



Government of Maharashtra

School Education and Sports Department

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**Procedure to give your contribution for Position Papers for**

**New Education Policy 2020**

<https://scertmaha.ac.in/positionpapers/>

Last date of filling of your response is 30th May 2022

**Curriculum Development Department,**

**State Council of Educational Research and Training, Maharashtra, Pune**

# Inclusive Education

**e-Template for Position Paper of the Focus Group**

1. **Preliminary information**

This section contains preliminary information regarding the focus group.

* 1. **Executive Summary/Abstract** (1-500 words)

1. **Introduction**
   1. **Introduction to Inclusive Education** *(What is the present status/position regarding Inclusive Education? This also needs to include a brief on historical perspective and prevailing practices at the National or State or UT level.)* (1-300 words)
   2. **National Education Policy 2020 and Inclusive Education** *(Please respond to the NEP 2020 points on inclusive education, including any suggestions you may have regarding additions or modification. #1)* (1-300 words)
   3. **Current Challenges** *(What are the problems currently faced with respect to inclusion and providing equitable educational opportunities, particularly with respect to children from Socio-Economically Disadvantaged Groups(SEDGs), that must be addressed? #2)* (1*-* 500 words)
   4. **Addressing Current Challenges** *(How can we ensure that the problems listed in 2.3 are addressed/overcome? What are the implications of inclusive and equitable participation for curriculum, pedagogy, school and classroom processes, and learning materials? How can these aspects contribute to retention in school and attainment of learning outcomes? What is currently being done well in inclusive education, and how can these present good practices/innovations/initiatives be strengthened/scaled up? #3 and #4)* (1-500 words)
2. **Family and Community Participation in Inclusive Education** *(Describe ways in which families and local communities could be involved in addressing the problems listed in 2.3 #5)* (1-300 words)
3. **Inclusion of children from SEDGs** *(What should be done at the systemic level, and at the level of schools and classrooms to ensure that the Policy goals with respect to school education are met for children from SEDGs? Please illustrate how specific barriers to inclusion and equitable educational opportunities can be overcome. Also mention what kind of data related to children from SEDG needs to be collected? What*

kind of data is relevant and useful? How should it be maintained and analysed? How can confidentiality be maintained? #6 and #8) (1-500 words)

1. **Educational Technology for Inclusive Education** *(Describe ways in which technology could be used to facilitate understanding of issues and data collection as well as in dissemination of information related to scholarships, financial support, residences, etc.#7)* (1-300 words) (
2. **Teacher Capacity Building** *(How should teacher capacity, support, and education be re- formed in order to effectively enable all the above transformations? What kind of preparation would teachers of different school stages as well as different individuals who make up the education system (school leaders, BRC, CRC, BEO, DEO, etc) need with respect to practising inclusion? #9 and #10)* (1-300 words) (
3. **Enabling Conditions for Inclusive Education** *(What enabling conditions (e.g., school culture, practices,infrastructure, equipment, governance, etc.) should be in place in order to effectively enable all the above transformations? What kind of culture do we want to see in our schools and classrooms? Who will be responsible for this culture and how can this be developed? #11 and #12)* (1-200 words) (

## School Culture and Practices (1-200 words)

* 1. Infrastructure and Equipment (1-200 words)
  2. Human Resource – Teaching as well as supporting (1-200 words)
  3. Teaching Learning Material (1-200 words)
  4. Technology related (1-200 words)
  5. School Governance (1 -200 words)
  6. School Complex (1 -200 words)
  7. Any other (1-200 words)

1. **Supporting Students coming from SEDGs** *(What kind of support is required for students from SEDGs to attain learning goals? Which programmes, schemes have had success and should be continued? Besides targeted scholarships, how will measures like meals, internships, opportunities for work, etc. help? How can financial support be streamlined further? How can specific groups access funds and scholarships meant for them? What kinds of steps should be taken to make it easier for SEDGs to participate in later stages of education and higher education to complete their education? #13 and #14)* (1*-*300 words)
2. Addressing Quality of Education in Alternative Educational Institutions *(How can the curriculum of existing religious or alternative educational institutions be made equivalent to that of mainstream schools? How can the quality of education in these schools be strengthened? #15)* (1*-*300 words)
3. Ensuring Access to Vulnerable Groups *(How can access be increased to reach vulnerable groups? How can social workers and counsellors work with these groups to*

increase enrolment, retention and the attainment of learning outcomes? #16) (1-300 words) (

1. Addressing the Needs of Children with Disabilities (CwD) *(What specific measures need to be taken to integrate children with disabilities (CwD) into regular schools in terms of infrastructure, assistive devices, technology, and learning resources? If children are not able to attend school, what provisions should be made so that they are still able to access educational opportunities? What kind of preparation should be provided to teachers and special educators? What kind of assistive tools/technology could be used at each stage for Divyang children for better quality education? #17)* (1*-*600 words) (
2. Setting up Special Education Zones (SEZs) *(What will be the criteria to set up SEZs? How will these Zones cater to specific needs of children from SEDGs? What will be the processes related to planning and decentralization, review and monitoring, and ensuring quality teaching-learning? #18)* (1*-*300 words) (
3. **Curriculum and Pedagogy: Stage-wise Implications for Inclusive Education** *(What are the stage-specific implications for inclusive education at each stage related to curriculum and pedagogy (i.e. Foundational, Preparatory, Middle and Secondary Stages? #19)* (1*-*300 words) (

## Foundational stage (1-300 words)

* 1. Preparatory stage (1-300 words)
  2. Middle stage (1-300 words)
  3. Secondary stage
     1. Classes IX and X (1-300 words)
     2. Classes XI and XII (1-300 words)

1. **Role of Various Agencies for providing Quality Inclusive Education in Schools** *(What roles, various agencies for example, SIETs, SCERTs, DIETs, CTEs, IASEs, NIEPA, NCERT, KVS, NVS, CBSE, School Education Boards, Universities, CSR initiatives, philanthropic organizations, NGO, SIEMAT, local administration etc., can play in providing inclusive education at different stages in schools?)* (1*-*300 words) (

## Local organisations (1-200 words)

* 1. State level organisations (1-200 words)
  2. National level organisations (1-200 words)
  3. Any other (1 -200 words)

1. **Specific Recommendations for the National/State Curriculum Frameworks** *(What are your specific recommendations for four curriculum frameworks with regard to Inclusive Education?)* (1-300 words) (

## Specific recommendations for NCF/SCF ECCE (1-200 words)

* 1. Specific recommendations for NCF/SCF SE (1-200 words)
  2. Specific recommendations for NCF/SCF TE (1 -200 words)
  3. Specific recommendations for NCF/SCF AE (1 -200 words)

1. **Any Other Comments and Suggestions on this Theme** *(In this subsection, please provide other suggestions about inclusive education that are not covered in the above questions. It is recommended that these suggestions are in alignment with the vision and specific anchors provided above from the NEP 2020).* (1*-*300 words) (

# Bibliography and References

(Please include references (research papers, studies, pilots, or anecdotal evidence) throughout to help substantiate recommendationswherever applicable. A bibliography would also be most helpful foreasy reference.)

(Here, the system will allow the user to insert references in the APA format while filling up the document and will collate all the references in this section.)

## Filled by system.

Annexures

(Not mandatory. Please put in a title for an annexure along with a one- line description)