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RCSS
RAJAGIRI COLLEGE OF
SOCIAL SCIENCES
(AUTONOMOUS)

Rajagiri College of Social Sciences (Autonomous)

Department of Social Work

EQUITABLE AND INCLUSIVE EDUCATION

POLICY PERSPECTIVES AND
SOCIAL WORK RESPONSES



Conference Theme



India's new education policy envisages fortifying all the attempts to achieve the Sustainable Development Goal 4 - 'ensure inclusive and equitable quality education and promote lifelong learning opportunities for all' by 2030. Quality education is imperative to accomplish and sustain the development of a nation, especially in an inexorably globalized and competing world. However, the challenge before us is as huge as having around 17.7 million children do not have quality education. The poor rate of enrolment to primary education, early dropouts, high level of absenteeism, unwillingness to go to school, poverty that hinder the progress of education, and the lopsidedness of facilities offered at different communities and regions are the critical lacunae to accomplishing the targets.

India is a vast country with many topographical and demographical diversities. Governmental systems make efficacious policy frames to meet the challenges and call for partnerships from the private and welfare sectors (NGOs- Voluntary agencies) to contribute to 'equitable and inclusive education to all children in the country. New education policy (NEP, 2020) envisages equitable and inclusive education as the coherent and robust means to build a strong nation with full human potential and a just

society. The policy advocates creating a conducive school climate wherein inclusivity, equity, and child-friendliness ensure children's constant value-based education and enhancement of skills. The policy strongly recommends the influential role of social work and ascertain the need to ensure trained social workers in every school complex.

The specific roles entrusted to a trained social worker in school are beyond a mere counsellor's traditional role. The social worker's role is to ensure children's holistic wellbeing of children because the policy firmly affirms that undernourished or unwell children cannot learn optimally. The NEP also envisions the design of inclusive school culture to curtail dropout rates, empower the children with unique abilities, enhance accessibility to quality education, sensitization of students, topic-based clubs to improve children's reflective learning and integration school-family-community connect.

The social workers have to channel education resources for girls, children from backwards socio-economic conditions and children within the ambit of vulnerabilities. The professionally trained social workers associated with the schools should link schools with the community and travel around to identify the children who do not have equitable

access to quality education and sensitize them of the significance of teaching and lifelong learning. The social workers in civil society organizations / NGOs continue to be the change-makers in educating the children, especially in areas where the education system faces critical issues.

NGOs as critical stakeholders in inclusive education framework and continue to scale up the nation-building process, and the grassroots level work the NGOs carrying out is impactful. They help bring the maximum number of children in the ambit of school education. The NGOs' networking for children, sensitizing the community about the importance of education, bringing technology to the regional peripheries, and reaching the most deserved, educating the most vulnerable are building blocks of inclusive education in India.

This conference, therefore, looks at inclusive and equitable education, the policy context and social work roles and responsibilities to achieve the Sustainable Development Goal (4) in 2030. DYUTI 2022 advocates for collaboration, networking and collective deliberations to accomplish the mission. We invite all of you to be part of this mission, and let us be connected to work forward to achieve the target as envisioned in the policy.



Sub-themes

1. SDG 4 and Indian policy prospects
2. Socio-political and economic landscape of equitable and inclusive education in India
3. Inclusive and quality education for girls, tribal children and the specially abled.
4. Equitable access to quality education: NGO responses
5. Social Work in New Education Policy: setting the tone of the professional practice

The authors are advised to submit their papers based on the theme and subthemes of the conference.



Key Dates



Important Dates & Deadlines

Submission of the abstract	February 25
Submission of full paper	March 3
Conference dates	March 10 & 11



Author guidelines

Kindly find the author guidelines given below to submit the papers.

Author Guidelines:

Please read these guidelines carefully and check them against your own paper submission.

Referencing and acknowledgement of sources

In order for your paper to be published, you must ensure that all sources of information used in the paper have been acknowledged and referenced using the APA referencing conventions.

Acknowledging sources means providing the details of the source of information used in your paper, regardless of whether that is 'background' information or if it is directly quoted in your paper. All factual information, statistics, etc., must have the original source of that information provided.

Sources must be acknowledged in two ways. Firstly, they must be cited in the text of your paper, using the APA style and secondly, once a work has been cited in the text of your paper, you must then include it in the reference list which should appear at the end of the paper. The reference information in this list must be full, complete and in the APA referencing format.

Please note that all sources used in your paper must be cited in the body of the paper and must appear in the reference list. Sources not cited in the paper must not appear in the reference list.

Please see that the paper is submitted without graphics, shades and page borders. No Header and footer in all pages.



Format

Title: Times New Roman, 26.

Author(s): Times New Roman, Bold, 12, left aligned and single spaced

Address: position, department, name of institution, full postal address and email address for each author

Keywords: approximately 5-6 words or phrases. Keywords are important for online searching.

Brief biography: (Maximum 100 words)

Abstract: The abstract should be maximum 400 words, Times New Roman, Bolded, 10, justified, single spaced, with all margins at 3cm.

Headings: with Times New Roman 16- bolded

Sub headings: Times New Roman, 14, left-aligned, and single spaced.

Contents/ Body: Times New Roman, font size 12, justified and 1.5 spacing

Italics and/or Boldface can be used to emphasize words. No double space or use of underlines and other attributes such as colour, shadings, etc.

Reference List: Times New Roman, 12, left-aligned, single spaced





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