

“Contribution of HEI s in Actualizing Inclusive and Quality Early Childhood Care, Primary and Secondary Education”



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What is Quality and Inclusive Education?

Education must fully assume its central role in helping people to forge more just, peaceful and tolerant societies.

- Ban Ki-Moon, Secretary-General of the United Nations



Inclusive Education is the process of reinforcing the capacity of education systems to welcome and reach out to all learners (UNESCO, 2017: 7).



UNESCO: Access to quality education is a fundamental right of all children

SDG 4 (2030): Quality Education

By quality education, the UN implies equitable and standard education for all that will promote lifelong learning and the urge to gather knowledge.

The Targets of Quality Education

Everyone can participate in their own ways to provide quality education around the world. Here are some of the targets that the UN has set for 2030 in this section:

- By 2030, ensure that there is free primary and secondary education for girls and boys for effective learning outcomes
- By 2030, ensure that both girls and boys have access to quality early development development and pre-primary education
- Ensure equal access to affordable and quality technical, vocational and tertiary education
- Increase the number of people, both youth and adults who have relevant skills for employment, jobs and entrepreneurship
- Eliminate all discrimination in education
- Ensure universal literacy and numeracy
- Ensure education for sustainable development and global citizenship



NEP 2020 on Quality and Inclusive Education



Features of Quality and Inclusive Education

01 Teachers and Locally relevant and accessible curriculum

02 Early Childhood Care and Education

03 Language and Learning Environment

04 Appropriate Learning Material and Assessment Strategies



Features of Quality and Inclusive Education

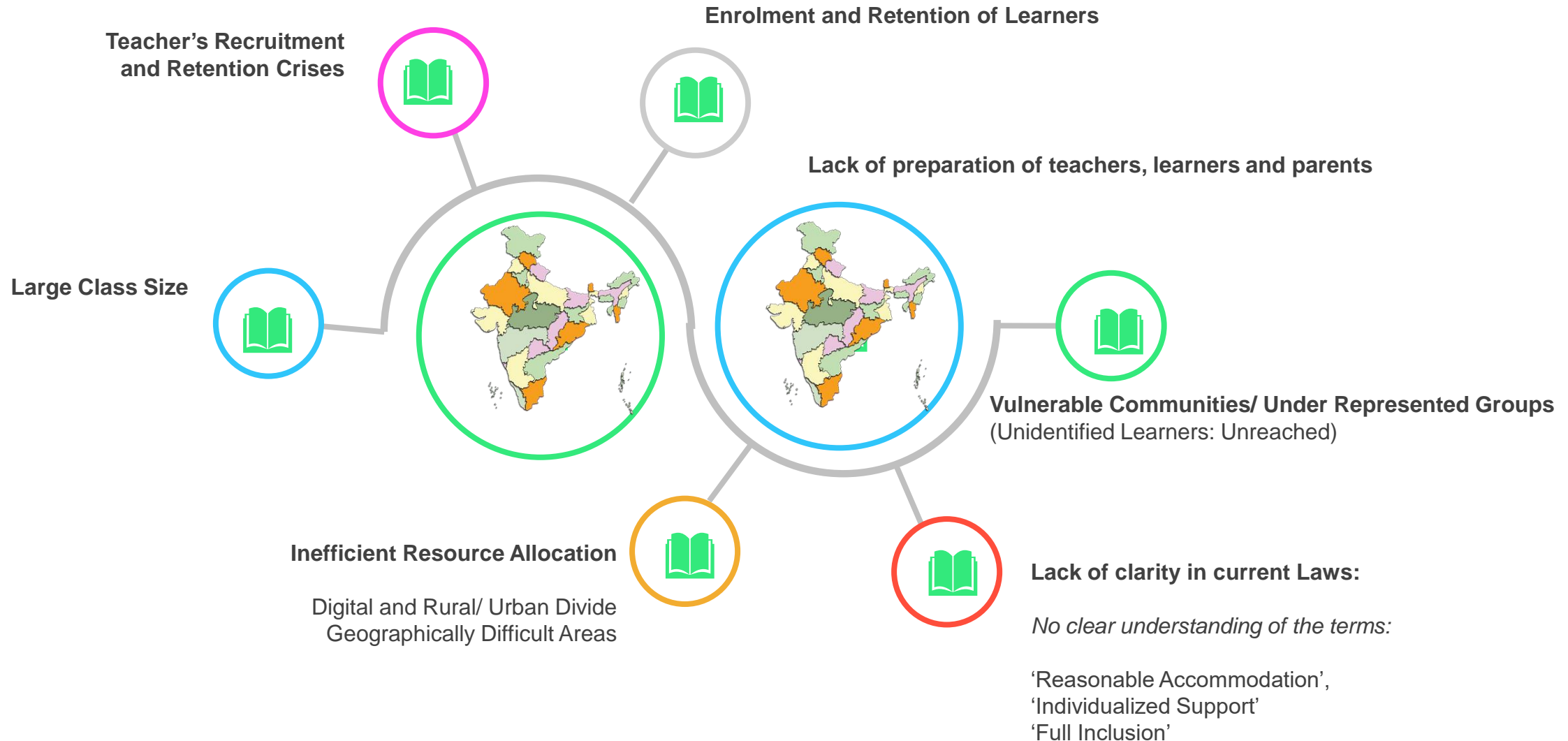


05 Human and Non-Human Resources

06 National Policy and Local Governance

07 Partnership and Collaboration

Challenges to Quality and Inclusive Education in India





Literacy Data at School Level: India

UDISE (2019-20) reported:

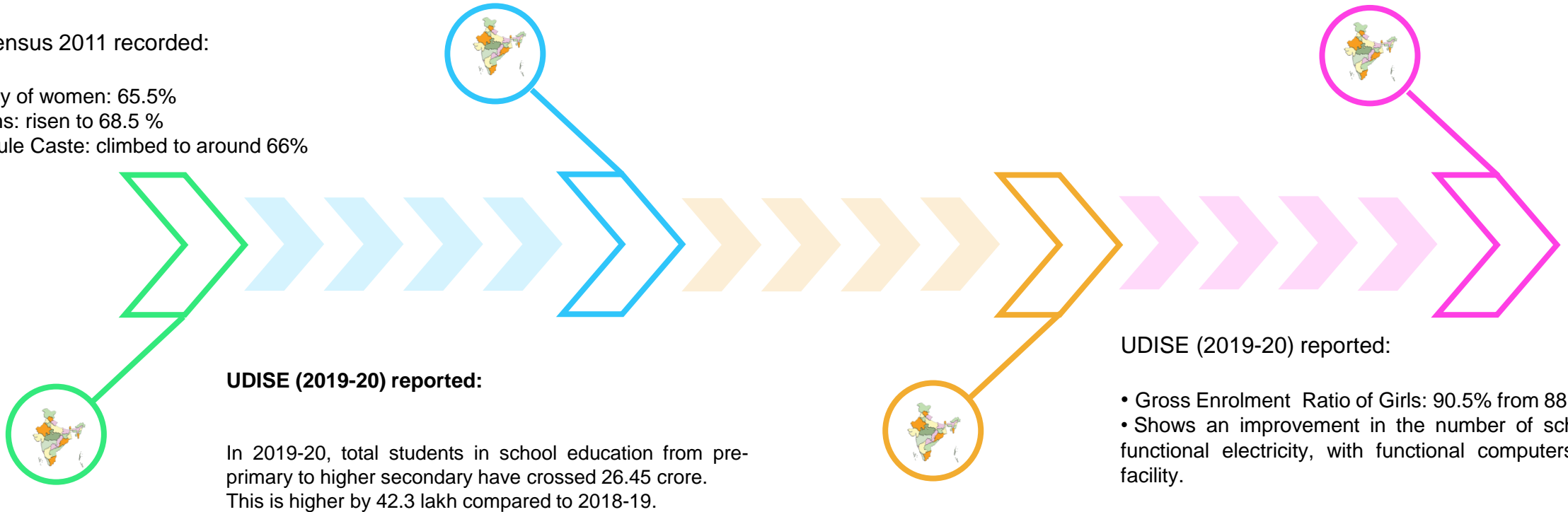
- Gross Enrolment Ratio (GER) at Upper Primary Level : Increased 89.7% from 87.7%
- GER at Elementary Level : Increased 97.8% from 96.1%
- GER at Upper Primary Level : Increased 89.7% from 87.7%
- GER at Secondary level: 77.9% from 76.9%
- GER at Higher Education: 51.4% from 50.1%

The National Sample Survey Organization (NSSO) (2017-18)

Out of School Children (6-17 years) : 3.22 Crore

The Census 2011 recorded:

- Literacy of women: 65.5%
- Muslims: risen to 68.5 %
- Schedule Caste: climbed to around 66%



UDISE (2019-20) reported:

In 2019-20, total students in school education from pre-primary to higher secondary have crossed 26.45 crore. This is higher by 42.3 lakh compared to 2018-19.

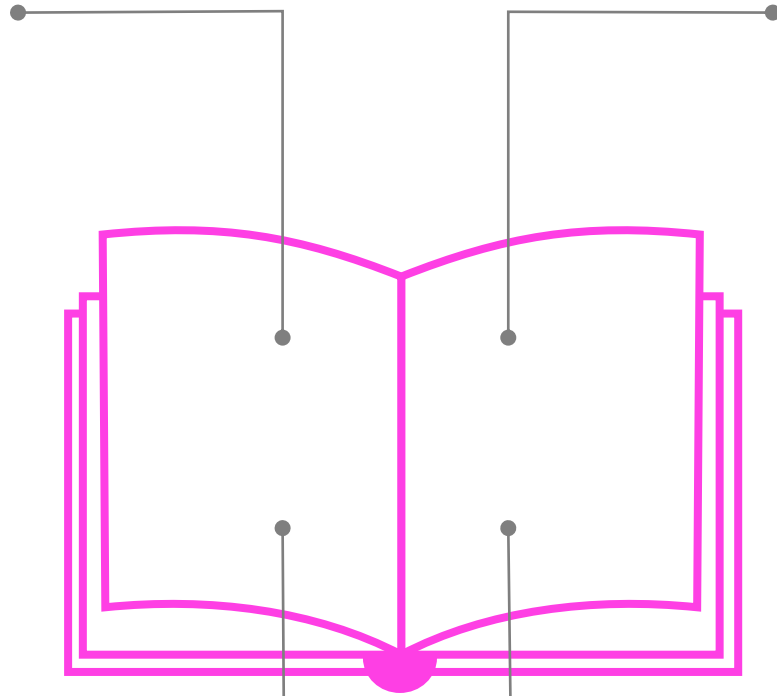
UDISE (2019-20) reported:

- Gross Enrolment Ratio of Girls: 90.5% from 88.5%
- Shows an improvement in the number of schools with functional electricity, with functional computers, internet facility.

Role of HEIs in Realizing Inclusive and Quality Education at School Level

HEIs must focus on Capacity Building

HEIs must promote Researches in School Education and sharing of the findings with the wider society.



HEIs must engage in Restructuring of Curriculum

HEIs must integrate Quality and Inclusionary Practices at their Institutional Policy level.

NIOS Initiatives in Actualizing Inclusive and Quality Education

• Accessible Content

- Dictionary in Indian Sign Language (ISL)
- Study Material in ISL
- Talking Books
- Large Print Books



• Indian Sign Language as Language Subject

• 1 Hour Live Telecast Videos in ISL on PM e-Vidya Channel



• Flexibility in Choices of Subjects

Academic + Vocational Courses

• On Demand Examination

• Virtual Open School of NIOS



• Development of Inclusive Education Policy and
• Gender Policy





THANK YOU

Insert the Subtitle of Your Presentation