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**Mansa Verma**  
 Course Coordinator,  
 Department of V.I., AIRSR,  
 Rohini, Delhi, India

## Changing dynamic and transformation in the field of special education in the context of new education policy

**Mansa Verma**

**Abstract**

The National Educational Policy 2020 was formulated for the quality of education. It was approved by the Indian cabinet on 29<sup>th</sup> July 2020 in India. This paper attempts the education for special need children and rule and regulation for PWDs children. The main objective of this paper was to understand the policy and found the provision for PWDs. The main objective of the NEP is to increase student enrolment in all institutions such as primary, upper primary and higher education by 2030. National Education Policy changed the perception towards special education. It brings transformation in the field of special education.

**Special Education:** In this current study special education refers to the education provided to special needs children in schools.

**Special Children:** In this current study special children are those who have some specific needs.

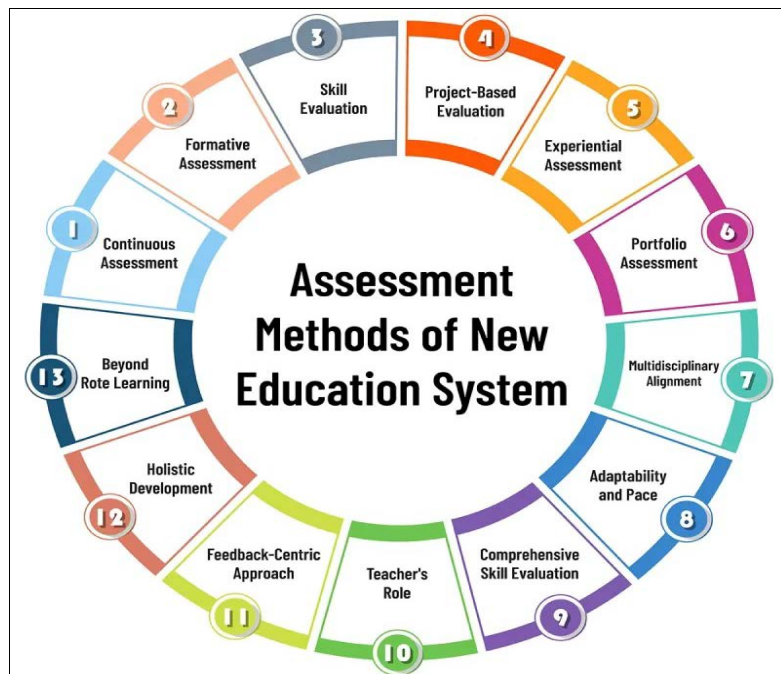
**New Education Policy:** It renovates the education process and structure and focuses on five pillars access, equality, equity, affordability, and accountability.

**Keywords:** Special education, special children, new education policy

**Introduction**

Education is not the learning of the facts, but the training of the mind to think”- Albert Einstein

The first education policy was made in India in 1968. After that the New Education Policy, 1986 was brought by amending it. Till now the education policy of India has been amended thrice. Recently, the Central Government has prepared the New Education Policy, 2020 by amending the Education Policy.



**Correspondence**  
**Mansa Verma**  
 Course Coordinator,  
 Department of V.I., AIRSR,  
 Rohini, Delhi, India

- **Continuous Assessment:** NEP emphasizes ongoing evaluation instead of relying solely on final exams, enabling a deeper understanding of subjects.
- **Formative Assessment:** This approach tracks student progress during learning, providing educators with insights to tailor instruction effectively.
- **Skill Evaluation:** The assessment focuses on evaluating practical skills, critical thinking, problem-solving, and the application of knowledge.

**Project-Based Evaluation: Hands-on projects replace exclusive exam-based assessments, encouraging real-world application and experiential learning**

- **Experiential Assessment:** Practical experiences are assessed to gauge students' ability to apply theoretical concepts practically.
- **Portfolio Assessment:** Portfolios showcase a student's diverse skills and achievements over time, offering a comprehensive view of their capabilities.
- **Multidisciplinary Alignment:** The assessment techniques harmonize with the 5+3+3+4 structure, promoting connections between subjects.
- **Teacher's Role:** Educators guide assessment through continuous engagement and personalized guidance, contributing to students' growth.
- **Holistic Development:** The techniques resonate with NEP 2024's goal of holistic development, nurturing well-rounded individuals.

NEP 2020 proposes the revision and renovation of all aspects of our education structure, including its regulation and governance, to ultimately align our growth towards SDG 4 vision.

NEP 2020 has five pillars accessibility, equity, quality, affordability, and accountability to shape the Indian education system. NEPs aim to achieve 100% enrollment by 2030. NEPs have modified with a new pedagogical structure of school education, now it is following 5+3+3+4, where five years (Three years for Anganwadi or preschool/ Balvatika. It included early childhood care education to make the base strong which aimed to promote the overall development, and learning of the child. Two years for classes 1 and 2) for foundational, three years (Classes 3 to 5) for preparatory, and Three years (Classes 6 to 8) for middle, Vocational training will be given to the child in this stage and it is especially for children with special needs. For example, training will be given for computer training, coding, sewing, knitting, carpentry, etc., and Four years (class 9 to 12) for secondary education in school.

The national educational policy included five pillars, especially for special needs children and their rights. It also included Indian Sign language (ISL). The policy says that each individual has the right to take education. Divyangjan has the right to take education as per their needs. The rights of person with disabilities act (2016) define where students with disabilities can learn together without any discrimination.

### Review of Literature

Mahendraprabu (2021) <sup>[7]</sup> -As per the finding primary school teachers have low awareness of the New Education Policy (2020) With respect to Gender, Locality (rural and urban), and Type of management. The awareness program must be organized by the state or central Government,

through initiative various programs at least for teachers only. Female teachers had less awareness level than males with respect to Gender. so, it should ensure the participation of female teachers in the awareness program. Rural teachers had less awareness level than Urban teachers because of location. Self-finance teachers have no way to interact with other people, so they have low awareness than govt.

Muskan S. (2021) <sup>[8]</sup> - The researcher concentrated on all the segments of the education sector and their effects on the economy. The study majorly described the national education policy from the time of announcement by the prime minister till the various challenges to be faced by the educational institutions in adopting the changes in their work environment based on the National education policy 2020.

K Muralidharan, K Shanmugan, Y Klochkov (2022) <sup>[9]</sup>: The findings show that it will reform a better future the expected implementation of the policy would be very difficult in the context of digitalization and for raising the quality of life. It will help the new generation work on their skills and development.

### The Objective of the NEPs

- The goal of the new National Education Policy 2020 is to make the gross enrollment ratio 100 percent by the year 2030.
- To make education available in the mother tongue/ local or regional language up to the fifth standard.
- It has been suggested to give priority to the mother tongue for education from class-8 and beyond.
- Under this policy, children from 3 to 18 years have been kept under the Right to Education Act, of 2009.
- The aim of the New Education Policy 2020 is to provide higher education to all students.
- Universalizing pre-primary education (Age group 3 to 6 years) by 2025.

### Objective of the study

- To understand the New National educational policy 2020
- To know the provisions for PWDs
- To know the policies for PWDs.
- To know about the facilities provided by the government for PWDs.

### Conclusion

This study concludes that the new education policy is beneficial for each student in India. New education policy also focuses on the education of children with special needs. The five pillars of the policy indicate accessible education for children with special needs. Policy talks about Braille, Indian sign Languages, and all the facilities requires for children with special needs. The Policy brings a drastic change in the structure and curriculum of the schools. The target year is 2030 and if we all successfully implemented it then it will help children for their holistic development and bring fruitful and good change to our future generation.

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