Barriers of Inclusive Education: A Critical Review in Light of Nep-2020

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ARTICLE INFO	ABSTRACT
	The study is an attempt to examine the various forms of barriers of inclusion of students in education institutions taking place on account of implementation of National Education Policy-2020 (NEP-2020) in India. Because exclusion of students from education institutions not only violates the right to education of children but also social justice. The study aims on creating amicable learning environment by eliminating barriers of inclusion of students in education institution of India. The study specifically addresses the infrastructural barriers along with general barriers responsible for exclusion of students from education institutions in India. Because these practices also hinder the objective of inclusive and equitable education to all as envisaged inNEP-2020. The key findings of the present study suggested that even though the NEP-2020 plays vital roles in transforming Indian present education system, it presents pitfalls undermining social justice in the form of barriers of inclusion of students of education institutions. Moreover, lacking of adequate physical infrastructures in the institutions hamper the objective of inclusion of students of education institutions in India. The study is primarily based on extensive literature reviews of relevant areas of education system in India. Some secondary sources like books, journals, periodicals, Govt. records, websites etc. are also used in this study. **Key words**: Exclusion, Barriers, Learning Environment, NEP-2020, Social Justice.

INTRODUCTION:

The National Education Policy-2020 (NEP-2020) plays pivotal roles in transforming Indian Education system into a knowledge institution. It provides ways and means to make education system more students friendly by taking into considerationof flexible and multidisciplinary.The NEP-2020 ensured that students will enhance their skills through multidisciplinary education and it serves as a tool for making students independent as no students will remain idle after getting degree or diploma from educational institutions. NEP-2020 clarified that each Higher Education Institution should upgrade themselves as multidisciplinary institutions by academic collaboration, merger or autonomous degree granting institutions. Each institution should carefully approach to the above three methods as every approach have some problems and prospects. Even though the intension of NEP-2020 is honest and tried to meet future challenges of education system in India, the policy faces some barriers in implementation. The education institution still struggles with some fundamental's issues like poor infrastructure, pedagogical issue, research culture and outdated curriculum etc. (National Education Policy-2020 and MarginalsA Primer, Published by Centre of Policy Research and Governance). The policy is relevant for the present environment to address the issues in a comprehensive manner. However, the policy is not free from challenges as it presents drawbacks that undermine the social justice concerns of education.

The present industrial environment has immensely changed as they are needed multiskilled graduates to their industries. The students need to acquire different skills to meet the demand of industries and business. The present policy (NEP-2020) addressing this issue in an inclusive manner.Becauseno previous education policies covered the matter. The government of India has been announced different policies to address Indian education system though the first two policies did not address the matter of skilling and multidisciplinary education of students.The first Education Policy of India was passed in the year 1968 by the parliament

followed by Education Policy passed in 1986. After a gap period of many years the National Education Policy (NEP) 2020 has been drafted in the year 2020. The policy covers many aspects for quality and inclusive education. It focuses from teachers' education to professional development beside inclusion of children with disabilities.Rangarajan, R., Sharma, U. &Grové, C. (2023)[1] highlighted three critical broad areas to depict the barriers of NEP-2020:

1. An ambiguous understanding of inclusive education and failure to connect alreadyexisting frameworks on inclusion, such as the RTE Act
2. Failure to fully recognise marginalised children and the barriers they face to accessmeaningful school education, as well as propose clear guidelines to tackle structuralinequalities, and
3. A narrow understanding of learners' and their families' participation in the educationsystem, with the need to include their multiple voices in diverse ways.

Marselea, R. (2015)[2] examined on the role of education in social inclusion in their article and suggested that there are three related aspects of social inclusion i.e. education, training,and employment. The author observed that skill development or vocational education enhance the economic competency resulting quality education.

Exclusion of children can be seen in different forms and nature. Some institutions unable to provide required infrastructure for the needy children and this hamper to access equitable resources. Students with disabilities benefit from supportive surroundings, tools, andassistance from teachers, administrators, and classmates. Latha Kathirvel, L and Mathiyan, V. (2023)[3].

All education institutions must open door for all categories of students including students with special needs though some special schools are running for education of students with special needs and this approach is adopted to eliminate discrimination regarding any caste, class, race, religion, disability,socio-economic status etc. The United Nations International Children's Emergency Fund (UNICEF)viewed that every child has the right to inclusive education including the children with special needs and theremust be inclusive setup in teaching, curriculum, school buildings, classrooms, play areas, toilets for all level of children in education institution.

OBJECTIVE:

The present study addresses the following issues:
1. To examine general form of barriers of inclusion of students in education institutions of India considering NEP-2020.
2. To highlightthe various infrastructural barriers of inclusion of students in education institutions of India.
3. To make suggestion for policy makers and society based on findings.

LITERATURE REVIEW:

A few literatures review have been conducted to gain in-depth ideas and knowledges about the present research study.

Vocational and skills education are making part and parcel of education system under NEP-2020. Various ways which are used to revamp vocational training in higher education institutions such as VET is to be provided on its own or in partnership with industry and other institutions Ashraf, S.M., Gupta, K., Dhull, K., (2022)[4].

The NEP-2020 rightly observed the matter of learning through mother language from pre-primary level of schooling of children. Education cannot be possible without language which is why a good grasp of the mother tongue from a young age is highly necessary in order to be rooted in one's own culture Bag, R., Bag, A., (2021)[5].

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[1]Rangarajan, R., Sharma, U.&Grové, C. (2023): Inclusion and equity in India's new National Education Policy (NEP): an analysis using the Context Led Model of Education Quality, *International Journal of Inclusive Education*, DOI:10.1080/13603116.2023.2295907

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Bania, S., (2021)[6], discusses the concept of autonomy and major challenges regarding the implementation of NEP-2020 on institutional autonomy. In her research paper – "National Educational Policy-2020 and Institutional Autonomy in Indian Higher Education System: Issues and Challenges in Implementation" concludes that "Institutional Autonomy provides ample opportunities for colleges to take up innovation to bring quality and relevance in higher education and to bring statutory challenges to the institution as a whole". The paper observes that the autonomy in academic and administrative matters will immensely help to bring quality education of HEIs.

Gogoi, D., and Saikia, S. (2022)[7], in their article "Present Quality of Higher Education Institutions in Tinsukia District and Future Scope for Quality Improvement under NEP-2020" revealed that there are very high Teacher-student Ratio, high Student-Book Ratio. The paper also revealed that there are scope for quality improvement of Higher Education Institutions of Tinsukia District of Assam.

Gupta, B.L., Choubey, A. K., (2021)[8], in their paper entitled "Higher Education Institutions-Some guidelines for obtaining Autonomy in the context of NEP-2020", examined that autonomy is in focus for making institutions accountable to the stakeholders. According to them autonomy is very helpful to make own decision to achieve vision, mission, goals of the institutions and they calls for full autonomy to make transparency in the activities and information. They concluded that autonomy is granted in the area of academic, administration, management, and finance of the institutions.

Jadav, B. K., Bansal, S. K., Bairwa, K., Saini, M. K., (2023)[9], in their paper entitled "National Education Policy-2020: Challenges and Opportunities for Students and Institutions in Higher Education", observed that the opportunities and challenges for teachers and students in NEP-2020. The researchers found major problems of HEIs-fragmented higher education eco-system, less emphasis on the development of cognitive skills and learning outcomes, limited teachers, and institutional autonomy etc. The authors concluded that "If this policy implemented properly then the future of Indian education system (School and Higher) will be changed drastically." The paper emphasis on the proper implementation aspect of NEP-2020.

Kalyani, P. (2020)[10], in the research paper entitled "An empirical study on NEP-2020 (New Education Policy-2020): With special reference to the future of Indian Education system and its effects on the stakeholders" observed that NEP-2020 is going to affect the life of students and working style of teachers andeffect on the infrastructure or facilities in educational institute. The author observed that the introduction of vocational courses will lower tension of board exam and the introduction of new subjects diminishing the wall of streams. The paper concluded that the policy immensely improves the quality of Indian Educational System.

Khatak, Sunita, Wadhwa, Naman and Kumar, R., (2022)[11], in their research article entitled "NEP, 2020-A Review cum Survey Based Analysis of Myths and Reality of Education in India", rightly said as "Although we have been upgraded in almost all sectors, whether telecommunication or transportation but the most needed and basic of any advancement is through education which still lags behind." They call for the development of infrastructure for the effective implementation of the NEP-2020 on a mass scale to avoid any hustle as education is milestone in deciding of youth and economic growth of the country. The research paper is survey-based study and found that sixty percent of respondents sure that the policy make constructive changes at the grassroot level of education.

Kaurav, S.P., Rahul, S., K.G., Narula, Sumit and Baber, R. (2020)[12], in their Research Paper entitled "New Education Policy: Qualitative (contents) Analysis and Twitter Mining (Sentiment Analysis)"

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observed that most of the people consider the policy as a positive and welcome step. The paper examines the sentiment analysis related to NEP-2020. The study identifies three crucial aspects of the policy-courses, languages and the students and students are to be taught the subjects in their native languages. They also observed that the drop out level of students can be reduced by ABC through flexible credit transfer among institutes and by giving education in the native language at the primary level. According to them the present policy will help Inda to become superpower in the future. The research paper also highlights the importance of vocational education in the present scenario.

National Education Policy (2020)[13] observes that "As India moves towards becoming a knowledge economy and society, more and more young Indians are likely to aspire for higher education". The policy encourages the young minds to contribute to the economy by getting required skills and capacity through higher education. The policy suggests that every HEIs will have to become multidisciplinary institutes soon. It also gives emphasis on the teachers training for the improvement quality. The policy suggests many aspects ranging from teaching in native language to vocational education to the students.

Naveen, H.M., (2022)[14], in his research article- "NEP, 2020: General Education Embedded with Skill and Vocational Education", observed that the background of the Vocational Education along with NEP policy perspective on vocational education and the theoretical framework for synchronization of general education with vocational and skill education as suggested by UGC. The author observed that there is a urgency or the need to hasten the spread of vocational education in India. Because very less percentage (less than 5 %) get the opportunity of formal vocational education compared to other countries (i.e., in USA 52%, in Germany 75%, and South Korea as high as 96%.). the paper provided some measures to overcome the problem of vocational education. According to him a good number of well-trained vocational teachers needed to train the students, the government should make some policies regarding employment of students trained in vocational education. He suggested that the Government should implement the scheme of vocationalisation of School Education under the umbrella of 'Samagra Shiksha - An Integrated Scheme for School Education'.

Roy, G., Mandal, B. (2020)[15], observed that there is a possibility of positive impact of NEP-2020 on Higher Education if is properly followed and funding is arranged by the government. The study also observed that NEP-2020 will develop active research communities and increase efficiency in higher education. They observed that higher education can be integrated by merging general and vocational education. The paper recommended that there should be autonomy higher education institutions and in faculty. The paper also recommended to increase the Open and Distance Learning in the higher education institutions.

Roy, T. Tamal and Lahiri, D. Prasad, (2021)[16], in their article entitled "Gender Justice and New Education Policy-2020", highlighted the personal safety is the key reason for female dropout in educational institutes. According to them the female attendance in schools will improve when they are distributed bicycle and by creating walking groups. They found that the NEP-2020 has been given special emphasis on the employment of female education. The authors concluded that the willingness of Central Govt. and State Govt. to implement the NEP-2020efectively to bring gender inclusiveness in the development process to achieve SDG.

S. Smitha, (2020)[17], in her research article entitled "National Education Policy (NEP) 2020-Opportunities and Challenges in Teaching Education", observed that the teaching skills would be given highest priority which has not been mentioned in NEP-2020. The study examines that building cross disciplinary collaboration in education through 'Liberal Arts Education' is a welcome intervention. The research article highlights the pros and cons of Teacher Education of Higher Education Institutions under NEP-2020.

METHODOLOGY:

The present study is a qualitative in nature andbased onextensive literatures review of relevant areas. Various secondary data sources are used for the purpose of present study. Data are collected from books, periodicals, various guidelines, magazines, journals, internet etc.Personal discussionswith stakeholders have also been made to bring out the insight of the study. All these methods have been used to make the study fruitful and relevant in present context.

RESULTS AND DISCUSSION:

[13] National Education Policy (NEP-2020), Ministry of Human Resource Development, Government of India.

[14]Naveen, H M, (2022)[14], NEP, 2020: General Education Embedded with Skill and Vocational Education, *International Journal of Scientific Research in Science, Engineering and Technology,* Vol.-9, Issue-1, Pp. 41-54

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General Barriers of Inclusion of Students:

Inclusive and equity education are relevant to address the issue of exclusion of children of education institutions. Though NEP-2020 includes various aspects including inclusion of children to a great extent, it has untouched some important issues relevant for inclusion of children. The study highlights these issues as barriers of inclusion of children of primary education institutions.

NEP-2020 emphasis on the privatization of education institutions in India and this results into lesseningof the applicability of Right to Education Act as all the students will not afford the cost of education.

Privatisation of higher education causing as a barrier inclusion of students. Students who do not met the eligibility criteria of foreign educational institutions compelled exclude from higher education. Because higher education will open for Foreign Education Institutions (FEIs) as per National Education Policy-2020 (NEP-2020).

There are provisions of merger and acquisition of education institutions under NEP-2020. The rural education institutions with low enrolment of students are need to merge or amalgamate with other institutions. There are some provisions of full acquisition of education institutions under NEP-2020. This deters the inclusion of rural or urban students of such higher education institutions.

The provisions like NAAC A grade, 3000 students etc. have significant impacton the survival of the Higher Education Institutions (HEIs) of India. The government of India has targeted to achieve 50 per cent Gross Enrolment Ratio (GER)by 2035 and this raises the question of the sustainability of educational institutions with low enrolment ratio. These criteria of NEP-2020 stand as barriers of inclusion of students in education institutions in India.

The National Education Policy-2020 (NEP-2020) has been emphasised on the skilling of students of education institutions and there are many courses have been provided to students to make skilled students. Moreover, there are provisions of internship in Four Year Under Graduate Program (FYUGP) under NEP-2020. However, there are lacking of adequate industries to undergo internship in rural and semi urban areas. Adequate and skilled teachers is one of the key challenges of implementation of such provisions of NEP-2020. These challenges are discouraging the students to get admitted or in some cases increasing the ratio of dropout who got admitted in education institutions.

Most of the Higher Education Institutions (HEIs) encounter key challenges like lack of adequate finance, trained faculty membersas a result of implementation of multidisciplinaryand skills-based courses in education institutions. these causes are also discouraging students to be admitted in the institutions.

The National Education Policy-2020 (NEP-2020) gives more autonomy aboutacademic and financial matters of education institutions in India. The government of Inda is not going to provide full financial supports to the HEIs and this will hamper the student community as it is going to transfer of burden to the students and it will obviously stand as barriers of inclusions of students.

The multiple entry and exit of students under National Education Policy-2020 (NEP-2020) will increase dropout of students in HEIs as the students can leave four times in the four-year programme. These problems raise the question of inclusions of students in education institutions as students are demotivated to get admitted.

The above challenges or barriers of inclusion of students are regarded as general barriers for the purpose of present study. A comprehensive and extensive literatures reviews have been conducted to understand the problem of the present study and the researcher found the above challenges or barriers based on the secondary data.

Infrastructural Barriers of Inclusion:

In this section different infrastructural barriers of inclusions of students in education institutions have been discussed. Because these barriers effect on the inclusive and equity education as mentioned in National Education Policy-2020. The provisions of NEP-2020 cannot be properly implemented without adequate infrastructures facilities in education institutions and this leads to exclusion of children from education. The Right to Education Act 2009 also make provisions that the schools should have the all-weather building, playground, safe drinking water facility and barrier free access to all.

Adequate physical facility matters in education institutions to implement the provisions of the policy effectively in India. The colleges with limited land and building cannot afford more students as per requirement of NEP-2020 to transform autonomous college Barua, C. B. and Das, S. (2023).

It can be observed that most of the education institutions in India are lacking of adequate infrastructures particularly for needy childrenlike children with physically challenged. Formal education and institutional learning play a greater impact in the lives of children with special needs. The move towards inclusive education has led the changes in the institutions physically as well as functionally Singh, M and Saikia, M. (2021).

Though the physical structures of the schools have been changed since the earlier and schools have been tried to make disabled friendly environment through building the ramps and rails and other facilities, the initiatives are far reaching from maturity. The primary schools must have library facilities along with adequate furniture for the children as well as school staffs. All schools must fulfil all the infrastructural facilities achieve the goal of better performance by the children in an inclusive setup (Right to Education Act 2009).

Separate toilet facility for girls' and boys'students matters in education institutions. It can be observed from many studies that most of the dropout of girls' students causing due to lack of separate toilet facility in schools.

The infrastructural change is regarded as a milestone towards changing attitude of children with special needs in availing school education. The Ramps and Rails facility should be available in the school so that moving of wheelchair can be made easilyin the school premises.

Most of the education institutions buildings in India are found bamboo constructed without partition in classrooms. Some institutionsParticularly in Assam found without boundary and pathway from the school main gate to the school building. This causing child to maintain regularity in their classes and which leads to increase of dropout rate in schools.

It can be observed that the infrastructural facilities of the institutions depend on the geographical location of the schools. The schools in the remote villages are yet to be developed as compared to schools in the town areas.It can be shown that equitable infrastructure has not taken place in all the schoolsin India particularly in Assam.

CONCLUSION:

After through discussion and observation and literature reviews on the policy, it can be found that the policy has some problems and prospects. The policy is a novel and honest initiative of the Government of India as revealed by the stakeholders. It can also be observed that the policy is successful in addressing the present education environment of India. The policy rightly emphasised on skilled and multidisciplinary education as per demand of the industry. As per the policy, no students will remain idle after getting the degree or diploma as the policy took some measures such as skilling the students in different trade or profession through introduction of vocational courses and training.

It can be observed that the present policy has some drawbacks. The policy has been reducing the single stream institution through merger or collaboration. However, these single stream institutions are not given adequate facilities to develop themselves as multidisciplinary institutions. These institutions are lacking of adequate infrastructure and faculty members. Another important observation is that the policy has given opportunity to the learners to get admission without any Interview or Test. This will hamper on the quality of higher education in India.

Inadequate infrastructural facilities influence on the positive attitudes of parents because they are preferred to send their children to private schools rather than government schools due to improper infrastructure facility.The policy measures taken by the government must be implemented fully in the ground level rather being in documentations. The people of the society are required to aware about the provisions and facilities of the government.

The policy is effective in implementation though it has some challenges.This reveals from the timely implementation of it in HEIs of Assam. The challenges hould be converted into opportunities so that the NEP-2020 will effectively be implement in thecountry. The policy makers and Government should consider the measures to overcome the challenges of the policy.

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