

National Education Plan 2020 In The Middle Of 2022; Key Challenges In Achieving Inclusion And Equity

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Our third National Education Policy 2020 NEP (2020) is a comprehensive framework to guide the development of education in India. It is permanently altering the nature of our typical low-funded public school. This policy is considered an innovative milestone, and it replaces the 1986 education policy after 34 years. NEP 2020 is connecting millions of Indian educators who are together changing pedagogy to match global standards and reduce inequity. Above all the most welcoming thing about the NEP 2020, is looking at education through an “inclusion and equity” lens. It broadens educational opportunities for young people who are socio-economically disadvantaged /low income. This will tackle caste segregation and centuries-old poverty. It seems apparent that our established education system is in a state of (r)evolution.

Now the world is interconnected. No group of people can remain isolated from the rest of the world due to their physical and cognitive abilities, different socio-economic level, or appearance. Our current challenge is how educators are going to include/ combine all kinds of abilities while prioritizing student developmental needs in one classroom. The aim of my paper is to lay out the steps for achieving inclusion and equity by addressing the challenges in a responsible manner rather than critiquing them from a political point of view.

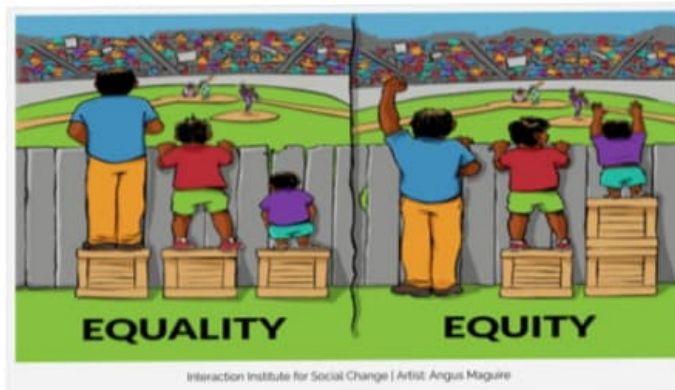
What is Equity and Inclusion?

Every child has an equal right to learn.

Some children need additional support to access the academic materials, so equity is how we distribute the access fairly.

We all know that the word equality is providing equal opportunity. Equity means aiding the needs of the student. I would like to unpack the metaphor this picture represents. The foundation on which these children stand is unequal, and that foundational difference leads to some being able to watch the baseball game, while someone cannot watch by merely providing an equal opportunity.

Inclusion is when all students, regardless of any challenges they may have, are placed in general education to receive quality learning material that is developmentally appropriate. Intervention and support can be given that enables them to succeed in their curriculum.



Some children need special care and attention to learn, particularly neurodiverse learners with cognitive disabilities such as autism, intellectual disability, and ADHD. Among children who are socially and economically disadvantaged, it is those children with physical disability (blind, deaf, mute, and handicapped) who are also the most vulnerable.

Equity is a long journey. Of all the most vulnerable students it is those whose special needs are invisible, our neuro diverse learners, that are most neglected in our educational system. NEP 2020 is not adequately including them in accessing education equitably.

See you in the next issue about the seven challenges of NEP 2020 in achieving inclusion and equity in Indian classrooms. Some of these challenges are well-known and long-standing issues.

About me

I would like to introduce myself as an inclusion specialist. I began my career as an art educator. I ended up in special education studies. It made my life meaningful. I teach Science, Technology, Engineering, Mathematics through art, it is called STEM. Above all I

consider myself a scholar in disability studies in education. I respect the perspectives of children with special needs, and I modify the learning environment. I value adopting and modifying everything I do, to make sure that everyone is included and that goes to my research methods and the way I teach and the way I live my life.

Most neurodiverse students don't see things exactly the way neurotypicals do. I believe if we educators are flexible, they can be successful.

