



Equity in Education: A Comprehensive Study of
NEP 2020 Reforms for CWSN in West Bengal

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Abstract:

In Chapter 11 of New Education Policy-2020, “Education is fundamental to achieving full human potential, developing an equitable and just society, and promoting national development. The global education development agenda reflected in Sustainable Development Goal (SDG) Goal 4, seeks to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all by 2030” New Education Policy (NEP) 2020. From the perspective of Divyangjans and from RCI’s perspective, this equity-based education another rehabilitation services, needs to be rebooted in the light of the NEP-2020, SDG 4 & Right to Persons with Disability Act (RPwD) Act, 2016. In achieving this basic purpose, the RCI organized National Symposium on “Transforming Human Resource Development in the context of NEP-2020”- NCERT on 28-29 December, 2021 at Convention Centre, NEDFI, Guwahati was extremely successful. In the early 19th Aurobindo says that there has definitely been a change in the outline of Indian education after independence, but it is not sufficient. Every person has some or the other special ability or ability. The purpose of education is. That he should develop these special apologies. The format of education should be such that the abilities available in the person can be developed naturally, so that the child can easily achieve every goal of his life. The need of education should be according to the needs of the future which should develop the inner powers of the child. The goal of education is to develop the child's powers and make them humanistic and holistic by removing individualism and socialism To realize this special mind should be the aim of education The main aim of education should be to develop the growing soul, to express that which is best in it and to perfect it for noble work.

Key Words:

Holistic Education, Holistic Development, Child with Special Needs (CWSN), Inclusive Education, NPE-2020, RPWD Act-2016, RCI Act.2000, SSM, Inclusive Education, and RTE Act: 2009.

Introduction:

“Education cannot be effective unless it helps a child open up himself to life” – Maria Montessori, This famous speech is said in the early part of the last century is more relevant today in the 21st Century because the role of the teacher and happiness of the students with special reference to the children with special Needs in life and career. In NPE-2020 the concept of holistic development through education from the early stage of a student’s life has become more fruitful today than in the previous century. The role of teacher is important in developing students with special reference to the children with special Needs (CWSN) personality and foster interpersonal development of students with disabilities. To address these need one must consider not only the generally accepted norms of mutual cooperation and respect, but also other elements such as holistic Teaching in Inclusive Classroom set equity and cultural values. The students with children with special Needs (CWSN) have an input deficit or needs of the particular organs their ability to understand the subtle, and sometimes the obvious, messages in an interaction. This study focused on teacher's attitude teaching effectiveness. Objectives of the study were to study the teachers' attitude towards teaching who have been trained through the formal mode and to study the teaching effectiveness of teachers who have been trained through the formal mode. Experimental study was conducted on 100 CWSN students. Standardized test of teacher's effectiveness conclusions were the teachers who have been trained through the formal and the distance mode had the same type of attitudes. Their effectiveness is good.

Research Methodology:

Here in this study aim of the teacher’s trainee is to explore the existing relationship between the teachers and the children with special needs and academic achievement through the holistic development of the students. There are the approaches of research which are qualitative approach; quantitative approach of educational research was used. This chapter contains the method and procedures used in carrying out in present study. Collection of Data is a process of collecting information from all the relevant sources to find answers to the research problem, test the hypothesis and evaluate the outcomes. Collection of Data methods can be divided into two categories: secondary methods of collection data and primary methods of collection data. If the design involved small-scale mini-narratives where reality is seen as multiply constructed, multiple methods (both qualitative and quantitative) are often needed to present a holistic view of any situation or experience. Juxtaposition will often be called upon to identify voices/perspectives that have previously been marginalized or silenced by powerful discourses. The emphasis will be on the complexity of both situations and language – in particular via double coding, irony, paradox, the longevity of particular discourses, discursive practices and deconstruction. The seeking of multifaceted realities and the exposure of complex individuals with past lives as well as current issues and experiences, is desirable. There is no assumption of universality or generalisability or even transferability of any findings – these are seen as localised and transitory Truth – has this been viewed as a complex constructed entity? If so, many voices and many approaches may be required to expose it. Language, discourse and discursive practices obscure truth and need tracking to enable new but

transitory representations to emerge. If truth is sought through one Individual then the multifaceted nature of that individual is important to demonstrate rather than the display of one simple dimension.

Some of the descriptive statistical techniques like mean median Mode, Standard deviation, skewness and kurtosis following.

Table-1 Level of Holistic knowledge of the Children with Special Needs in the Secondary School

Variable	No of Students	Mean	Median	Mode	SD	Skewness	kurtosis
Holistic knowledge	102	152.56	153.27	154.23	143.49	-0.034	.18

Regarding the Holistic knowledge of the Children with Special Needs in the Secondary school level, the mean, median, Mode and SD of the distribution of scores are found to be 152.56, 153.27, 154.23, 143.49 respectively. The value of Skewness of the distribution is -0.014 which indicates that the distribution of the Holistic knowledge of the children with special Needs awareness scores obtained by the secondary school is skewed negatively to the left. So, scores are massed at the high end of the curve. The value of kurtosis of the distribution is .18 and thus the distribution is platykurtic in nature, i.e., the peak of the curve is flatter than the normal curve.

Figure-1

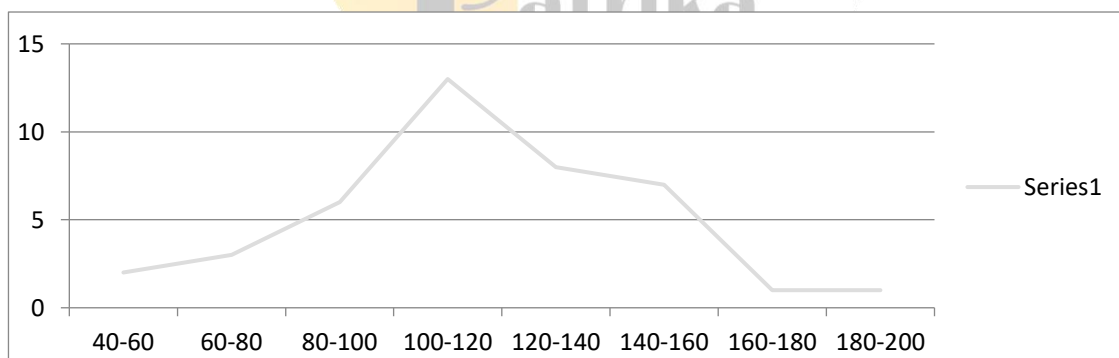


Figure -1 shows the frequency curve indicating the scores obtained by the CWSN in the Secondary school in holistic knowledge awareness inventory. From Fig.-1, it is clear that majority of the CWSN (20) secured the scores ranges from 100-120. Very less students (05) secured in between 40-60 and very few students (02) secured in between 180-200 in Holistic knowledge development Inventory.

Table-2 4.2 Category wise of Holistic knowledge of the CWSN in the secondary schools

The results of the study regarding level of Holistic Knowledge of the Children with Special Needs of secondary school has been presented below:

Category	Distribution	No. of CWSN	Percentage
High	Who scored 150 and above	15	14.17
Medium	Who scored 90- 150 and above	67	65.68
Low	Who scored below-90	20	19.60
Total		102	

The table-2 shows the most 67 of the children with special needs (65.68%) fall in the medium holistic knowledge scores category, 15 CWSN fall in the high Holistic knowledge scores category and 20 CWSN students fall in the low Holistic knowledge scores category.

Figure: 2

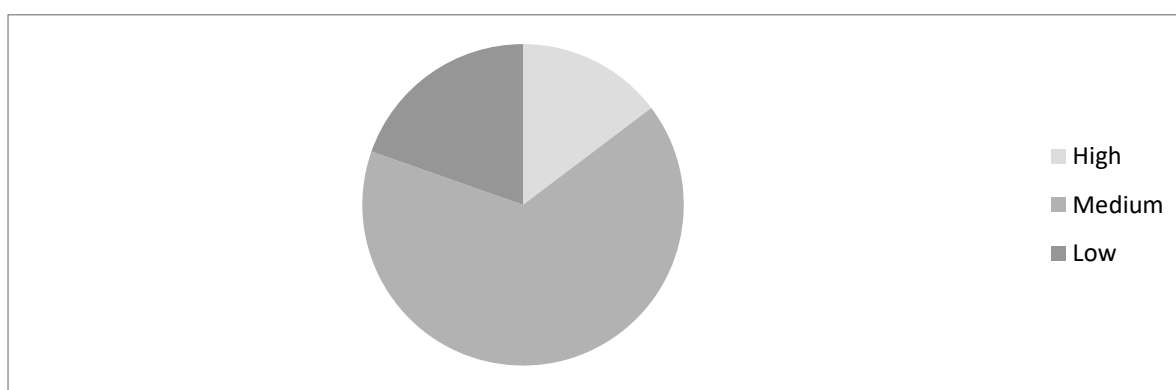


Figure-2: Shows the presentation of holistic developmental scores (percentage) wise distribution among the child with special Needs in the Secondary school.

4.3 Comparison of the level of holistic knowledge development of the CWSN in the Secondary school in terms of Boys and Girls.

The results of the study regarding level of social Awareness among the CWSN in the secondary school with regards to Boys and Girls has been presented below. Some of the descriptive statistical techniques like Mean, Median, Mode, SD, Skewness and Kurtosis were calculated as shown details in Table-3

Table-3

Category	variable	No. of Students	Mean	Median	Mode	SD	Skewness	kurtosis
Boys	Holistic Knowledge	52	127.25	127.28	127.89	132.28	-0.009	.018

Regarding the Holistic knowledge among the children with Special Needs in the Secondary School with regards to Boys. The Mean, median, Mode and Sd of the Distribution of scores are found to be 127.25, 127.28, 127.89, and 132.28 respectively. The value of skewness of the distribution is- 0.09 which indicates that the distribution of the social awareness obtained by the CWSN in the Secondary School with regards to Boys Students is skewed generatively or to the left. So scores are missed at high end of the curve. The value of Kurtosis of the distribution is. 0.18 and thus the distribution is Platykurtic in Nature., i.e., the peak of the curve is flatter than the Normal curve.

Figure-3

4.4 Figure-3 shows the level of holistic knowledge development of the CWSN in the Secondary school in terms of Boys.

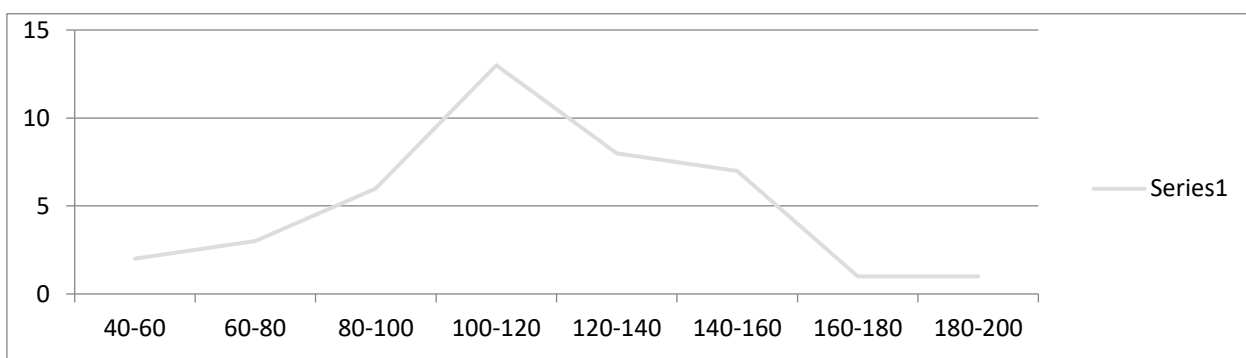


Figure 3 shows the frequency curve indicating the scores obtained by the the CWSN in the Secondary school in terms of Boys. From figure 3, it is clear that majority of the students (20) secured the scores ranges from 120-140. Very less students (04) Secured in between 40-60 and very few students9)20 secured in between 80-200 in holistic knowledge development.

Level of holistic knowledge development in the CWSN in the secondary School with regard to girls.

In order to study the level of holistic knowledge development in the CWSN in the secondary School with regard to girls Students, some of the descriptive statistical techniques like Mean, Median, Mode, SD Skewness and kurtosis were calculated as shown details in table -4

Table-4

4.5 Level of holistic knowledge development in the CWSN in the secondary School with regard to girls.

Category	Variables	No. of Students	Mean	Median	Mode	SD	Skewness	kurtosis
Girls	Holistic knowledge	50	133.36	135,25	136.89	139.69	-0.04	.08

Regarding the Holistic knowledge among the children with Special Needs in the Secondary School with regards to Girls. The Mean, median, Mode and S D of the Distribution of scores are found to be 133.36, Prantik Gabeshana Patrika

135.25, 136.89, and 139.69 respectively. The value of skewness of the distribution is- 0.04 which indicates that the distribution of the social awareness obtained by the CWSN in the Secondary School with regards to Boys Students is skewed generatively or to the left. So scores are missed at high end of the curve. The value of Kurtosis of the distribution is. 0.08 and thus the distribution is Platykurtic in Nature., i.e., the peak of the curve is flatter than the Normal curve.

Figure-4

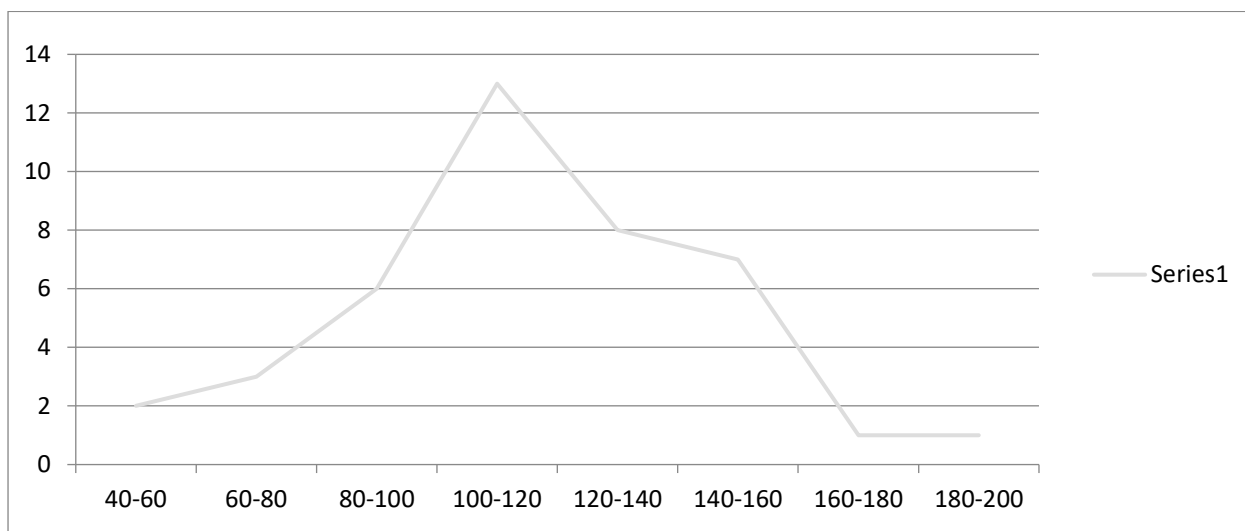


Figure 4 shows the frequency curve indicating the scores obtained by the the CWSN in the Secondary school in terms of Girls. From figure \4, it is clear that majority of the students (35) secured the scores ranges from 130-150. Very less students (06) Secured in between 40-60 and very few students (9) secured in between 80-200 in holistic knowledge development.

4.6. Comparison of the Holistic knowledge of the CWSN in the Secondary school in West Bengal in terms of gender I.e., boys and Girls.

In order to compare the Holistic knowledge of the CWSN in the Secondary school in West Bengal. In terms of Gender i.e., boys and Girls, t Test was used. Table -5 shows the comparison of the Holistic knowledge of the CWSN in the Secondary school in West Bengal with regards to Boys and Girls.

Table-5

Comparison of the Holistic knowledge of the CWSN in the Secondary school in West Bengal in terms of gender I.e., boys and Girls.

Category	No of Students	Mean	SD	T	Df	Significance
Boys	50	119.25	119.69	.5516	80	Significant 0.02 level
Girls	52	134.36	137.88			

In order to study the comparison of the Holistic knowledge of the CWSN in the Secondary school in West Bengal in terms of gender I.e., boys and Girls., the null hypothesis was formulated.

H0: There is no significant difference between boys and girls as per as their Holistic knowledge of the CWSN in the Secondary school in West Bengal is concerned.

From the Table-5, the obtain mean of of the Holistic knowledge of the CWSN in the Secondary school in West Bengal in terms of gender I.e., boys and Girls, boys CWSN is 119.25 and the mean of the Holistic knowledge of the CWSN in the Secondary school in West Bengal is 134.36. The calculated t value is .5516 which is less than the table value at .02level of significance against 80 degrees of freedom. Hence, the null hypothesis is accepted at 99% level of confidence. So there is no significance difference of the Holistic knowledge of the CWSN in the Secondary school in West Bengal in terms of gender I.e., boys and Girls.

Results: In the present study, an attempt was made to study “**Holistic nowledge for Children with Special Needs in West Bengal Board of Secondary School: In the Light of NEP: 2020**”. But this study have its limitations because, it did not over all the aspects of holistic development of the children with Special Needs. The sult and discussions of the study revealed a number of areas that require intense to ake the Children with Special Needs alert about the Holistic knowledge. Foregoing cid description makes us acquainted to the existing conditions of the students of Secondary level under West Bengal Board of Secondary Education (WBBSE) from various Schooltheir holistic knowledge and it developmental issue.Though the outcomes of this study do not illuminate extremely ominous picture of the hild with Special Needs(CWSN)in this respect, but the situation is not quite in favourof being indifferent too. As the study shows the the Child with special Needs’s rom he holistic knowledge about the negative bearing of of recreatioan attitude with he student’s academic achievement. Even the relationship of holistic knowledge and the development of the children with disabilities is provide to be significant.

Main findings of the Study:

- ❖ There does not remain any co relation between Child with Special Needs’ academic usage of holistic knowledge and academic achievement.
- ❖ There is hardly any co relation between the children with Special Needs (CWSN) communicational awareness of Holistic knowledge and their academic achievement.
 - ❖ The child with Special needs’ recreational stage of holistic knowledge is negatively correlated with their academic achievement.
 - ❖ There remains a significant negative co relation between the children with Special Needs and the Educators.
 - ❖ The Children with Special Needs’ holistic knowledge and level of interest and awareness are substantially positively co-related
 - ❖ Boys and girls are differ significantly according to holistic knowledge in the School.

- ❖ The children With Special Needs are differ significantly according to holistic knowledge in the Rurla and Arban school.

Conclusions: In the present study, an attempt was made to “Holistic knowledge for Children with Special Needs in Secondary School: - An Analytical Study from West Bengal”. But, this study have its some limitations, it did not cover all the aspects of Holistic development of the Child with special Needs. The result and discussions of the study revealed a number of areas that require intense to make the children with special needs alert about Holistic knowledge. There are various scopes for study on Holistic development in the secondary school in West Bengal.

- It is suggested that future studies can employ more psychological components to measure the relationship of those with Holistic knowledge of the Children With special Needs.
- The children with Special Needs with more comprehensive samples may reveal various patterns of Holistic knowledge in different parts of the state as well as country.
- Studies should be done to address the variation in Holistic knowledge to the Children With special Needs in the context of different Schools(Primary, secondary, Inclusive, Special, Co-Ed, Boys and Girls, Govt., Private Institution etc..)
- Qualitative studies could also be done to overcome the paucity of literature in these areas.
- Impact of Holist knowledge of the Child with Special Needs (**social**
- **Emotional, Physical** development, **mental and intellectual growth etc..)**

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