Inclusive and Equitable Education--Learning for All

Overcoming Challenges In An Inclusive Classroom

crossing the divide
Inclusive and Equitable Education--Learning for All

Education is the single greatest tool for achieving social justice and equality. Inclusive and equitable education - while indeed an essential goal in its own right - is also critical to achieving an inclusive and equitable society in which every citizen has the opportunity to dream, thrive, and contribute to the nation. The education system must aim to benefit India’s children so that no child loses any opportunity to learn and excel because of circumstances of birth or background.

NEP 2020-A splendid Vision of an Inclusive Future Society

NEP 2020 proposes a radical and dynamic shift towards Inclusive and equitable education. The greatest challenge, however, will be the implementation of all the ideas and proposals.
All categories of Socio-Economically Disadvantaged Groups (SEDGs) based on:

- gender identities (particularly female and transgender individuals)
- socio-cultural identities (such as Scheduled Castes, Scheduled Tribes, OBCs, and minorities)
- geographical identities (such as students from villages, small towns, and aspirational districts)
- disabilities (including learning disabilities)
- socio-economic conditions (such as migrant communities, low income households, children in vulnerable situations, victims of or children of victims of trafficking, orphans including child beggars in urban areas, and the urban poor).
SEDGs-- Student related challenges and the reasons they came up

- lack of parental interest and support
- poor attendance/Absenteeism and truancy
- poor academic achievement
- bullying/non-acceptance by peers
- lower self-esteem and negative self-concept
- poor strategies for coping with schoolwork
- None or low educational aspirations
- Finding education irrelevant
- Lack of interest and effort in class and less time spent on homework
- disruptive behaviour and resentment of rules/indiscipline
Possible Challenges in a Real Inclusive Classroom

- Inability to Identify Different Categories of SEDGs: lack of knowledge of types of learners
- Insufficient or No Training: No readiness for inclusive classroom
- Scarcity Of Qualified and Trained Teachers /Special Needs Educators/support staff
- Breaking Stereotypes: Not a one step goal, but a time-consuming process
- Heavy Workload - Individualized lesson plans for SEDGs /Syllabus coverage?/Assessment disparities
Possible Challenges in a Real Inclusive Classroom

- Dealing With Parents of SEDGs - ensuring their cooperation and collaboration
- Dealing With Parents of other children
- Attitudinal Transformation---Role of Teachers in specific

- Infrastructural Barriers: Inaccessible buildings, campuses, toilets and other facilities
- Classroom Learning Environment: Class size/length of period etc.
- Time Constraint: affects essential communication
- Systemic Change Required— the entire institutional machinery must be geared to achieve the said target
NEP 2020 — Policy on Inclusive and Equitable Education

- Bridging gaps in access, participation, and learning outcomes
- Uplifting children from tribal communities
- Providing scholarships, conditional cash transfers to incentivize parents
- Gender-Inclusion Fund
- Free boarding facilities
- Recruitment of special educators with cross-disability training
- Availability of assistive devices, technology-based tools
- Textbooks in accessible formats such as large print and Braille
- The awareness and knowledge of how to teach children with specific disabilities
- Flexible curricula to leverage each child’s strengths and creating an ecosystem for appropriate assessment and certification.
- Teacher education programmes.
- Special hostels in dedicated regions, bridge courses, and financial assistance through fee waivers and scholarships to meritorious students
- Opening NCC wings in their secondary and higher secondary schools, harnessing of the natural talent and unique potential
However—The Challenge of Implementation Remains

**WHAT MUST BE DONE**

- Breaking down attitudinal barriers: Shedding fears and negative mindsets
  - Cultivating positive Attitudes, beliefs and mindsets vs the rigid, fixed and regressive ones
- Active Parental Participation

Adequate No. of provisions to Meet Challenges

**Overcoming Challenges**

- BRIDGING GAPS
- FLEXIBLE CURRICULUM
- TRAINING
- RESOURCES, FACILITIES & FUNDS
- INCENTIVES
- INFRASTRUCTURE
Developing a collaborative culture of inclusivity and equity:
- All stakeholders be sensitized to the requirements of all students
- Creation of an Inclusive Practices Support Team in schools
- Periodic reinforcement of training for effective implementation of inclusive and equitable education - will fix accountability too
- Learn from children -- are naturally inclusive
- **Expectations from the Teacher -- One of the key implementing agencies**
  - Must change the orthodox teaching learning process-change the methodology of teacher speaks; student follows to special guidance for individual needs

- **Empowering and incentivizing teachers**
  - need to be supported and motivated to be galvanized into action
  - break old cliched moulds of judgement for the magic to unravel

- **Shedding orthodox methods of assessment & evaluation**

- **Providing teachers authentic examples of inclusive Classes**

- **Celebrating Success Stories Of Inclusive Education**

- **Dream of inclusiveness and equity**
  - can be realized and
  - the foundation for a dynamic and equitable society can be laid.
Every accomplishment starts with the decision to try

“When inclusive education is fully embraced, we abandon the idea that children have to become ‘normal’ in order to contribute to the world. We begin to look beyond typical ways of becoming valued members of the community, and in doing so, begin to realize the achievable goal of providing all children with an authentic sense of belonging.” -Norman Kunc
“INCLUSION IS NOT A STRATEGY TO HELP PEOPLE FIT INTO THE SYSTEMS AND STRUCTURES WHICH EXIST IN OUR SOCIETIES; IT IS ABOUT TRANSFORMING THOSE SYSTEMS AND STRUCTURES TO MAKE IT BETTER FOR EVERYONE. INCLUSION IS ABOUT CREATING A BETTER WORLD FOR EVERYONE.”

-DIANE RICHLER, PAST PRESIDENT, INCLUSION INTERNATIONAL
Vimmy Singh, PGT English

KENDRIYA VIDYALAYA SANGATHAN