

REDESIGNING INCLUSIVE



EDUCATION: NEP 2020

Editors

Dr. Akash Ranjan | Prof. Anjali Bajpai |
Dr. Kathryn Rai | Prof. Yogendra Panday

Redesigning Inclusive Education: **NEP~2020**

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MITRAKSHARTM
PUBLISHERS
AN ISO 9001:2015/QMS/092020/19534

First Published on
18th February, 2025

By

Amitrakshar™ **Publishers**

Kolkata – 700068

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ISBN: 978-93-6008-467-7

(Paperback / softback)

Price: 600.00

Title of the Book:

Redesigning Inclusive Education: NEP-2020

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Language: English

Publisher and Type setter: Amitrakshar Publishers

Typeset in Times New Roman

Page No.: 265

Printed by: Amitrakshar Publishers & M. Enterprises

Website: www.amitrakshar.co.in

Email id: amitraksharpublishers@gmail.com

Phone number: 9735768900

Published by:



Office: 1/199, Jodhpur Park, Gariahat Road, Kolkata- 700068

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Preface

Inclusive education is central to achieving equity and equality in modern educational systems, and the National Education Policy (NEP) 2020 emphasizes its critical role in shaping India's future. This edited volume, ***Redesigning Inclusive Education: NEP-2020***, compiles insightful chapters from scholars and educators who explore the multidimensional aspects of inclusive education. The contributions reflect various perspectives on policy, practice, and the future of inclusive education, aligned with the NEP 2020.

In the first chapter, Sandeep Mondal and Jayanta Mete provide a broad overview in *Inclusive Education in India: A Comprehensive Overview*, setting the stage by examining how inclusive education has evolved and how NEP 2020 continues to enhance its framework. Tiawapangla and Dr. Rashmi offer a practical guide in *From Policy to Practice: NEP 2020 and Inclusive Education*, highlighting the transition of inclusive education from theoretical policy to real-world applications in Indian classrooms. Kanai Sarkar and Dr. Abdul Awal delve into the historical development of inclusive education in *Inclusive Education: Historical Perspectives and Present Scenario in India*, tracing its origins and current state in the context of Indian society.

In *A Comprehensive Analysis of NPE 1986 in the Context of Inclusive Education*, Rupali Keot compares the National Policy on Education 1986 with NEP 2020, focusing on how inclusive education practices have been transformed over time. Dr. Shrutee Kanwar emphasizes the importance of diversity in education in *Embracing Diversity: The Path to Inclusive Education for All Students*, advocating for approaches that cater to diverse learner needs.

Dr. R. Annadurai discusses innovative strategies in *Breaking Barriers: Advancing Inclusive Education and Practice*, presenting methods that educators can employ to overcome obstacles and promote inclusive learning. In *Differentiating and Cultivating Giftedness and Creativity in Children: A Comprehensive Approach with NEP 2020 Insights*, Manoj Kumar and Dr. Chiter Rekha explore approaches to nurturing gifted and creative students, emphasizing the need to support these learners within the framework of inclusive education. Prof. Mirza Mahefooz Baig continues this discussion in *Education for Gifted Children*, offering insights into the specific educational requirements for gifted students and how NEP 2020 supports their inclusion.

Shaishtah Tabassum and Dr. Akash Ranjan provide a foundational overview in *Understanding the Landscape of Learning Disabilities*, examining how learning

disabilities can be better understood and addressed in inclusive educational settings. Dr. Poonam Sachin Kadlag and Dr. Deepali Prakash Suryavanshi present a critical analysis of socio-economic inclusion in *Inclusion of Socio-Economically Disadvantaged Groups in the National Education Policy 2020*, discussing how NEP 2020 seeks to integrate marginalized communities into mainstream education. Priya Ghosh explores the philosophical and sociological theories that shape inclusive education in *The Role of Sociological and Philosophical Theories in Shaping Inclusive Education Practices*, offering a deeper understanding of the theoretical underpinnings of inclusion.

In *Curriculum and Teaching Strategy for Inclusive Education*, Girish Chandra Behera and Dr. Bidulata Sahoo provide practical strategies for curriculum development, emphasizing how teaching methodologies can be adapted for inclusive classrooms. Gurpreet Kaur focuses on supporting slow learners in *Unlocking Potential: Strategies for Supporting Slow Learners in the Classroom*, presenting techniques to help these students thrive in an inclusive environment. In *Education of Gifted and Creative Children/Exceptional Children by NEP 2020*, Dr. Suman Kumari and Prof. Vishal Sood further discuss the educational needs of gifted and exceptional children and how NEP 2020 addresses these unique challenges.

Reshma Suresh and Dr. Mridula K. explore the intersection of education and sustainable development in *Catalyzing Sustainable Development and Inclusion through WASH Program*, emphasizing the importance of clean water, sanitation, and hygiene in fostering inclusive educational environments. Riva Bora discusses the significance of extracurricular activities in *The Role of Co-Curricular Activities in Inclusive Education: Insights from NEP 2020*, illustrating how sports, music, and other activities can promote inclusion. Anupam Kumar Patel, Soumya Ranjan Panigrahi, Bimal Soreng, and Prof. Jubraj Khamari analyze the policies supporting special needs education in *Policies and Practices for Special Needs Education and Rehabilitation*, providing a thorough review of NEP 2020's initiatives for special education.

Dr. Geyin Boli provides a forward-looking perspective in *Furthering the Vision of NEP 2020 on Inclusive Education*, discussing how NEP 2020 can continue to evolve to meet future challenges. Dr. Pradip Das contributes a study in *Implementing Holistic Approaches from the New Education Policy 2020 to Empower Children with Special Needs within the West Bengal Board of Secondary Education*, examining how holistic educational approaches are applied within the West Bengal education system. Tapasi Biswas and Dr. Biswajit Chatterjee focus on personalized education in *Integrating FACP in IEP Development: A Comprehensive Approach to Personalized Education for Students with Disabilities*, offering strategies for developing individualized education plans.

Finally, Bidyut Bikash Borah, Kusmita Phukan Nath, and Shruti Limboo discuss the importance of extracurricular engagement in *The Role of Co-Curricular Activities in Inclusive Education: A Focus on Yoga, Play, Music, Games, and Sports*, exploring how co-curricular activities like yoga and Special Olympics can contribute to inclusive education. This volume concludes with Dr. Harish Kumar Yadav's legal analysis in *Educational Provisions for Students with Disabilities in Context with Persons with Disabilities Act 1995 and NEP 2020*, which examines how these legal frameworks support the implementation of inclusive education.

Each chapter in this volume contributes to the rich discourse on inclusive education in India, offering innovative strategies, insights, and forward-thinking approaches. We are grateful to all the contributors for their invaluable work and am confident that this volume will serve as an essential resource for educators, policymakers, and researchers. We hope that this book will serve as a valuable resource for educators, policymakers, and researchers who are committed to advancing inclusive education in India and beyond. It is through such collaborative efforts and shared knowledge that we can create learning environments that truly cater to the diverse needs of all students.

Editors.

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website.: www.amitrakshar.co.in

Price: ₹ 600.00

ISBN: 978-93-6008-467-7



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