

**SPECIAL SCHOOL TEACHERS PSYCHOLOGY TOWARDS THE ADOPTION OF NATIONAL
EDUCATION POLICY (NEP) 2020 - WITH REFERENCE TO SPECIAL CHILDREN**

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Abstract:

India's first Education Policy was launched in 1968 and then revised in 1992. This policies only mentions about regular schools, qualitative education, special learning aids and equipment's etc. Since then, India needed a deep change in its entire Education Policy. The NEP 2020 is expected to impart depth knowledge and barrier free access to education where both abled and unable Children will learn with equal access and opportunities in alignment with the Rights of Persons with Disabilities Act-2016. The research presents a systematic and comprehensive framework concerning the state of research in the field of education of children with disability/disabilities (CwD/CwDs) from the year 1968 to NEP 2020, and find out whether NEP 2020 will impact these individuals or not as they are not a distinct society, but rather a member of general population of our country.

Purpose: To compare the drafts of old policies with NEP 2020 and find out new changes for special children..

Methodology: Data for the study was collected using primary data through a structured questionnaire through google form. Findings: It was found that there was a strong positive reply by teachers of special schools about NEP 2020 for special children.

Keywords: *NEP 2020, Special Children, Inclusive, Barrier- Free, Special Schools*

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Introduction:

Educating every child is very essential as they are the future citizens of a Country. A Child with Special Need (CWSN) may have a special educational need due to difficulty in learning. The outcome of educating the children with disability and learning difficulties with that of normal ones represents the need for better developmental progress of CWSN. In the year 2020, India implemented a new Education Policy. The New Education Policy (2020) is a historic initiative and the first comprehensive policy. NEP serves as a framework to direct the growth of education in the nation. The New Education Policy 2020 was created after taking into account more than 2 lakh suggestions from

various local self-government entities. The New Education Policy, 2020, which intends to make India a worldwide knowledge powerhouse while maintaining fairness and inclusion, has communicated the fundamental shift in the educational system. To be honest in India the education of special children reliant on charitable organisations or NGOs. Whereas New Education Policy 2020 highlights the 'Barrier free access to education where children with and without disability will learn together and basics subjects will be taught by Indian sign language as per RPWD Act 2016. Chapter VI of the NEP focuses on equitable and inclusive education.

Brief History:

If we turn the pages of history, we can see that the Church Missionary Society began formal education for Divyangjan in India in 1868. To be honest, in India, the education of disabled persons is still reliant on charitable organisations or non-governmental organisations (NGOs). Educational institutions run by the government are few and far between. As a result, the majority of impaired children in rural regions are unable to attend school. It's worth noting that the vast majority of NGOs' special schools are situated in metropolitan regions. Even though concepts like equality, equity, and inclusion appear several times in the policy statement, there are numerous gaps that need to be addressed from the perspective of a disability activist. We must never forget that disability and poverty are inextricably linked. As a result, making education a costly commodity will have the greatest impact on the handicapped population. If NEP 2020 is implemented in the current form, education for disabled will become a milestone.

Objectives Of Study:

- To compare the previous education policies in India from 1968 to NEP 2020, in regards to special Children.
- To analyse the strategies outlined in NEP 2020 in alignment with Rights of Persons with Disabilities Act-2016.
- To investigate the adoption of NEP 2020 by the teachers of special schools.
- To formulate actionable recommendations for the upliftment of special Children within the educational framework

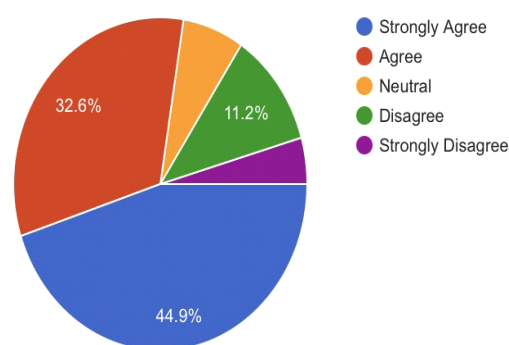
Research Methodology:

- Types of research: Descriptive Research
- Research Approach: Survey
- Research Instrument: Structured Questionnaire
- Scale of Measurement: Likert Scale
- Sample Size: 104

- Source of Data: Primary
- Sample Technique: Purposive Sampling
- Special Reference: Teachers of Special Schools

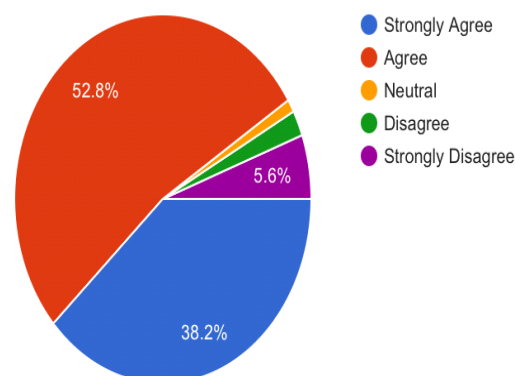
Data Analysis:

1. According to Draft, do NEP 2020 focuses more on special childrens education?



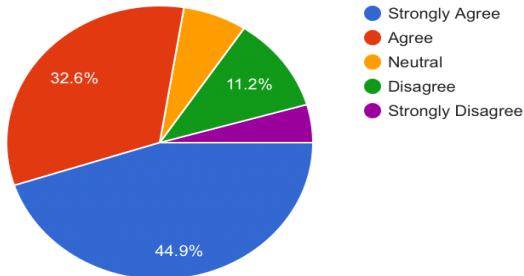
Therefore 77.5% teachers agree that NEP 2020 focuses more on special children education.

2. Impact of privatising educational institutions on the handicapped community is beneficial



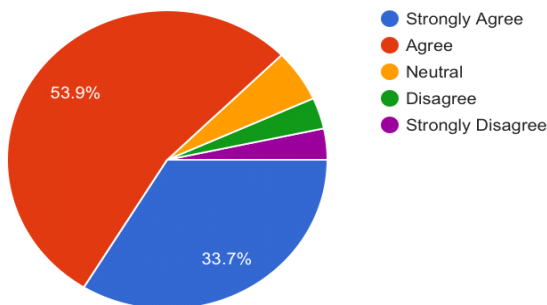
Therefore 91 % of teachers agree that privatisation impacted on educational is beneficial.

3. Children with Disabilities will be enabled to fully participate in regular schooling process



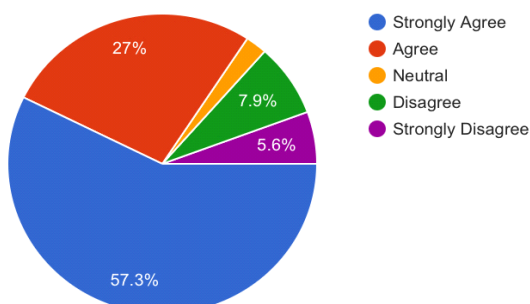
Therefore 77.5% teachers agree that special childrens will be enabled to full participate in regular schooling process

4. The adoption of sign language will bring huge impact on disabled children.



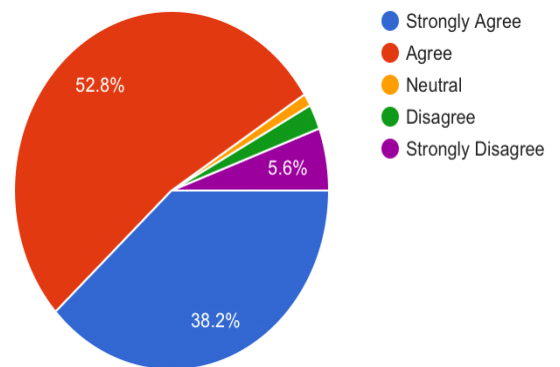
Therefore 87.6% teachers agree for the adoption of sign language

5. India has several policies that emphasize inclusive education but lacks a comprehensive inclusive education law



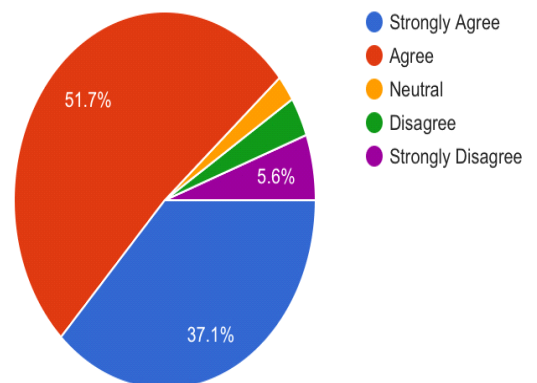
Therefore 84.3% teachers agree about the inclusive education law

6. Making education costlier will have the greatest impact on the handicapped population



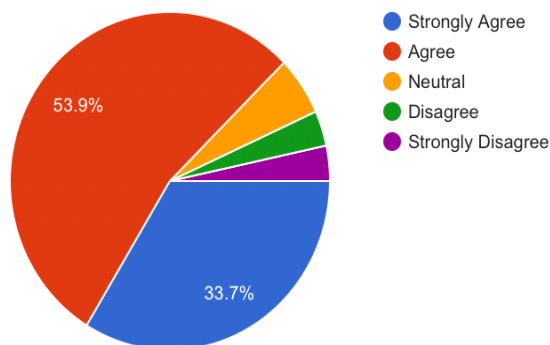
Therefore 91% teachers agree that making education costlier will impact handicapped population

7. Do the draft of NEP 2020 is a massive update from earlier education policy



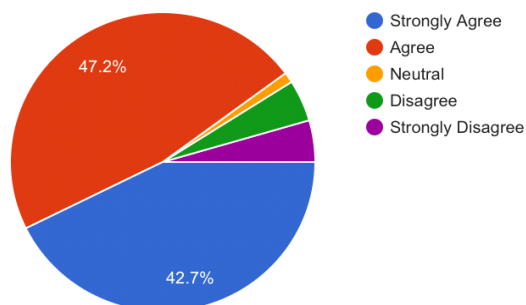
Therefore 88.8% teachers agree that NEP 2020 is a massive update from earlier education policy

8. NEP 2020 will develop a sensitive ecosystem for people with disabilities



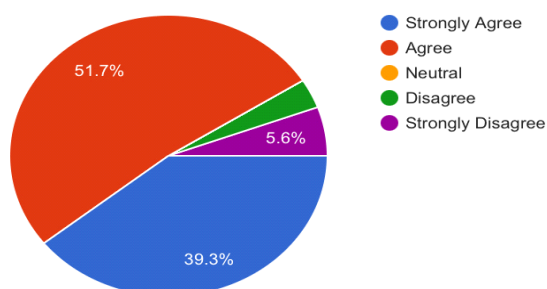
Therefore 87.6% teachers agree that NEP 2020 will develop a sensitive ecosystem for people with disabilities

9. More effective strategies are needed for upliftment of special children



Therefore 89.9% teachers agree for more effective strategies needed for upliftment

10. If NEP 2020 is implemented then all the hindrances related to education of disabled children will be solved



Therefore 91% teachers think that if NEP will be implemented then hindrances will get solved.

Limitations:

- The Study is restricted to only special Children.
- The sample size is 104 respondents.
- The respondents are only the teachers of special schools.

Suggestions:

For Education policy makers: Establishing a robust system for continuous assessment and monitoring the implementation of Inclusive practices.

For Teachers: Foster community involvement by creating awareness programs to reduce stigma and understand challenges faced by special Children.

For Parents: Parents should try to find out the best activity of special child and enhance it through right educational choice of NEP.

For Society: Provide an empathic environment that shall not make the special Children feel differentiated.

Conclusion:

Till now India had several education policies that emphasize inclusive education but lacks a comprehensive inclusive education law. NEP 2020 is a massive update from the earlier education policies as it focuses more on special children education. In conclusion, NEP 2020 gives positive impact on unbalanced education through privatization and barrier free access to education. The findings indicate that teachers generally hold positive perceptions towards NEP 2020. More Teachers think that the implementation of NEP 2020, hindrances related to education of special Children will be solved and will develop a sensitive ecosystem for special children.

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