Equitable and Inclusive Education
NEP, 2020
Gender Identities

- Female and transgender individuals

Socio-cultural identities

- Scheduled Castes, Scheduled Tribes, OBC’s and Minorities

Geographical identities

- Students from villages, small towns and aspirational districts

Socio-economic conditions

- Migrant communities, low income house-holds, children in vulnerable situations, victims of or children of victims of trafficking, orphans including child beggars in urban areas, and the urban poor

Disabilities

- 21 recognised in RPWD Act 2016
Enrolment of Children By Nature of Disability, 2016-17 (U-DISE 2016-17)
Enrolment of Children by Nature of Disability, 2016-17 (U-DISE 2016-17)
Percentage Share of Muslims Minority Enrolment to Total Enrolment by Stage of School Education, all India 2016-17 (Flash Statistics on School Education, 2016-17)
Percentage of Enrolment of Children Belonging to SC and ST at Primary Stage

- SC: 69.79%
- ST: 10.57%
- Other Children: 19.64%

Percentage of Children Belonging to SC and ST at Upper Primary Stage

- SC: 70.04%
- ST: 9.93%
- Other Children: 19.13%
Drop-out and Enrolment Data

- At primary level 19.6% students from SC
- At Secondary level 17.3%
- These enrolment drop-offs are more severe for students from ST (10.6% to 6.8%) and differently abled students (1.1% top 0.25%), with even greater declines for female students within each of these categories.
<table>
<thead>
<tr>
<th></th>
<th>General</th>
<th>SC</th>
<th>ST</th>
<th>OBC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>4.71</td>
<td>8.09</td>
<td>8.54</td>
<td>5.95</td>
</tr>
<tr>
<td>Upper Primary</td>
<td>3.55</td>
<td>7.87</td>
<td>9.58</td>
<td>5.08</td>
</tr>
<tr>
<td>Elementary</td>
<td>4.3</td>
<td>8.01</td>
<td>8.88</td>
<td>5.65</td>
</tr>
<tr>
<td>Secondary</td>
<td>15.68</td>
<td>22.55</td>
<td>26.97</td>
<td>20.04</td>
</tr>
<tr>
<td>Senior Secondary</td>
<td>7.87</td>
<td>8.13</td>
<td>8.43</td>
<td>3.23</td>
</tr>
</tbody>
</table>
Dropout Rate by Educational stage and Social category
All India (Flash Statistics on School Education, 2016-17)
Gender-Inclusion
(Female and Transgender children)

Inclusion Fund schemes (SEDGs)

Building free standard boarding facilities (SED students from far flung areas)

Strengthening KGBVs (girls up to Grade 12)

Building additional JNVs & KVs (Aspirational districts)
Gender Inclusion Fund (Girls Transgender)

- Bicycles
- Sanitation and toilets
- Conditional Cash Transfer
- Resolve local specific access barrier
Policy is in complete consonance with the RPWD Act 2016 and endorses all its provisions for school education.
School/School complexes

- Multi-category Special educator
- Disabilities Accommodations
- Resource centre
- Tailored support mechanism to ensure full-participation
- Language appropriate TLM (textbooks in Large print, Braille, Sign Language)
- Assistive Devices and technology based tools
Indian Sign Language

- Standardization by ISLRTC
- Capacity Building ISLRTC & NIOS
Children with benchmark disabilities

- Regular or special school
- Home based
Resource Centre

- Special Educators
- Educational Needs
- Rehabilitation Needs
- Assist Parents/Guardians
Measures for SEDG’s

Organizing cycling and walking groups

Providing bicycles

Technological Interventions

Open Schooling

One on one teachers and tutors, peer tutoring

Appropriate barrier free infrastructure
Children under home based education must be treated as equal to any other child in the general system.
National Assessment Centre, PARAKH, will formulate guidelines, recommend assessment tools for foundational stage to higher education (including for entrance exams)
The awareness and knowledge of how to teach children with specific disabilities will be integral part of all teacher education programmes along with gender sensitization and sensitization towards all underrepresented groups in order to reverse their underrepresentation.
Integrate NCFSE in their curriculum

- Alternative forms of schooling
- Encourage students to appear for board exam
- Finances to introduce science, mathematics, social science, Hindi, English, state language etc.
- Learning outcome for grade 1 to 12
- Preserve traditions or alternative styles
- Capacity building of teachers
- Strengthening of libraries and laboratories
TARGET GROUPS......RPwD Act 2016

Scheduled Disabilities

Physical
- Movement
  - Locomotor Disability
  - Leprosy Cured
  - Cerebral Palsy
  - Dwarfism
  - Muscular Dystrophy
  - Acid Attack Victims

Intellectual
- Intellectual Disability
- Specific Learning Disabilities
- Autism Spectrum Disorder

Health
- Mental Health
  - Mental illness

Chronic Neurological Conditions
- Multiple Sclerosis
- Parkinson’s Disease

Blood Disorder
- Haemophilia
- Thalassemia
- Sickle Cell Disease

Multiple aspects
- Multiple Disability
- Deaf Blindness

Sensory
- Visual Impairment
  - Blindness
  - Low-vision

Hearing Impairment
- Deaf
- Hard of Hearing

Speech and Language Disability

Scan with CamScanner
RPwD Act, 2016 major recommendations adopted in NEP 2020

- Equal educational opportunities
- Equal Opportunities for sports and recreation
- Accessible Infrastructure
- Reasonable accommodation
- Individualised support
- Supportive Services
- Accessible modes and means of communication;

- Suitable pedagogical measures
  - Suitable modifications in curriculum and examination system;
  - Scribe or amanuensis,
  - Exemption from second and third language
  - Monitoring participation and progress
  - Transportation facilities
  - Training & employing teachers, teachers with disability, teachers qualified in sign language & Braille,

- Training professionals and staff
  - Establishing of resource centres,
  - Augmentative & Alternative modes, means formats of communication
  - Books, learning materials in Accessible formats
  - Assistive devices
  - Provision of scholarships
  - Promoting research to improve learning etc.
Measures SC’s and ST’s

- Special hostels in dedicated regions
- Financial Assistance (fee waivers & scholarships)
- Single Window Coordination of provisions
- Equity based school culture
- Bridge Courses
- NCC wings
Teacher education programmes

- Pedagogy for children with disabilities/SEDGs
- Specialization in teaching of students with disabilities/SEDGs
- Knowledge to teach children with specific disabilities
- Gender sensitization
- Sensitization for underrepresented groups

**B.Ed.**

- Shorter post-B.Ed. certification
- In-service teacher education programmes

**Building Capacity of Alternative schools teachers**

- Teaching of School Subjects
Support for Gifted students/Students with special talents

- Encourage gifted/talented students to pursue realm beyond the general school curriculum
- Project based clubs to be encouraged and supported at all levels in school
- Olympiads and other competitions in various subjects to be conducted across the country
- Efforts for interventions in rural areas and regional languages
- Extensive use of technology to encourage talented and gifted students
- NCERT and NCTE will develop guidelines for the education of gifted children
- B.Ed programmes to allow specialization in education of gifted children
The school curriculum will include material on human values - respect for all persons, empathy, tolerance, human rights, gender equality, non-violence, global citizenship, inclusion, and equity, and detailed knowledge of various cultures, religions, languages, gender identities, etc. to sensitize and develop respect for diversity,