



Research Paper

## CWSN and SEDGs Empowering Deprived through Education NEP-2020 Recommendations, Insights and Inputs

1. Dr. Pardeep Kumar (TGT N.M)  
Govt. High School Bhud U/C GSSS Baddi, Distt. Solan (H.P.)  
Deptt. Of Education, H.P. Government
2. Dr. Pardeep Singh Dehal, Assistant Professor,  
Deptt. Of Education, ICDEOL, HPU Shimla-5

**Abstract:**

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. It reflects the need of special educators and para professionals for CWSN. The paper aims at analyzing the CWSN and tabulated the different parameter associated with special education. The author designs a common standard KLMN SWASTIK MODEL to assist the special educators in bringing out their better proficiency for every CWSN and to the teachers of regular school as well. The proposed model gives positive directions in educating the CWSN for life by imparting to them basic life skills and possibilities for better outcome based on special education. Child with Special Needs (CWSN) provides quality education to children with special needs in Govt. schools. Provision of ramps with handrails, disabled-friendly toilets, braille books, etc. is few steps taken to improve the learning experiences for these children.

Empowerment of the Socially Disadvantaged Groups viz., the Scheduled Castes (SCs), the Other Backward Classes (OBCs) and the Minorities continues to be on the priority list of country's developmental agenda as they still lag behind the rest of the society due to their social and economic backwardness. Their share in the country's total population is quite substantial as SCs account for 179.7 million, representing 17.5 percent and Minorities being 188.9 million, representing 18.4 per cent in 2001 (projected on the basis of the trend of their decadal growth rates, in the absence of the data of 2001 Census). The population of OBCs, as estimated by the Mandal Commission, constitutes 52 per cent of countries total population (appears to be on a high side because of the possibility of certain communities of SCs and Minorities featuring in the list of OBCs). Although many young people are less aware of a class structure operating within the UK today, the legacy of the traditional British class system (Upper, Middle and Working class) remains a feature of our society. Socio-economic groups today are more complex, relating to a mixture of wealth (earned or inherited), earning power, type of work, as well as education.

Income inequality in the UK has increased enormously over the past 50 years, which means that people in the highest income groups have very different lives and life opportunities to those in the lowest. In the past, social class largely determined the type of work you went into, partly because the types of work were representative of a different kind of economy, based on manufacturing and associated industries such as mining. There was little movement between classes. Developments in the late twentieth and twenty-first centuries have created massive change in the economy and workplace. Changes in education gave young people the opportunity to choose a career rather than slot into class expectations.

Received 28 May, 2022; Revised 05 June, 2022; Accepted 08 June, 2022 © The author(s) 2022.

Published with open access at [www.questjournals.org](http://www.questjournals.org)

### **Rationalisation about Socio-Economically Disadvantaged Groups (SEDGs)**

The article Children with Special Needs: Frequently Asked Questions is the result of efforts to develop a comprehensive document to shed light on the provisions for the educational rights of all children, including those with special needs, under the Right of Children to Free and Compulsory Education (RTE) Act, 2009 as well as the Rights of Persons with Disabilities (RPWD) Act, 2016. This article has materialised through intensive research, discussions and workshops. The efforts consist of joint working of two authors in the field, collectively dwelt on various aspects related to the objectives, content, presentation style, dissemination and use of the document. While delineating the questions, the major thrust was on understanding the basic educational rights of children belonging to disadvantaged groups and weaker sections of society, particularly focussing on children with special needs. These days it is very important for the educationists to play a crucial and participatory role in contributing ideas and shouldering into building a foundation in establishing some of the administrative bodies that are advocated under NEP 2020. It's a great need to form a working group that will conduct wide consultation and discussion on the structural reforms on the proposed institutions under NEP 2020.

**Dr. Rupal Chowdhari**, Associate Professor in Economics, Prestige Institute of Management and Research, Indore. M.P. praised the effort and contribution of private institutions and Universities in upholding the spirit of SEDGs and CWSN. To bring CWSN and SEDGs into the mainstream for equitable and inclusive education, private universities are one of the best catalysts for CWSN and SEDG. She recommended that career guidance and counselling cell need to be formed in the universities. Counselling of students, seminars, workshops should be arranged for skill- based career options. Counselling parents should be done to make them aware of the courses available for their wards. She also suggested that financial help from voluntary organisations should be provided to the SEDGs and CWSN students.

**Professor Badri Narayan**, Director, G.B. Pant Social Science Institute, Prayagraj, Uttar Pradesh appreciated the Special Education Zone concept mentioned in the NEP 2020, which he said is a very creative concept in terms of educational development of the CWSN and SEDGs. This will map the region dominated by marginal communities in population and help in chalking out plans for the dissemination of educational opportunities to the grass roots level.

**Professor Prakash Mani Tripathi**, Vice Chancellor, Indira Gandhi National tribal University (IGNTU), Amarkantak emphasised that the 2020 talks about high- quality education as a right that must be granted to every individual, emphasising for increased accessibility of socially and economically disadvantaged groups (SEDGs) . A national scholarship portal will be set up and expanded to support, promote and tract of students receiving scholarship. Private institutions will also be encouraged to offer economic concessions to their students.

**Lakshmi Narayan Tripathi**, Transgender/ Hijra rights activist, stressed the creation of an awareness of inherent equality and removal of prejudices and complexes transmitted through the social environment, especially when it comes to school students who do not conform to the expectations from their sex. There is no reference to include students of diverse sexualities, transgender and gender- nonconforming students, despite a wealth of literature and published first-person accounts indicating that LGBT and gender -nonconforming students face bullying, harassment , physical and sexual violence in the education systems and dropout at higher rates than other students.

**Professor T.V. kattimani**, Vice- Chancellor, Central Tribal University, Andhra Pradesh described that NEP 2020 has to trawl and analyse in-depth concerning the issues that our country is facing at the grassroots level the paucity of training personnel and the lack of technological infrastructure in the rural areas. Also, the ECCE Programme focuses to attain learning in terms of cognitive development, socio economic development, physical development and development in the form of communication, literacy and numeracy. NEP 2020 has seemingly failed to ponder on the needs of our country where there is a massive divide in the name of the language, caste, resources which in turn put up the immense difficulties to climb up the ladder of social and economic inequality. The government should try to eliminate the gap left in the NEP 2020 in terms of language problems, technological impediments and should aim at fostering the growth of every brain by giving access to all resources.

### **Strategic Initiatives, Insights and Suggestions**

Notwithstanding anything contained in the Rights of Children With Special Needs(CWSN) to Free and Compulsory Education Act, 2009, every child with benchmark disability between the age of six and eighteen years shall have the right to free education in a neighbourhood school, or in a special school, of her/his choice. The appropriate government and local authorities shall ensure that every child with benchmark disability has access to free education in an appropriate environment till she/he attains the age of eighteen years. The Central Government plays a pivotal role in implementing the RTE Act for Children with Special Needs (CWSN). It

provides financial and technical support to the State Government and monitors teacher recruitment, training and implementation of policy provisions. It Provides financial and technical support, funds for carrying out the provisions of the Act along with the State Government, technical support and resources to the State Government for promoting innovations, researches, planning and capacity building it also set up National Advisory Council by notification for the purpose of advising the Central Government on implementation of the provisions of the Act in an effective manner [Section 33 of RTE Act, 2009]; and provide resource support to the National Commission of Protection of Child Rights (NCPCR) in performance of its functions under the Act [Rule 25 of RTE Rules, 2010]. Streamline teacher recruitment and training, Develop and enforce standards for training of teachers. Central Government notify an academic authority for prescribing the minimum qualifications of teachers [Section 23(1) of RTE Act, 2009]; The duties assigned in the RTE Act for CWSN to the appropriate government at the Central, State and UT levels relate primarily to provide quality education to all children in regular schools and setting up of advisory bodies in the form of the State Advisory Councils. According to Section 8 of the RTE Act, the duties will be to ensure inclusion and Facilitate schooling by:

- Provide free and compulsory elementary education of good quality to all children and monitor their admission, attendance and completion of elementary education, prevent discrimination on any ground of children belonging to disadvantaged groups and weaker sections from pursuing and completing elementary education
- Provide special training facility for out-of-school children and Facilitate schooling
- Ensure availability and establishment of a neighbourhood school within the prescribed limits
- Provide good infrastructure including school building, teaching staff and learning equipment
- Ensure timely prescription of curriculum and courses of study for elementary education.

### **Some Valuable Strategic Initiatives, Insights and Suggestions for Implementations of SEDGs Empowerment through NEP-2020 is:**

#### **1. To increase access/ GER and controlling dropout rate**

- Institutional equity: The colleges and Universities established in the area of the larger population of SCs and STs or those institutions wherein students belonging to these groups are enrolled in the majority should be given preferential treatment in terms of the special financial package, recruitment of teachers belonging to the same caste/ tribe and linguistic groups.
- Reservation policy both for sanctioned seats of students and teaching positions of all private higher education Institution should be implemented in letter and spirit.
- At least two special higher education residential institutions / colleges in tune with Navodaya school system should be established for SCs/ STs Stakeholders of the concerned districts.
- Flexibility in admission: The students whose final result is awaited or have some health problem may be allowed or promoted in the next academic session.
- The students from educationally backward districts and regions should be given deprivation points in admissions such as five points for male students and 10 points for female students.
- First generation learners for parents with low schooling or without assured income may be given preference in admission, scholarship and hostel accommodation.
- Every eligible aspiring student belonging to SEDGs who wish to join a research programme Ph.D. and another research degree should be mandatory provided supervisor by the concerned institution. And, it should be mandatory for every teacher in university and Research Institute to allot 15% seats in case of SC and 7.5% in ST categories respectively or as per reservation policy of state government out of the seats allotted to him/her.

#### **2) To ensure Timely Financial Help and providing a Safe and Secure environment**

- Special financial package and provision for the promotion of education of students belonging to nomadic, Semi-nomadic and denotified tribes should be provided by union government, state governments and HEIs.
- The scholarships and incentive schemes should be in agreement with National Dearness Index and be disbursed every month. Besides, College and University authorities are made accountable for timely disbursing the scholarship to students.
- Means cum Merit Scholarship should be introduced at the PG level on the pattern of JNU, New Delhi. The student with a minimum grade is entitled to get such a scholarship. The scholarship amount may be equivalent to the hostel mess bill.
- Railway Ticket concession may be given to PG and Research students to visit hometown during winter and summer vacations.
- A Coordinator should be appointed at both college and university level coordination between funding agencies and HEIs.

- A female student forum for students belonging to SCs and STs, EWS, should be established at each college and university so that they can get a platform to share their talent and it gives space to create learning and develop their exposure.
- Every HEI should be provided with effective, efficient and safe infrastructure including multi-cultural classrooms. A vulnerable group- friendly environment in college campuses should be developed so that their proper care may be taken from all aspects.
- Short Term Research programmes should be introduced for vulnerable groups with credit points aiming to provide them research training before they join Research Degree Programme.

### **3) To promote communication skills and technology**

- Communication skill centres for SEDGs should be established at both Secondary Education and Higher Education level in each college and university so that their communication skill, knowledge is developed similar to General Category students so that they can complete with students of general and elite class.
- A well- equipped computer centre along with teachers and staff should be established for students belonging to SEDGs at college and University campuses.
- Each student belonging to SEDG should be provided a computer for taking down notes.

### **4) To increase awareness about the creation of an inclusive environment**

- Teachers sensitizing programmes to change the mindset in favour of equal and respectable behaviour towards students of marginalized and underprivileged section in particular and their masses in general should be organised by authorities of HEIs.
- One week compulsory social outreach programme or camp for every student is held in slum area of vulnerable groups and tribal areas in a year as part of Curriculum.
- The College and university should sign a memorandum of understanding with NGOs and social organisations mutually and work together for eradicating those social customs, traditions and practices that lead to justify and continue caste discrimination and untouchability.

### **5) Monitoring progress related to GER/ admission of SEDGs in colleges and Universities**

- Establishment of equity and inclusion centre in every University.
- A committee comprising officers and outside members belonging to SCs/ STs and EWS categories are attached with this centre.

### **6) Special cautions and suggestions for scheduled tribe children emerged from IGNTU experiment**

- Physical access to schooling should be concentrated on.
- Hostels are critical for children. Seasonal migration is common in several tribal areas. Facilities like seasonal hostels should be provided in all such areas with a high incidence of migration to help retaining children in the village when parents migrate.
- Teacher absenteeism is a major problem in the remote areas.
- Qualified and trained teachers are needed to teach in tribal- dominated Schools.
- Multilingual education programme that start with education in the child's mother tongue and then transit to the regional or state language and English need to be implemented on a larger scale, especially in remote tribal areas.
- Teaching- Learning material needs to incorporate the life situations of children to which they can relate.
- Special training programme for teachers and resource persons to deal with issues of diversity and discrimination within the classroom.

### **Key Recommendations**

With the subsuming of IEDSS under RMSA as its component, the civil component of IEDSS has since been excluded from IEDSS and a comprehensive programme for removal of Architectural barriers has been subsumed with other civil works to promote inclusion of CWSN. Efforts have been made to provide all kinds of disabled friendly facilities in school. An enabling environment must be designed by not only through ramps but accessible classroom, hostels, laboratories, playgrounds and toilets. Norms of MS&J must be followed strictly and accurately. Development of innovative designs for schools to provide an enabling environment for CWSN should also be a part of the programme. Efficient Resourcing and Effective Governance through School Complexes and sharing of resources across complexes will improve support for children with disabilities and children belong to SEDGs. school complexes will be provided resources for the integration of

children with disabilities, recruitment of special educators with cross-disability training and for the establishment of resource centres, wherever needed, especially for children with severe or multiple disabilities. Some recommendations related to facilitate these children through NIOS programmes are also suitable to uplift their status.

- A distance learner should be registered for a period of five years in which a candidate gets nine chances to appear in a given course/programme.
- CWSN can appear in one/two subjects at a time as per his/her preparation. Credit is accumulated till a candidate successfully completes the requirement of a course.
- Study-centers are taken as examination centre.
- Flexibility in choice of subjects and in selecting examination dates.
- NIOS has also developed educational materials for teaching children with special needs in their own homes. The state Co-ordinator at the state level should work as a nodal officer for linking with NIOS for completion of secondary education. The NIOS also provides the programme on Open Basic Education for Universal Elementary Education (UEE), which includes programme for the disabled children.

### **Quality Access to CWSN**

A wide range of approaches, options and strategies may be adopted for the education of children with special needs in secondary education. This includes:

- Support Services- A continuum of core essential support services is required for the access and retention of CWSN. The services should be category specific and should be made available as per the needs of the child.
- This would include availability and upgrading of aids and assistive devices according to individual needs, technological support in the form of augmentative and alternative communication tools, audio visual, communication board and computer access. The maximum support services should be provided in the case of disabled students.
- Curriculum Adaptation- Curriculum adaptation should be made an important part of all teachers training programmes on inclusive education. For inclusive teaching, it is vital that adaptation of the curriculum is carried out to meet individual needs of children with disabilities.
- Teacher Training- Investment in teacher training is another key to success of education of children with disabilities. Both pre-service and in-service training need to be given special attention to building capacity of teachers for addressing the needs of children with disabilities. These resource teachers can operate in an itinerant mode covering all schools in the Block/cluster where CWSN are enrolled. Resource teachers must be recruited before the beginning of the academic session to support the general teachers in classroom transaction for teaching CWSN.

### **Recommendations Regarding SEDGs**

- 1) Awareness of SEDG should be made to the general public and targeted stakeholders.
- 2) Opening of schools in every 2km to 3km is essential.
- 3) Vocational should be given to these groups; Vocational training is made at par with classroom education.
- 4) Sensitizing teaching, non-teaching staff and administration is of utmost importance.
- 5) Career guidance and Counselling Cell for all the SEDGs, mentoring facility.
- 6) Promotion of the local languages, the study material to students may be provided in local Indian languages.
- 7) The NEP 2020 policy should be implemented properly. Implantation of multi-level of entry should be implemented as soon as possible, which will help in reducing the dropouts.

### **CONCLUSION**

It is significant to note that education which has been one of the leading instruments both in promoting and preventing social mobility the discrimination and exclusion predominantly work as a force. And, it is the higher education where in the students belonging to disadvantaged social groups usually faces exclusionary treatment discrimination by some teachers and peers during their studies. As a consequence, it makes it difficult to survive in an institution where the lower caste students do not find adequate Institutional support and social space and they are forced in dropping out of their studies. Further, they are also sometimes systematically filtered out with the arguments of merit criteria and quota policy. NEP 2020 emphasizes upon inculcating Inclusive educational structure and inclusive educational culture in our school education system through infrastructural support and by making corresponding changes in curriculum incorporating materials on human values such as respect for all persons, empathy, tolerance, human rights, gender equality, non-violence, global citizenship, inclusion and equity. It calls upon the stakeholders to overcome the barriers and remove biases and

stereotypes through sensitization programme. The policy aims to promote inclusion, bringing out equity and developing respect for diversity through developing understanding about various cultures, religions, languages, gender identities, etc. among children, teachers and other school functionaries. Implementing of policy will result in empowerment of stake holders through efficient manner of resourcing and more robust and improved governance and monitoring mechanism with cooperation and support across schools for the education of children with disabilities and SEDGs. The NEP- 2020 while offering an exclusive section on Equitable and Inclusive education (EIE) seeks to ensure inclusive and equitable quality education and promote life-long opportunities for all sections of society by 2030. The policy targets to provide quality education to students of all sections and particularly to those who have been historically marginalized and disadvantaged. Fortunately, it aims at achieving the target of gross enrolment ratio (GER) in the case of SCs and STs in NEP-2020 from 23% and 17.2% respectively to 50% by 2035. This target may be achieved by adopting the measures and strategic initiatives suggested in the present report.

#### **References:**

- [1]. Draft National Education Policy 2019, <https://innovate.mygov.in/wpcontent/uploads/2019/06/mygov15596510111.pdf> [3] Aithal, P. S. & Aithal, Shubhrajyotsna (2019).
- [2]. Analysis of Higher Education in Indian National Education Policy Proposal 2019 and its Implementation Challenges. *International Journal of Applied Engineering and Management Letters (IJAEML)*, 3(2), 1-35. DOI: <http://doi.org/10.5281/Zenodo.3271330>. 17
- [4] National Education Policy 2020.
- [3]. [https://www.mhrd.gov.in/sites/upload\\_files/mhrd/files/nep/NEP\\_Final\\_English.pdf](https://www.mhrd.gov.in/sites/upload_files/mhrd/files/nep/NEP_Final_English.pdf) referred on 10/08/2020. [5] Onwuegbuzie, A. J., Dickinson, W. B., Leech, N. L., & Zoran, A. G. (2009).
- [4]. Nandini, ed. (29 July 2020). "New Education Policy 2020 Highlights. School and Higher Education to see major changes". *Hindustan Times*.
- [5]. 5 Jebaraj, Priscilla (2 August 2020). "The Hindu explains| what has the National Education Policy 2020 proposed?" *The Hindu*. ISSN 0971-751X
- [6]. Chopra, Rithika (2 August 2020). "Explained: Reading the new National Education Policy 2020". *The Indian Express*.
- [7]. Shukla, Amandeep (29 July 2020). "New Education Policy 2020: NEP moots professional standards for teachers". *Hindustan Times*.
- [8]. Dr. D P Sharma on "The Challenges in Indian Education System". *Eduvoice the Voice of Education Industry*. 25 May 2020.
- [9]. National education Policy, 2020, Ministry of Human Resource Development, Government of India