

Equitable And Inclusive Education-

Issues of Socio- Economically Disadvantageous Group (SEDG)

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NEP 2020 and Inclusiveness

NEP 2020 believes in the concept of Equity and Inclusiveness.

Consulted More than 1000 Institutions for Inclusive Approach. Includes:

- ▶ Gender Inclusiveness
- ▶ Empowering Divyangs
- ▶ Inclusion of LGBTQ communities
- ▶ Religious Minorities
- ▶ Linguistic Minorities
- ▶ Promoting SEDGs -
 - SC/ST, PVTGs, DNTs, NTs and SNTs

Gender Inclusiveness

- ▶ NEP 2020 focuses on Education for All.
- ▶ Develops strategies for empowering women through education.
- ▶ Under Samagra Shiksha Abhiyan, Kasturba Gandhi Balika Vidyalayas (KGBVs) are developed.
- ▶ KGBVs are residential schools for SEDG girls belonging to :
 - SC, ST, OBC, Minority and Below Poverty Line (BPL).
 - Includes class VI to XII

Gender Inclusiveness

- ▶ Provisions for Netaji Subhash Chandra Bose Awasiya Vidyalayas and Hostels
- ▶ Rani Laxmi Bai Atmaraksha Prashikshan (Self-defense training to Girls)
- ▶ Swami Vivekanand Single Girl Child Fellowship for Research in Social Science
- ▶ PG Indira Gandhi Scholarship for Single Girl Child
- ▶ Stipend for Children with Special Needs (CWSN) girls:
 - 91318 Children with Special Needs girls covered under Home- Based Education

Gender Inclusiveness

- ▶ NEP 2020 has provision of **Gender Inclusion Fund (GIF)**

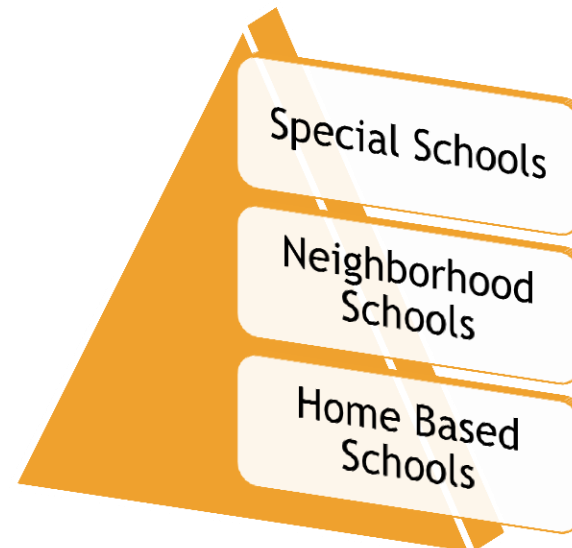
S. No.	Particulars	Amount (in lakhs) (for the year 2021-22)
1	Provision of free text-books up to Class VIII to all children.	286055.88
2	Uniforms to all girls, SC, ST children and Below Poverty Line (BPL) children up to class VIII	491952.50
3	Kasturba Gandhi Balika Vidyalayas	244186.46
4	Netaji Subhash Chandra Bose Awasiya Vidyalayas and Hostels	36025.27
5	Rani Laxmi Bai Atmaraksha Prashikshan (Self defense training to Girls)	11657.76
6	Incinerator & Sanitary Pad Vending Machines	5606.07
7	Stipend for Children with Special Needs Girls	12257.66

Inclusion of Divyangs

- ▶ Focus is to achieve an increased Gross Enrolment Ratio (GER) of 50% by 2035.
- ▶ Inclusive Education for Disabled at Secondary Stage (IEDSS) implemented. Ensures:
 - completing eight years of elementary schooling
 - four years of secondary schooling up to classes IX to XII.
- ▶ Rs. 1023.50 crore has been approved for the education of 21,00,918 Children with Special Needs
- ▶ Support has been enhanced to Rs. 3500/- per child per annum.

Inclusion of Divyangs

- ▶ Recognition of the 2016 **Rights of Persons with Disabilities Act** (RPWD)
- ▶ Setting up of a National Assessment Centre, **PARAKH**
 - An assessment guidelines for children with learning disabilities
- ▶ NIOS to develop high-quality modules to teach Indian Sign Language
- ▶ Enhancing the use of Braille
- ▶ Proposes **Three - Way Schooling System:**



Inclusion of LGBTQ communities

- ▶ NEP 2020 for the first time mentioned “Education for Transgender”
- ▶ Transgender Persons Rights Act (2020) proposed by National Council for Transgender Persons
- ▶ 25 percent reservation in educational institutions for Transgender Children
- ▶ In 2019-20, a total of 61214 transgender children are enrolled in schools
 - 5813 in Class X and 4798 transgender children in Class XII are enrolled
 - 25 transgender students cleared 10th and 12th CBSE board examinations in 2020

Inclusion of LGBTQ communities

- ▶ Transgender Persons (Protection of Rights) Rules, 2020 for accommodation and schooling of transgender
- ▶ Kinnar Vidyalaya (2021) was established in Mumbai, by Shri Mahashakti Charitable Trust
- ▶ Three transgender teachers were recruited at Karnataka state-run schools for the first time in the country (2022).
- ▶ Implementation of NISHTHA (National Initiative for School Heads' and Teachers' Holistic Advancement)
 - teachers are trained for Gender Dimensions in Teaching and Learning Processes

Inclusion of Religious Minorities

- ▶ Through Fellowships, Scholarships and Dormitories. Includes:
 - National Fellowship for Students of Other Backward Classes (OBC);
 - Maulana Azad National Fellowship for Minority Students
- ▶ Upgrading Madrassas to Schools and upgradation of syllabus
- ▶ Training of Teachers in Madrassas with ICT
- ▶ Extending Incentives for school uniforms, girl child education etc.
- ▶ Adopting Need- Based Approach, liberating them with Choices

Promoting Tribes and Other SEDGs:

- ▶ Includes SC/ST, PVTGs, DNTs, NTs, and SNTs

- ▶ Strengthening Eklavya Model Residential Schools for Tribals
 - A total no of 1,09,618 students in EMRS
 - 55,621 are boys, 53,994 students are girls, and 3 transgender students
 - 694 Sanctioned EMRS, 401 are fully Functional EMRS
 - 46 new EMRS to be opened making a total of 740 EMRS in the country

- ▶ Prioritizing appointment of 38,800 new teachers, and non-teaching staffs

Promoting Tribes and Other SEDGs:

- ▶ Enhancing education through Mother Tongue
- ▶ Appointment of Multilingual Medium Educators (MLMEs) in tribal areas
- ▶ Regional languages for Tribal and SEDGs Development. Includes:
 - delivering Dictionaries of terminologies
 - AICTE developed technical books in fourteen regional languages for B. Tech Courses
 - Commission for Scientific and Technical Terminology (CSTT) to develop scientific terminologies

Promoting Tribes and Other SEDGs:

- ▶ Training Anganwadi Workers for cut out the problems in formal education
- ▶ Promotion of Caste Specific Inherited Natural Skills among the Marginals
- ▶ Early Childhood Care and Education (ECCE) for reducing the dropout rates
- ▶ Improvement of traditional and Neighborhood Skills. Includes:
 - Blacksmiths, Goldsmiths, Leather Workers, Weavers, Culinary Experts etc.

Promoting Tribes and Other SEDGs:

- ▶ Developing tribal Agro-based industries like Mahua flower, Palash Flower etc.
- ▶ Focus on Indigenous Seeds Protection and Production:
 - Nominating Ms. Lahari Bai, a Baiga tribal crusader of Indigenous Seeds as Ambassador
- ▶ Promotion of Millets by encouraging the declaration of 2023 as the “International Year of Millets”
- ▶ Inclusion of Forgotten tribal Heroes like Birsa Munda, Alluri Sitaram Raju, etc. as a part of the Syllabus

Equity and Inclusion in HEIs

- ▶ Encouraging Research and Development
- ▶ Developing Culture of Collective Craftmanship
- ▶ Lab to land and Land to Lab
- ▶ Ensuring Global Recognition for Indigenous Projects
- ▶ Establishing Tribal Museums in different tribal districts

Equity and Inclusion in HEIs

- ▶ Focus of National Research Foundation on Women, Tribes and other SEDGs
- ▶ Promoting Research and Development in Tribal Medicinal Plants
- ▶ Establishment of R&D Cells for Indigenous Knowledge Systems
- ▶ Breakthrough R & D in Healthcare:
 - Sickle Cell Anaemia
 - Thalassemia
- ▶ Allocating Rs. 15,000 crore for eradicating Sickle Cell Anaemia in Tribal Areas

Major Challenges in Equity and Inclusion:

- ▶ The cost of Pursuing Higher Education
- ▶ Complex Admission Processes
- ▶ Social Apartheid
- ▶ Geographical and Linguistic Barriers
- ▶ Poor Employability in Higher Educational Programmes
- ▶ Lack of Student Support Mechanism

Measures to Face the Challenges:

- ▶ Suitable Government Funds for SEDGs
- ▶ Focus on Higher Gross Enrollment Ratio
- ▶ Gender Balance Admissions in Higher Educational Institutions
- ▶ Enhancing Access for SEDGs
- ▶ Bridging the Infrastructural Gaps in Communication
- ▶ Education in Three- Language Format

Measures to Face the Challenges:

- ▶ Outreach Programmes and Scholarships for SEDGs
- ▶ Mobile School System for Nomadic (NT), Semi-Nomadic (SNT) & De-notified tribes (DNT)
- ▶ Involving temple spaces, community halls, panchayat offices into schools for NT, SNT and DNTs
- ▶ Supporting the SEDGs with Technological Tools for better Participation
- ▶ Mitigate opportunity costs and fees
- ▶ Make admission process and curriculum more inclusive

Measures to Face the Challenges:

- ▶ The school spaces should be specially-abled friendly with wheelchairs and other facilities
- ▶ Curating Suitable Counselling and Mentoring Programmes
- ▶ Sensitization of faculties, counselors, and students regarding discrimination and identity issues
- ▶ Zero Tolerance Rules for harassment and discrimination activities
- ▶ Inclusion of Ayurveda, Yoga, indigenous dance, song, musical instruments, culture, and other knowledge systems as a part of the curriculum