

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

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Dear Readers,

I am motivated to continue the article about the seven critical challenges of the National Educational policy (NEP) 2020 in achieving inclusion and equity in Indian classrooms.



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1. NEP 2020 policy was based on the Committee Recommendation rather than Evidence-Based Research

If we want to focus on Equity and inclusion in public schools, we need evidence-based research recommendations. Evidence-based research means making decisions. The information is collected from several sources like published research article results of valid, reputable field studies rather than a few experts' opinions. Educational research involves various methods to address the issues or measure specific needs. It includes systematic collection and analysis of data related to the problems in the field. NEP is the opinion of a group of scholars on the committee. Unlike evidence-based research, the committee-based recommendation will not measure specific needs typically obtained through data. During the implementation period, another group of trained researchers will work in a task force to calculate the result and develop a few recommendations. During the middle of the policy period, the committee will be adjusting the expectations for tenure. There will be a frequent shift in

teaching and learning approaches which will delay the process.

2. Achieving Educational Equity will be a Highly Challenging Task Against Biases about Disability Poverty and Diversity:



Source credit Francecoch

Our India has a rich, complex, and profoundly diverse cultural environment rather than monochromatic inclusive. Hence, equity and inclusiveness in education have long been ideal. Inclusiveness is likely to grow and change as we better understand one another. In an inclusive environment, any individual or group can be and feel welcomed, respected, supported, and valued to participate fully. Applying key concepts of diversity, equity, and inclusion continues to be challenging for educational institutions. Diversity is the presence of different and multiple characteristics that make up individual and collective identities, including race, gender, age, religion, sexual orientation, ethnicity, national origin, socioeconomic status, language, and physical ability. Equity is the process of identifying and removing the

barriers that create significant differences in access to resources and means and achieving fair treatment and equal opportunities to thrive. These practices of Diversity and equity in education have been less than adequate because of our socio-cultural and implicit biases. Here implicit bias means, as Kirwan Institute at Ohio State University defines, quotas, attitudes or stereotypes that are activated unconsciously and involuntarily quotas. Social scientists believe implicit biases are learned as young as age three and may be fueled by stereotypes perpetuated in the media or beliefs passed by parents and other community members.

IEP focuses on cultivating inclusive learning environments. What can educators do against the deep-rooted cultural biases? The inclusive practice among educators will be highly challenging to achieve optimal equity while moving forward with IEP 2020.

Limited Resources for Providing Assistive technology for all Students with Disabilities:



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Our educators struggle to manage the size of the classroom. They were trained to focus on the syllabus instead of the student's needs with empathy. Most of the student population is not being adequately served, and with so many technological advances. Assistive technology in simple and complex platforms can lift the entire educational experience and provide a better life foundation for students with disabilities. A key to improving the educational experience for students with disabilities is better accommodations in schools and continued improvements in assistive technology. Assistive technology

is designed to improve the functional capabilities of a child with a disability. The cutting-edge electronics, simple design, and some assistive technologies are possible with simple accommodations. Assistive technology can transform the learning experiences for the children who benefit. Assistive technology is vital for providing sound education for students with disabilities. However, addressing the needs of students with disabilities will continue to be challenging with limited resources. In our following newsletter, I will share other challenges in creating inclusive and equitable classrooms for all students—particularly IEP challenges in addressing opportunity, achievement, and belief gaps.

References

The core terms utilized by the National Association of Counties (NACo) for Diversity, Equity, and Inclusion

