. Kumar A& Chander A,(2023).Challenges And Prospects Of Implementing The National Education Policy 2020 In Himachal Pradesh: A Stakeholder Perspective,*IJCRT*,11(5).
4. Mukherjee, K. (2018). Stakeholders Perspectives regarding promotion of Inclusive Education in Relation to Social Integration and Inclusive Society in West Bengal.
5. Nigam, P., & Kumar, S. (2023). Responsible Stakeholders: Key towards Successful Inclusion.
6. Sainwal, M. S. S., Badoni, M. S., Prasad, D. B. M., & Gosain, D. P. (2023). THE ATTITUDES AND AWARENESS OF PARENTS REGARDING NEP: AN OVERVIEW BASED EXAMINATION. 9.
7. Singh, J., Kaur, J., Jarad, R. S., Pawar, J., & Patil, A. H. (2023). Teachers' Psychology Towards the Adoption of National Education Policy (NEP) 2020—With Reference to Management Institutes. *Journal for ReAttach Therapy and Developmental Diversities*, 6(10s(2)), Article 10s(2).
8. Venkateshwarlu, B. (2020). A Critical Study Of Nep 2020: Issues, Approaches, Challenges, Oppertunities And Criticism. 10(2).
9. Vijayalakshmi, M. (2020). Opinion Of Teachers On National Education Policy 2020 India.1(1). https://www.education.gov.in/shikshakparv/docs/Smriti_Swarup.pdf