

Equitable and Inclusive Education NEP, 2020



SEDG's recognized in NEP2020

Gender Identities

- Female and transgender individuals

Socio-cultural identities

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

Geographical Identities

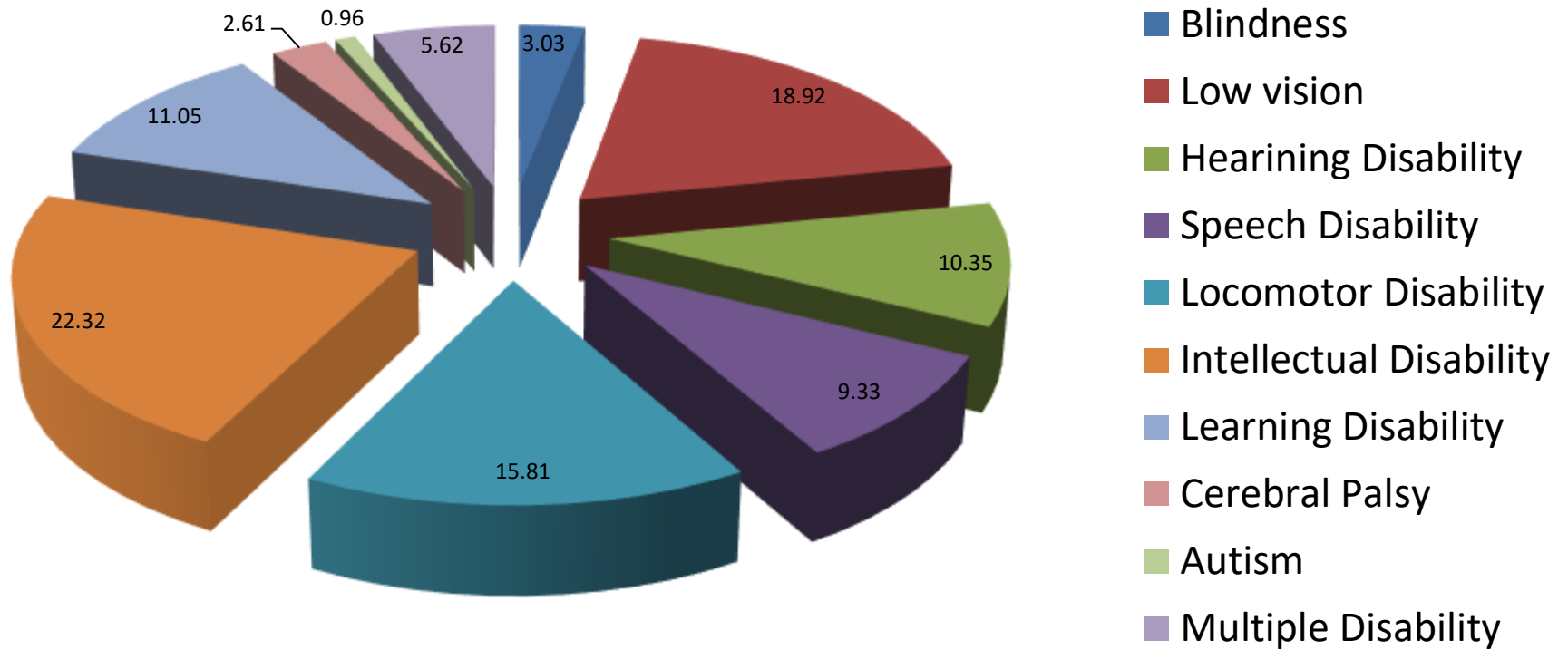
- Students from villages, small towns and aspirational districts

Socio-Economic Conditions

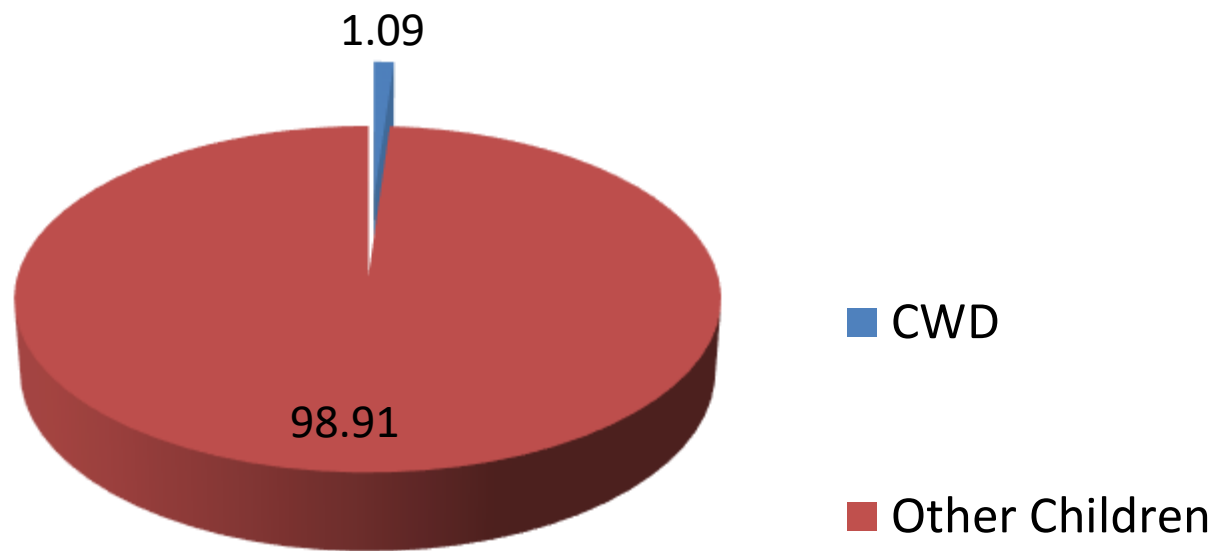
- Migrant communities, low income house-holds, children in vulnerable situations, victims of or children of victims of trafficking, orphans including child beggars in urban areas, and the urban poor

Disabilities

- 21 recognised in RPWD Act 2016

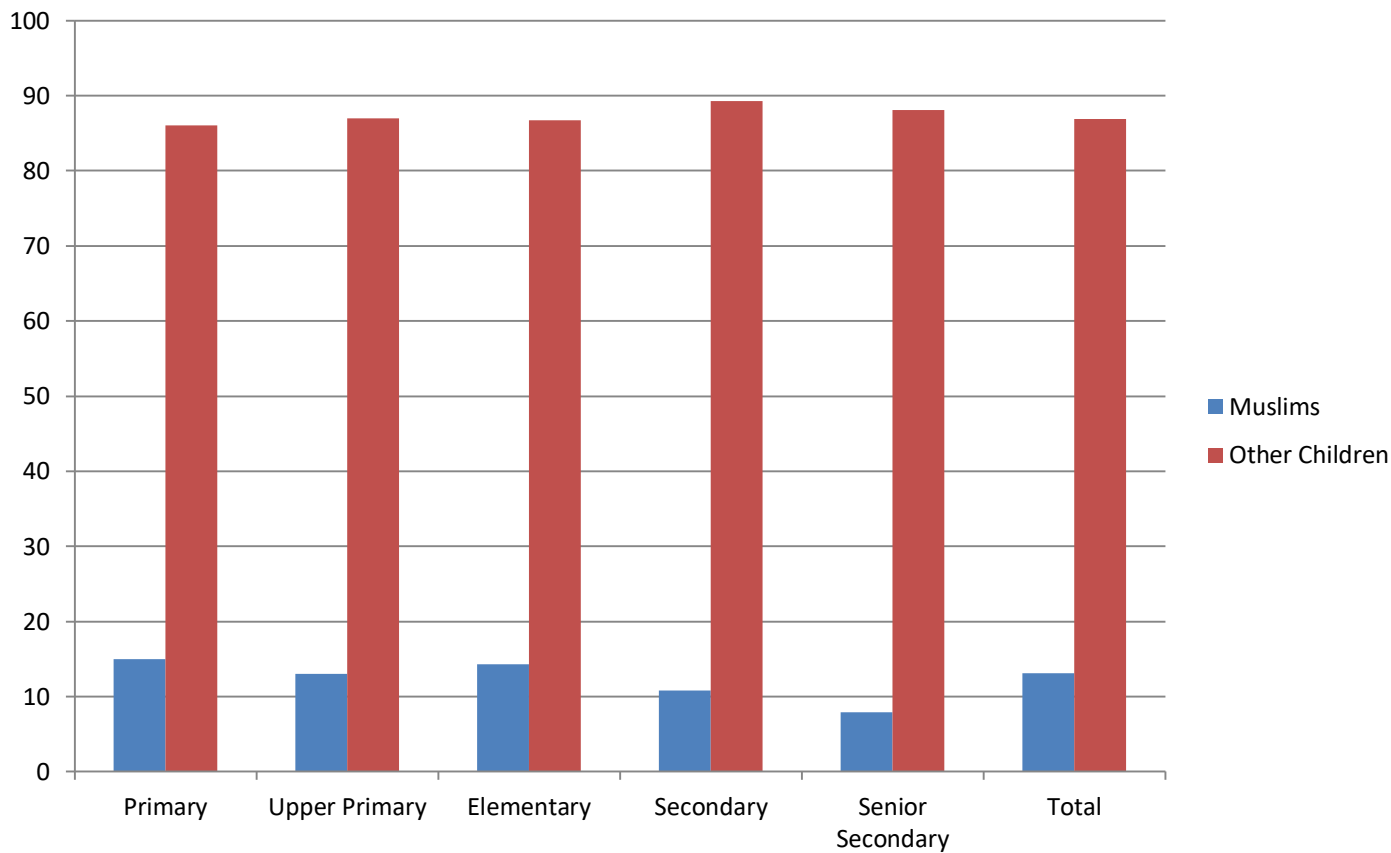


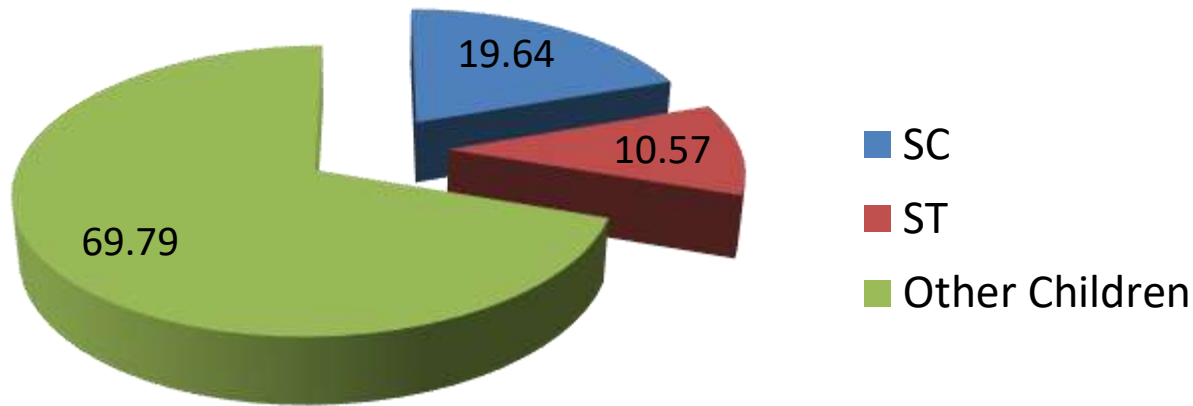
Enrolment of Children By Nature of Disability, 2016-17 (U-DISE 2016-17)



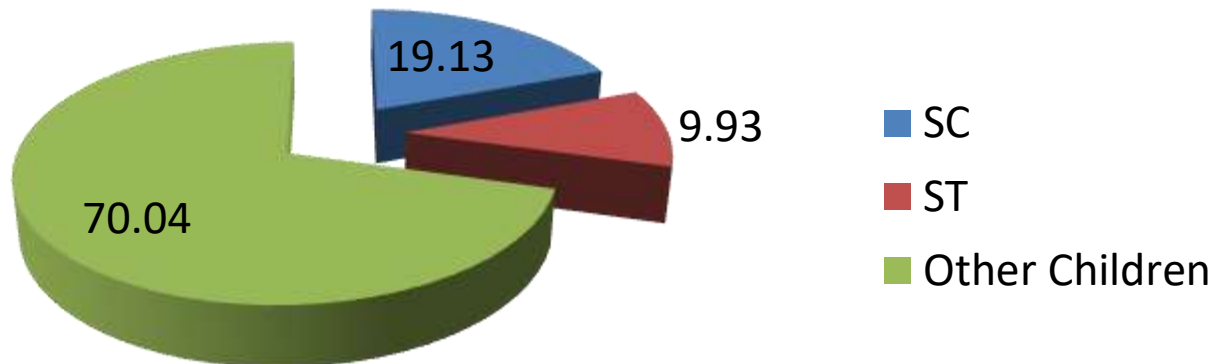
Enrolment of Children by Nature of Disability, 2016-17 (U-DISE 2016-17)

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



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

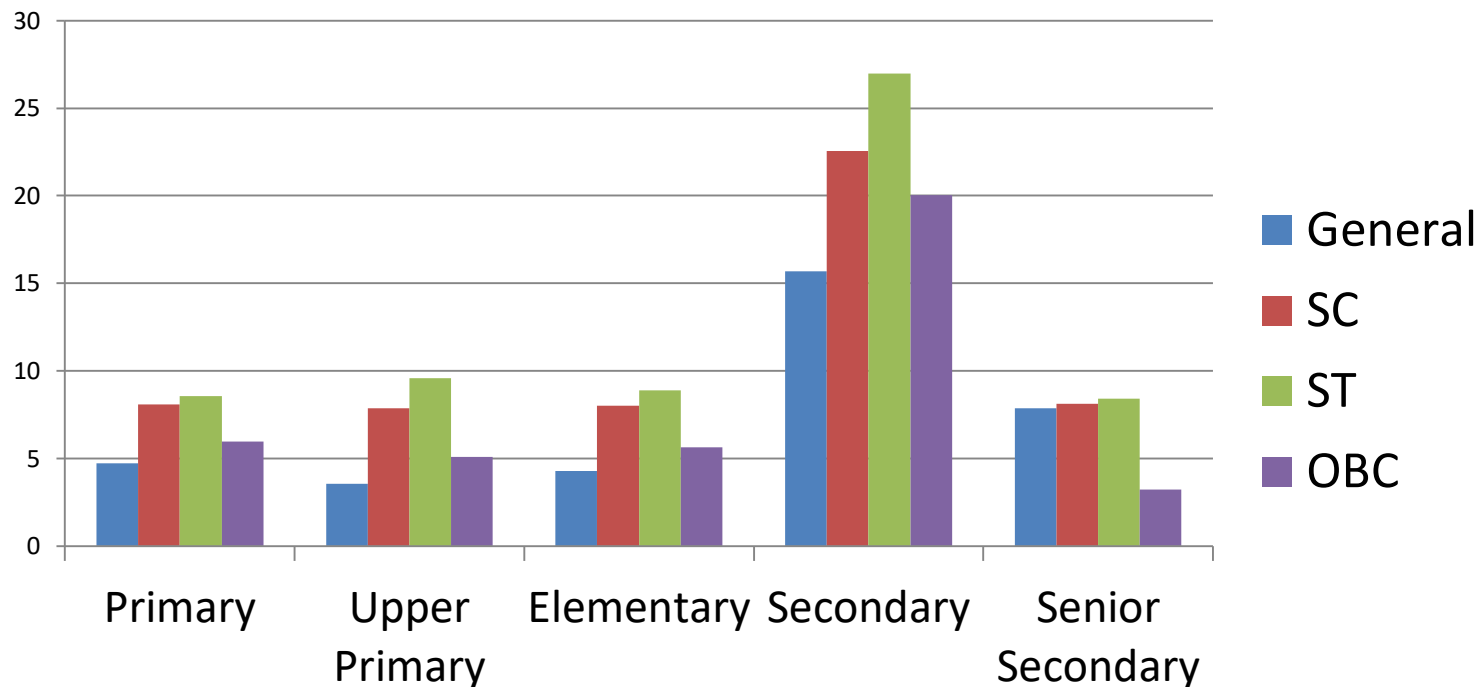
Drop-out and Enrolment Data

- At primary level 19.6%
 - At Secondary level 17.3%
- } students from SC
- These enrolment drop-offs are more severe for students from ST (10.6% to 6.8%) and differently abled students (1.1% to 0.25%), with even greater declines for female students within each of these categories.

Dropout Rate by Educational stage and Social category, All India (Flash Statistics on School Education, 2016-17)

	General	SC	ST	OBC
Primary	4.71	8.09	8.54	5.95
Upper Primary	3.55	7.87	9.58	5.08
Elementary	4.3	8.01	8.88	5.65
Secondary	15.68	22.55	26.97	20.04
Senior Secondary	7.87	8.13	8.43	3.23

Dropout Rate by Educational stage and Social category All India (Flash Statistics on School Education, 2016-17)



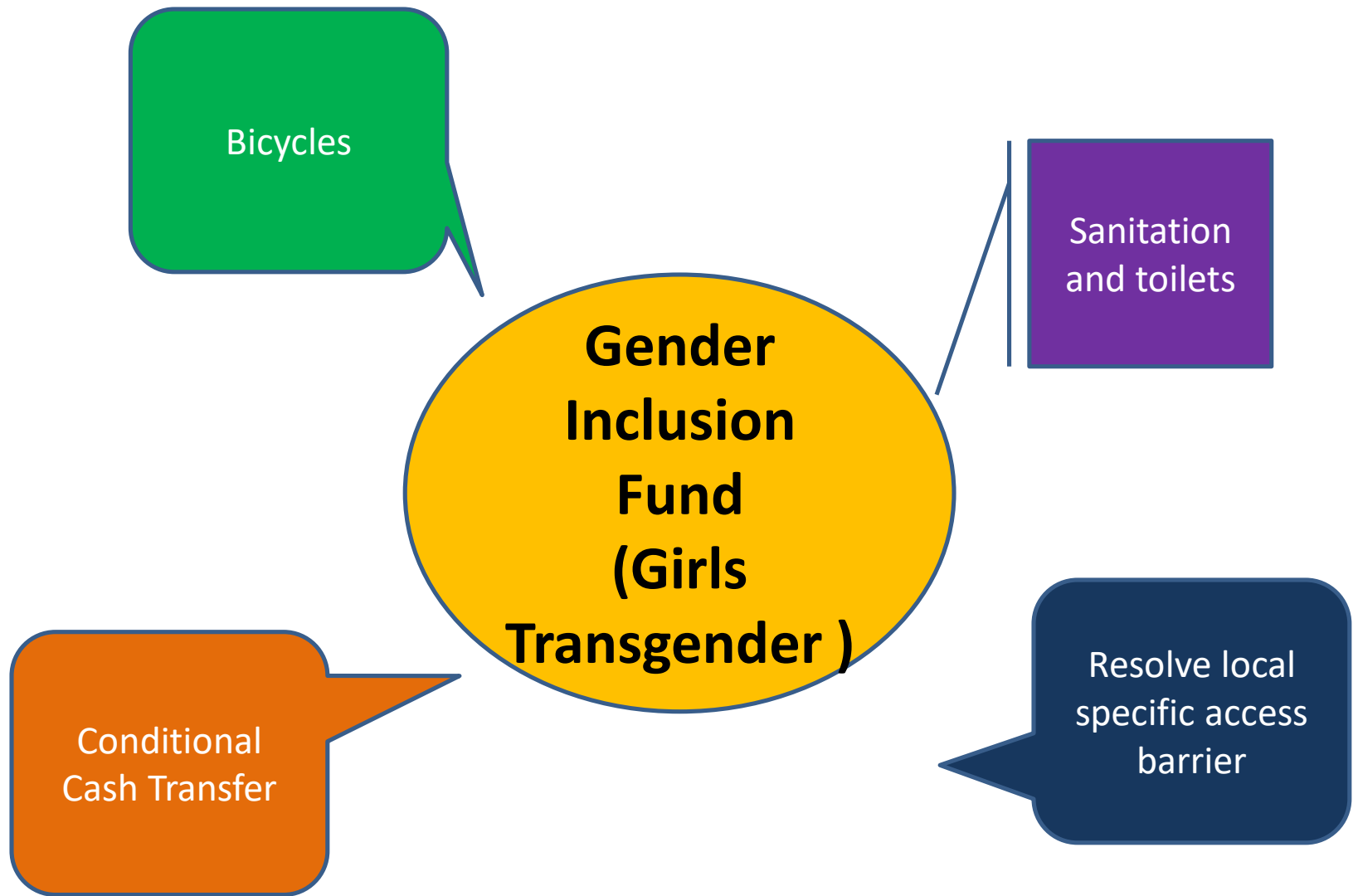
Gender-Inclusion
(Female and Transgender children)

Inclusion Fund schemes
(SEDGs)

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

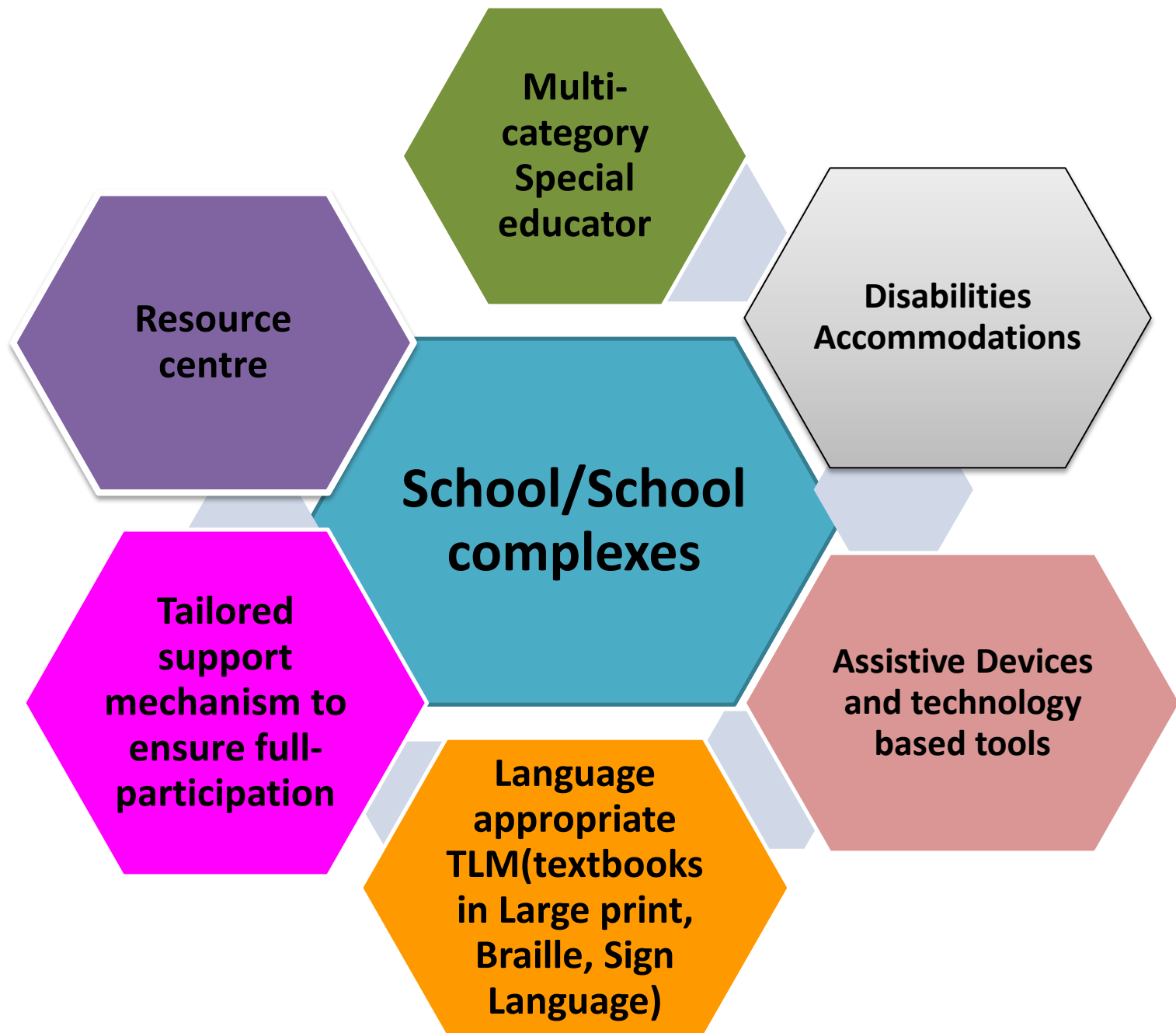
Strengthening KGBVs
(girls up to Grade 12)

Building additional JNVs & KVs
(Aspirational districts)



Policy is in complete consonance with the RPWD Act 2016 and endorses all its provisions for school education

Inclusion Fund



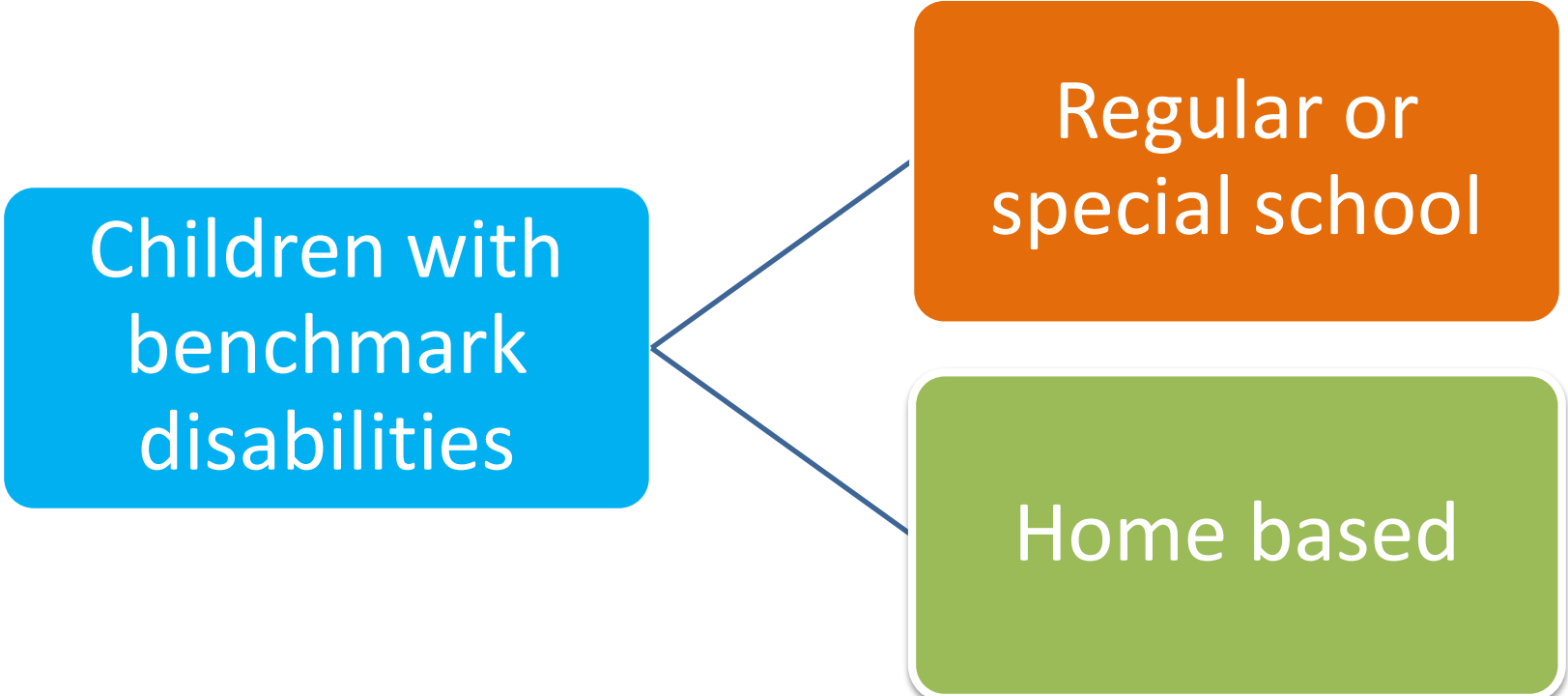
Indian Sign
Language

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graph LR; A[Indian Sign Language] --> B[Standardization by ISLRTC]; A --> C[Capacity Building ISLRTC & NIOS];
```

Standardization by
ISLRTC

Capacity Building
ISLRTC & NIOS

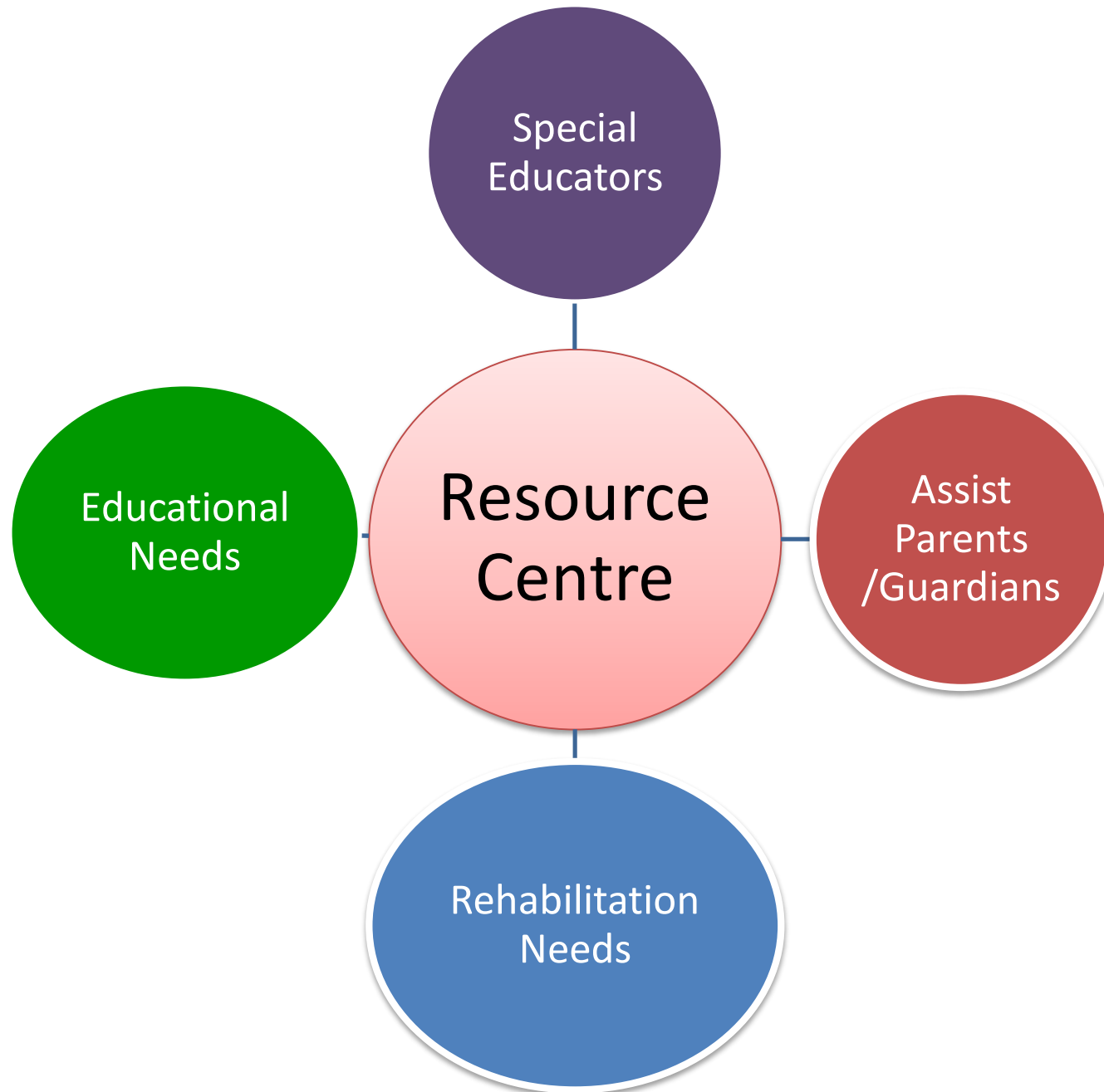
Children with
benchmark
disabilities



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graph LR; A[Children with benchmark disabilities] --- B[Regular or special school]; A --- C[Home based];
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Regular or
special school

Home based



Measures for SEDG's

Organizing
cycling and
walking groups

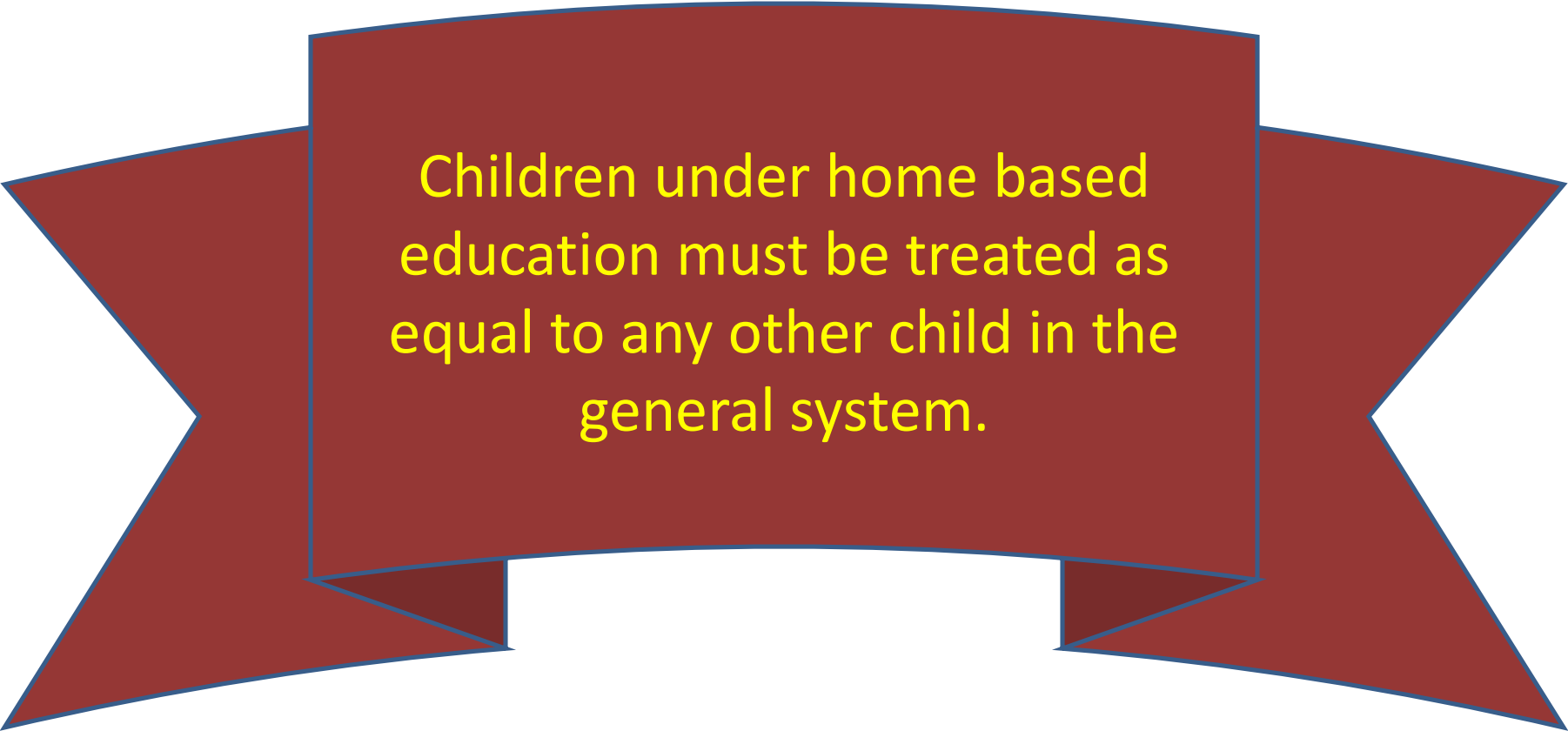
One on one
teachers and
tutors, peer
tutoring

Providing
bicycles

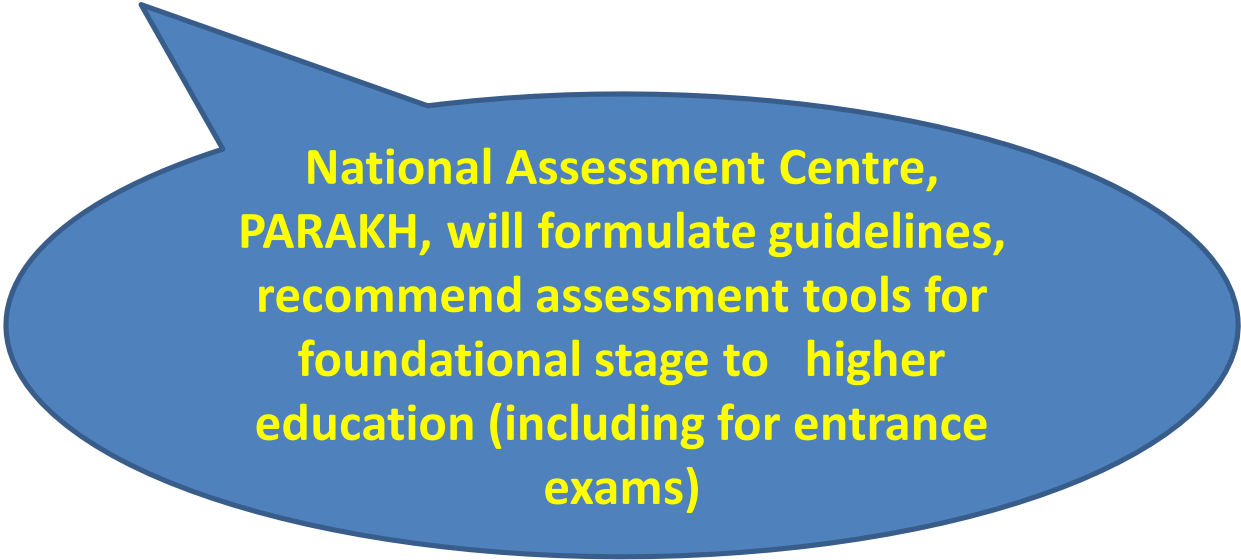
Technological
Interventions

Open
Schooling

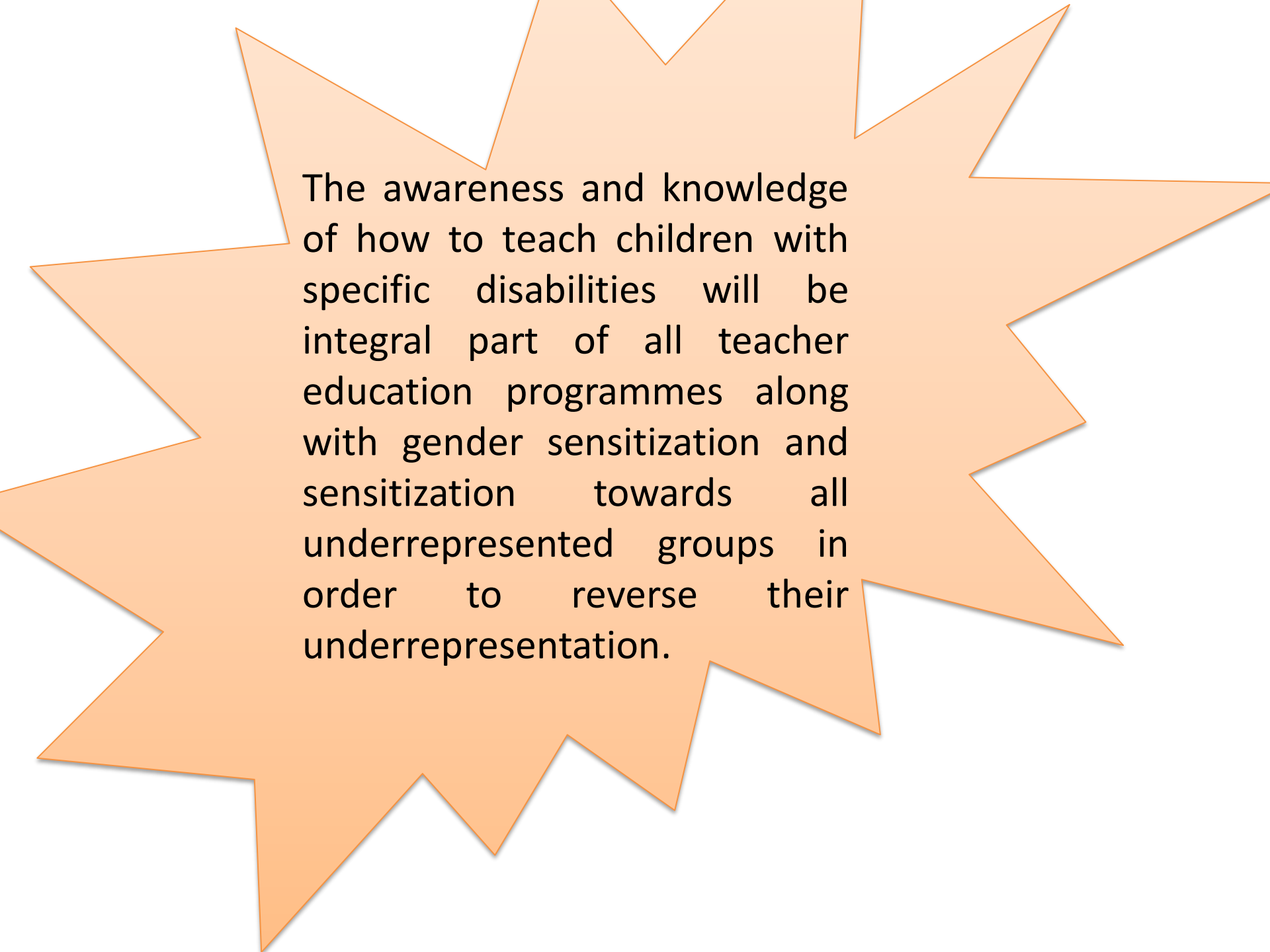
Appropriate
barrier free
infrastructure



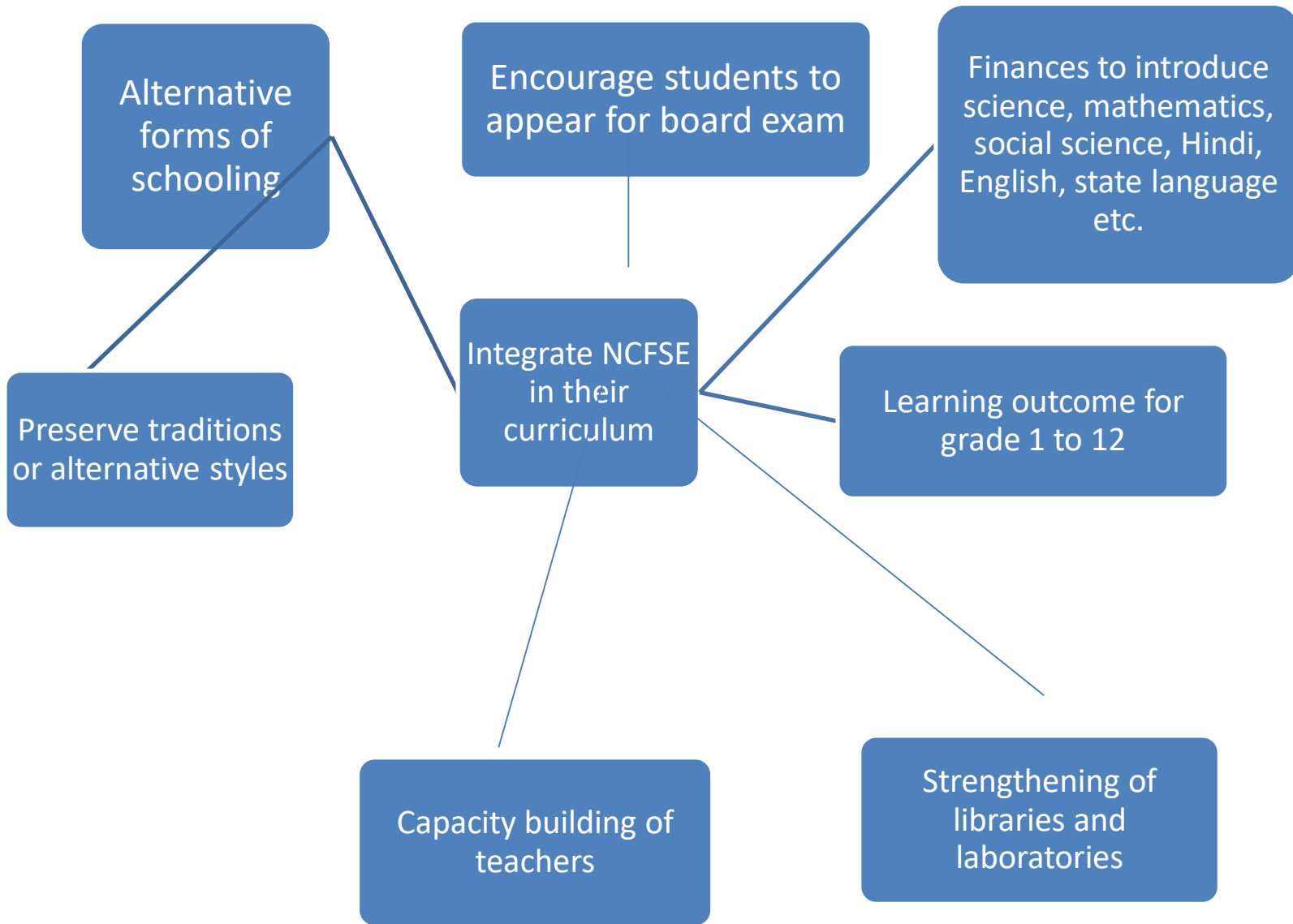
Children under home based
education must be treated as
equal to any other child in the
general system.



**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.



Physical

Movement

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

Sensory

Visual Impairment

- Blindness
- Low-vision

Hearing Impairment

- Deaf
- Hard of Hearing

Speech and Language Disability

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

Scheduled Disabilities

Multiple aspects

- Multiple Disability
- Deaf Blindness

TARGET GROUPS.....RPwD Act 2016

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

Bridge
Courses

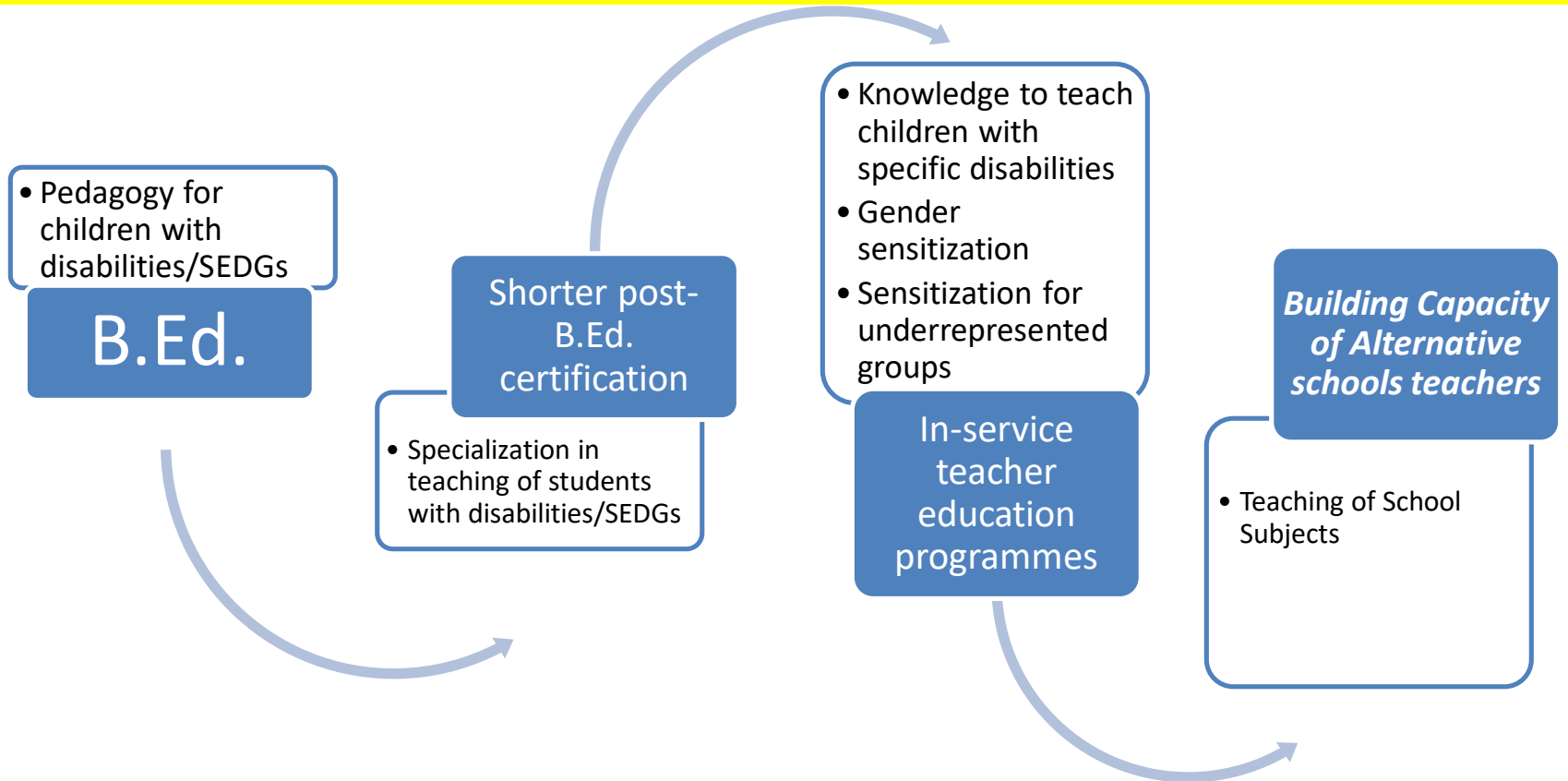
Financial
Assistance
(fee wavers &
scholarships)

Single
Window
Coordination
of provisions

NCC wings

Equity based
school culture

Teacher education programmes



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

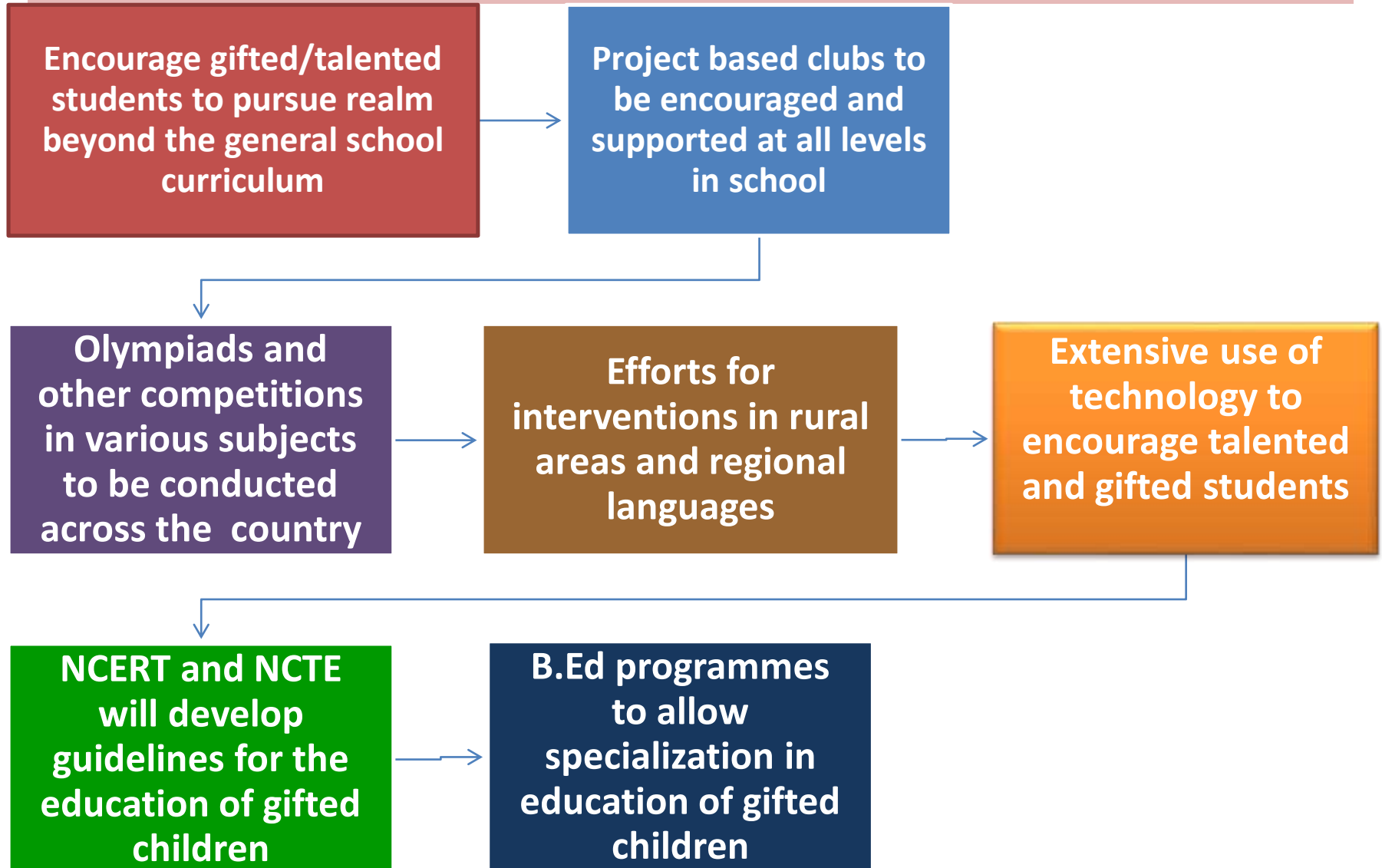
Olympiads and other competitions in various subjects to be conducted across the country

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,

NEP, 2020

