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Creating Flexible and Multidisciplinary Education in the Vision of NEP 2020 for Inclusive Education

Vinjusha C P

Research Scholar

Research Center in Education

NSS Training College, Ottapalam, University of Calicut

Prof. (Dr.) Ampili Aravind

Professor in Education and Research Supervisor,

Research Center in Education

NSS Training College, Ottapalam, University of Calicut

Abstract— National Educational Policy (NEP) 2020 focuses on flexibility, multidisciplinary to strengthening a vibrant inclusive learning environment. This paper explores mechanisms of creative, flexible and multidisciplinary approaches in the vision of NEP 2020 for inclusive education which includes holistic curriculum design, multiple entry and exit pints. The study highlights multidisciplinary education, learner diversity, technology integrated learning, inclusive pedagogical practice by examining NEP 2020 policy.

Keywords— Multidisciplinary Education, National Education Policy (NEP), Inclusive Education

Introduction

Inclusive education is considered as central part of highlighting equitable and inclusivity in education context (Rai & Kanvaria, 2025), the integration of subjects like science, humanities, vocational disciplines at higher education levels which is aim to enhance creativity, holistic education and critical thinking (Bhoi, 2025), Inclusive education ensures education for all without considering any barriers in physically and intellectually (Priyashree, 2023). This policy enhances a special support for socio economic disadvantaged groups with special mention of girls and differently abled students and marginalised groups (Mohan Kumar, 2021),the real outcome of NEP 2020 is equity and inclusivity so it enhances education at remote areas (Varshney & Ahlawat, 2022). The major aim of inclusive education is giving educational setting for all regardless of disability, challenges and discriminations (Aneraye et al., 2024), multidisciplinary and holistic education highlights all aspects of human life like emotional, intellectual and aesthetic (Wani et al., 2020), national education policy is a drastic change from traditional education system to present innovative and dynamic based education system (Khan, 2025), multidisciplinary education reflects development of problem solving skill and creative thinking skills (Langal et al., 2025).

Major objective of the study

- To discuss creating flexible and multidisciplinary education in the vision of nep 2020 for inclusive education

Methodology

- The present study is conducted on document analysis of National Education Policy (NEP)2020

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designed by Ministry of Human Resource Development in enhancing creating flexible and multidisciplinary education in the vision of nep 2020 for inclusive education. Also, the study contains different secondary sources such as journals and articles.

Discussions

- **Flexible and Multi-Disciplinary Education**

Quality education is important in the context of education, National Education Policy (NEP) 2020 recommends innovative and authentic ideas to enhance quality of education. NEP 2020 highlights inclusive practices and develops modern educational practices and remedial measures to securing equity, equality and accessibility for all child. In National Education Policy document section 4.5. states that flexibility of curriculum considered as key component of multidisciplinary education which mentioned in the NEP 2020. NEP 2020 mentioned the content of curriculum should be more specific, based on discussions, inquiry-based learning and based on problem solving. And the process of teaching learning should be interactive, collaborative and encourage (National Education Policy, 2020, p.12).Interactive and collaborative teaching learning process will enhance the education of differently abled students.

Section 4.6. highlights experiential learning is another important pillar of NEP 2020, which enhances hands on learning, art and sports integrated education(National Education Policy, 2020, p.12). The connection behind experiential learning with inclusive practice, the teachers mould students with basic knowledge and develop materials and classroom activities. It promotes multisensory approaches instead of traditional methods which helps in differently abled students to reduce rote memorisation, engage participation, develops their self-confidence, multiple way of expression and engagements.

Empowerment in terms of course choice is another important recommendation of NEP 2020. In section 4.9. states that students have an opportunity to select course especially in secondary school subjects according to students' interest (National Education Policy, 2020, p.13). The flexibility of course helped to differently abled students to strengthening cognitive skills, sensory preference, vocational courses, and includes learners' diversity. Section 11.3. reflects the aim of multidisciplinary education and holistic development focus on overall development of the child including physical, mental and moral developments. So, it will help to all rounded development in individuals which enhances 21st skill also (National Education Policy, 2020, p.36). When looking these recommendations in terms of inclusive education, communication, collaboration, individual difference and socialisation process will take place in differently abled students.

Section 11.5. enhance multiple entry and exit points eradicate all inflexible boundaries and construct flexible learning (National Education Policy, 2020, p.37). It enhances the flexibility in education system, which means it gives an opportunity to students who wants to exit any degree program and get certificate after completing a particular period of the course and they can come back later to doing the degree. It helps differently abled students to rejoin the course who need break for treatment and their health conditions. Section 12.10. NEP 2020 policy document focus financial assistance for scheduled caste, scheduled tribe and socio-economic disadvantaged groups (SEDGs)(National Education Policy, 2020, p.40).

Online teaching platforms like SWAYAM, DIKSHA will help all child to doing online courses,

which is also helpful for differently abled students to select various courses based on their interest and aspirations. Section 6.25. recognizes and enabling creative mechanism and quality education is needed for Divyang (National Education Policy, 2020, p.25).Section6.10. ensuring the equal participation and equity-based education at primary and school level (National Education Policy, 2020, p.26).

Conclusion

NEP 2020 have lot of recommendations which make seamless transition in education context. And all the changes and modifications are completely considered every child without marginalisation based on disabilities and discriminations like cate, class and gender. Inclusive practice is central theme of NEP 2020 and innovative ideas and dynamic transitions of this policy can make optimism and vibrant changes inclusive education.

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