



A Ray Of Hope For The Differently-abled, The New Education Policy

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Abstract: *The Constitution of India ensures equality, liberty, justice and dignity to all its citizens and it clearly lays emphasis on building a united society including persons with disabilities. Society's attitude towards the disabled has changed rapidly in recent years. It is believed that persons with disabilities can lead a better quality of life if they have equal opportunities and access to effective rehabilitation.*

The National Education Policy has given a new ray of hope to the disabled students, if it is implemented properly, then they can get equal opportunities to come in the mainstream of the society.

Key words- Constitution, equality, liberty, justice, dignity, clearly.

Divyang means divine organ i.e. part of God. The word handicapped earlier used for these seemed wrong. But Prime Minister Narendra Modi has tried to give him respect in the society by giving him the name of Divyang.

He considered a physically handicapped person to have divine potential. Disability is a term that impairs one's physical, mental and intellectual development. This is one such situation. In which we cannot even imagine a simple life. According to statistics, about one billion people in the world are victims of some kind of disability.

There are currently over 2 billion people with disabilities in the world, which is 37.5% of the world's population. According to the 2011 census, the number of disabled in India is about 2.68 crores which is 2.21% of the total population. The increase is higher in rural areas and in the states of Maharashtra, Andhra Pradesh, Odisha, Jammu and Kashmir and Sikkim. People with disabilities are often excluded and denied their rights in the society especially in the rural area, with people.

There is a belief in the society that disability in a person is due to his past sins or karma as it is divine punishment hence no one can change it. The result of these orthodox and irrational obstacles is that Divyangjan have come out of the mainstream of the society and are getting deprived of education. If we look at the data of Census 2011, it is seen that we have been able to reach only 61 percent disabled children to school, in which the number of boys

is 57 percent and that of girls is 43 percent. Three-fourth of the children with disabilities of 5 years of age do not attend any educational institution nor one-fourth of children with disabilities in the age group of 5 to 19 years go to school.

India is a signatory to the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD). In addition, India has ratified the convention in 2007. The Government of India has taken several steps for inclusion and empowerment of PWDs/ Divyangs in line with their obligations under the UNCRPD.

The recently announced National Education Policy 2020 is definitely a breath of fresh air. Only by thinking on the proposed changes and measures, we can imagine that educated generation of the coming times who have the capacity to make any country a world power. But this new national education policy, brought in view of the reforms of the education sector in India, is as detailed and ambitious as it is challenging and unimaginable. Especially in those areas where quality education and its system has always been a challenge in our country. The type of resources and preparation needed for the integration of differently-abled academic and vocational education and the disabled into the society have been identified in this policy, but no concrete plan related to this is clearly visible at the moment.

Efforts have been made to make this national education policy in line with the provisions of the Rights of Persons with Disabilities Act of 2016 and it is believed that this policy will prove to be a milestone in the field of education of disabilities in India, but some similar hopes, amended in 2016 Disabled Rights Act (RPWD Act). If this Act had been followed in practice in the right sense, then today the level of education for the differently-abled in our country would have been different. In the new education policy, emphasis has been given on the same things which were implemented in the country on 19th April 2017

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under the RPWD Act, but today, even after three years, the situation at the ground level has hardly changed, so in the next ten years, who It is difficult to say that big changes will come due to this national education policy.

It's hard to say.

An important point of the new education policy is that education should be equitable and inclusive. For this, under the policy, priority has been given to the appointment of trained teachers for quality education of disabled students in schools and school premises. It has been made mandatory in this policy that during all teacher training, teachers should be provided with knowledge and awareness on how to teach and handle children with specific disabilities. Till now handicap education has been a separate branch of pedagogy and it is very difficult for general teachers to understand how to make quality inclusion of differently abled students in their classroom. Which can be deduced that now disability education will also be a compulsory and important subject in B.Ed courses. There is no clarity in the policy on how to prepare teachers already in service in this regard. It would have been great if this responsibility had been passed on to the managers of all the schools and it was made mandatory for all the schools to make all the teachers working here aware of handling the students with specific educational needs and to impart basic training.

There is also a need to pursue research and development on aids and assistive devices for persons with disabilities so as to facilitate their access to various facilities.

If the right to education is implemented literally, then the situation of children with disabilities not going to school can change, while the new Act also talks about education related reforms.

Persons with Disabilities (PWDs) or persons with disabilities often lack support services. It is because of the lack of support services, they are denied basic education or vocational training. According to the India Social Development Report (SDR), about 45% of all PWDs in India are illiterate. There are various issues such as the availability of special schools for the disabled, trained teachers and educational materials.

In addition, they are also denied employment opportunities. Lack of rehabilitation leads to poverty. Most of the public places in India are not equipped with the special needs of people with disabilities. The lack of adequate handicap-friendly facilities has acted as a major hindrance and prevented differently abled people from making valuable contributions to the society.

Special attention has also been paid to the appointment of additional specialized teachers in the education policy. The recommendation for the appointment of these teachers is a very

necessary step, but this policy does not clearly answer from where these teachers will come and what is the provision to increase the availability of special education related courses for the teachers. Today in our country there is also a lack of good courses related to special education and also those who take admission in these courses. Where subjects like artificial intelligence and data analytics are being taught abroad in conjunction with special education, we lack even basic courses related to specialized education.

It is important to note that courses in specialized education in India must be approved by the Rehabilitation Council of India. If you look at the number of National Rehabilitation Council (RCI) registered institutes and courses, it appears to be cumin in the camel's mouth. The worst case is of RCI certified distance education courses, in total 15 institutes are running these courses for limited seats. There are some institutes which have not conducted the course for the last five years. In such a situation, if an in-service teacher wants to make or increase his proficiency in the field of specialized education through distance education, then his opportunities are very limited. To make special education training flexible and multifaceted in our country is the biggest need of today's era, to fulfill it it is mentioned in the policy that there will be coordination between the curriculum of National Council of Teacher Education (NCTE) and RCI, but this problem The availability of courses and its promotion among teachers goes far beyond the synergy of curriculum.

Another important commendable point of this policy is the Special Education Zone (SEDG). SEDG means geographical areas where special education needs are high. These special education needs can be for all those students who fall behind because of gender, social, cultural or economic inequality. Even in this provision, it is difficult to have any special benefit for education with disabilities because disability is not related to any geographical,



social or gender environment. Yes, there is definitely scope in recommending efficient resource and effective governance through school complex/cluster. Lack of resources for disabled education is the biggest obstacle in this direction. Since students can have multiple types of disabilities, it is difficult for most schools to meet the needs of all students with disabilities. Where Braille Teaching Resources for Blind Students and Blind Students are Required It should be ensured because without their development the full development of the country is not possible. An important and modern dimension in India's special education dimensions is inclusive education. Inclusive education is not just an approach but a powerful tool for those who aspire to learn against all odds. It is a system that achieves basic human and all civil rights with physical, sensitive, intellectual or situational harms through the creation of inclusive policies and practices at all levels of processes and structures across values, knowledge, systems and cultures. In the case of inclusive policy, the approach of education instead of disability has been adopted, this policy eliminates the practice of isolating the differently abled. It combines inclusive vision and goals with specific visible, measurable and achievable steps to ensure the right to education in such an enabling and supportive environment for every child. UNICEF, UNESCO and NCF2005 states that inclusive education includes various types of children with disabilities, educationally backward, linguistic minorities, socio-economically weaker children, children from rural background, tribal children, children of nomadic society, children of working society etc. Children are included.

Inclusive education does not accept special schools or classes. Children with disabilities also have the right to participate in educational activities like normal children, it makes disabled children self-dependent and connects them with the main stream of the society. Our constitution also prohibits any kind of inequality on the basis of caste, class, religion, income and gender. The Right to Free and Compulsory Education Act 2009 also provides for free and compulsory education in a neighborhood school for all children including children with special needs in the age group of 6 to 14 years.

In this way, inclusive education is before us as the best option for the empowerment of the differently-abled. Only inclusive education can provide a new and strong foundation in building the life of the disabled and this is possible only when the disabled themselves are ready, the society is sensitive towards the disabled, the parents are aware and the center point of the education process

is our virtuous teachers. Keeping in mind the objectives, curriculum, method of teaching, teaching- learning material and environment should be created for them and the government should work towards implementing new schemes for the disabled in a better way.

Undoubtedly, in the absence of these basic components, no scheme of empowerment of the handicapped can be successful. There is an urgent need for comprehensive and meaningful initiatives in this direction to fulfill the urgent resolutions like education for all and empowerment of the differently-abled.

The biggest and basic need of education of differently abled students is to adapt the syllabus and study material to the level. Digitizing the NIOS curriculum, audio video recording of textbooks, multifaceted methods of evaluation are some of the measures that this education policy will have to consider deeply and ensure that this policy too does not become a paper provision like the Rights of Persons with Disabilities Act of 2016.

Conclusions- The Constitution of India ensures equality, freedom, justice and dignity of all individuals and mandates an inclusive society for all including persons with disabilities. The Constitution of India further lays the responsibility for empowering the disabled persons to states. People with disabilities need much more support than others in the face of pandemic.

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