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Improving Educational Status of Deprived Children – The NEP Perspectives

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Abstract

Education is the process of acquiring knowledge that leads to a flourishing present and secure future. To develop an egalitarian society, the educational system plays a vital role to equip children to their best. Many children are still excluded from the educational system. They cannot actively participate in the economic, social, political and cultural life of their communities. People, who are marginalized from society, may be ignored, excluded or neglected in social, economic, political and legal contexts, making them vulnerable. Marginality is humiliating for both physical and economic security, as well as for human dignity. Various initiatives and efforts have been made to realize the concept of education for all. Hence, the exclusion is still in our education system. There is a need to draw more attention to the deprived sections for focusing their educational status. The New Educational Policy (NEP) 2020 highlights the educational status of the deprived children. It is India's third policy which replaces the National Policy on Education (NPE) 1986. NEP 2020 aims to make India global knowledge superpower while maintaining equity and inclusion has highlighted the structural shift in the educational system. Lots of factors including lack of access to quality schools, poverty, social mores and customs and language have had a harmful effect on the enrolment rate and retention of the scheduled caste. NEP 2020 mentioned that, filling these gaps in access, participation and learning outcomes of children belonging to scheduled caste will continue to be one of the major goals. Other Backward Classes which have been identified on the basis of historically having a low level of social change and educational backward also required special attention. The proposal to establish Special Educational Zones (SEZs) in regions with a significant population belonging to socio economically disadvantaged groups is one of the NEP'S standout recommendations. The main goal is to spread

education in India's most remote areas. This will be fulfilled by enhancing resources and aligning multiple schemes and programs of the center and states to transform these backward regions. Educational status of the marginalized people through the lens of NEP 2020 is the main objective of this paper. The data were collected from the various sources like UGC care list journals, books, Newspapers, Government Gazettes etc. The information from these sources was compile category wise.

Key Words: Deprived Children, Educational status, NEP 2020, Special Educational Zones, National Policy on Education 1986

Introduction

Education plays an important role in securing social justice at a large scale. Educational institutions are expected to prepare their learners to the best of their potential for a meaningful place in the society, thereby nurturing the process of emerging a democratic society. Education is essential to an inclusive society that leads towards a long-term development. Education is universal as well as fundamental right in our Indian constitution which does not allow any biasness or exclusion. However, almost countries are facing numerous challenges in ensuring equal access and participation in the education systems. Equality and non-discrimination are two essential human rights that make sure the right to education. Children in rural areas continue to be denied a quality education due to factors such as a lack of infrastructure, insufficient staff, and so on. These issues have been extensively debate over the years. The developmental issues of these people were raised when the thought of "equal human rights for all" was introduced. Since education is the most powerful tool for 'socioeconomic empowerment,' the government has implemented educational development strategies. In modern times, several groups have been identified as having discrimination in the society. They include Other Backward Classes, Schedule Caste, Schedule Tribe, women, minorities and transgender people. However, NEP 2020 will fill this void. The New Educational Policy (NEP) 2020 has prompted a lot of hope, aspiration and excitement among people, particularly students. The National Education Policy 2020 launched by the Union Cabinet of India on 29th July 2020 that provides a wide outline vision of new education system for the holistic development of Indian learners. The new policy encompasses the previous National Policy on Education (NPE) 1986. The policy suggests a comprehensive framework for elementary, secondary, and postsecondary education, along with the vocational training in both areas rural as well as urban. By 2030, the policy aims to change Indian education system. According to the document, students are primary stakeholders in the educational system. These students imply that the NEP views student not as 'citizen of tomorrow', but 'a citizen of today'.

Research Question

1. What is the educational status of the deprived children?
2. How will NEP 2020 promote education in rural areas?

Objectives

1. To know the educational status of the socially deprived children
2. To know the NEP 2020 promotional strategies for education in rural areas
3. To know the inclusion of gender in education through the lens of NEP 2020

Methods and procedure

The data were collected from the various sources like UGC care list journals, books, Newspapers, Government Gazettes etc. The information from these sources was compile category wise.

Deprived Groups

The concept of deprived group is as old as human civilization in India. They were known as the depressed classes during the British period. Since ancient times, these people have been the primary taught of privileged sections of the society. Deprived group is commonly used to analyze socio economic along with political as well as cultural domains in where in deprived people face difficulties to gain the access of resources and participate fully in their social life. In other words, deprived people might be ignored, excluded, or neglected on social, economic, political and legal levels, making them vulnerable. The deprived or marginalized people are excluded from existing protection and incorporation system. The deprived group lacks the necessary social and cultural resources to participate in mainstream growth procedures. Social networks of them are pathetic and vulnerable. They are denied to access the resources like financial, cultural, educational, and other forms of assistance. This leads to social segregation and bounds their ability to work for further. Their education has been hindered by social, physical and economic barriers (Bhasin, 2012).

Educational status of deprived children

“The destiny of India is now being shaped in her class rooms.”

Kothari Commission (1964-66)

It is widely known by all that education plays a significant role in achieving better social fairness. Educational institutions are predicted to prepare children to the paramount of their talents for a significant place in the society and in this way, it will tend to foster the process of creating an democratic society. The right to education is universal that does not allow elimination or discrimination in any form. In today’s scenario, all citizen of any society have dream and motivation that their children will get free and compulsory education up to elementary level (Chitnis, 1979).

National Education Policy 2020 speaks about the promotion of education in rural areas.

NEP 2020 has communicated fundamental changes in the existing education system with the vision of making India a global knowledge superpower while confirming equity and inclusion. After 34 years, the education policy of India has been restructured, revised and accepted on July 2020. The new education policy represents a significant landmark for the Indian education system. And it will surely make India an attractive target for higher

education around the world. The main motto “Equitable and Inclusive Education” of NEP ensures that no child is denied access to a quality education because of their socio- cultural background.

Socio-economically Disadvantaged Groups

Education is a necessity that should reach the most remote and remote areas. And the education policy has taken into account for this fact. Socioeconomically Disadvantaged Groups is a new term introduced in the document (SEDGs). While overall school enrollment declines steadily from class 1 to class 12, this existing decline is significantly additional pronounced for many SEDGs and often steeper in higher education. Geographic identities like socio-cultural identities, gender identities, socio-economic identities, and disabilities, are included in the SEDGs. This will assist these areas in receiving the necessary government attention and incentives in the future (Panwar, 2020).

Establishing Special Education Zones (SEZs)

Basic sense, a Special Education Zone is a novel thought in education that denotes identifying and sorting areas that have a special need for educational development of a socially, economically backward and deprived group of people. SEG is an initiative of mainstreaming for downgraded people locally who are victimized from the educational services and essential specific intervention for upliftment of scholastic status to the national standards (Soy, 2021). The NEP 2020 recommends that regions with a significant number of people from academically deprived SEDGs should be marked as Special Education Zones. Every scheme and policy in these SEZs should be implemented to the fullest extent possible through supplementary efforts. This will help to significantly alter the educational landscape in these areas. Besides this, the policy identifies specific geographical areas as Aspirational Districts that necessitate specific involvements to promote academic improvement (Panwar, 2020).

Recognition of Gendered Identities

National Education Policy 2020 recognizes women and transgender people are the most affected across all groups and socioeconomic categories. There are several plans for implementing schemes such as distributing bicycles form cycling groups and forming walking groups in institution to encourage communal involvement. Recognizing the critical need for girl child education, the NEP 2020 proposes the establishment of 'Gender-Inclusion Fund' for better institutional place for females and transgender people. This fund will be open to states in order for them to develop systems that will aid in inclusive work for these students. It will start sanitation provisions, provisional cash transmissions, bicycle circulation schemes, and so on (Chopra, 2022).

Gender Equality and Inclusion

In order to accomplish the goals of equity as well as inclusion of all and leave no one behind, gender equality and inclusion are essential. Almost efforts should place on the quality, equity, and availability of education. In the past few years, notable improvement in woman participation up to the secondary level has been observed. This type of improvement may be attributable to government enterprises and programs for girls like "Beti Bachao Beti Padhao," "Sukanya and Balika Samridhi Yojana," etc. The less number of girls take enrollment in upper secondary education in comparison to boys. In higher education, the gross education ratio for the years 2015–2016 was only 23.4% in compare to 25.4% for boys. The variance can be seen in all social categories. The focus of NEP's current efforts is to integrate gender sensitivity in the curriculum and generate gender inclusion funds up to class 12 to support all socioeconomically disadvantaged groups (Pal, 2022).

The primary education into the public schools and large number of women dropout students has pushed country educational system on some feet back. However, the new NEP has increased the emphasis on education with a new method of coping with multidisciplinary programs and concentrates on the 21st-century teaching-learning and evaluation skills. A variety of successful learning pathways as well as extensive involvement of learners from various groups will be made possible through alternative and innovative educational settings (Pal, 2022).

Gross Enrollment Ratio

Another significant reform in the NEP 2020 is increasing the Gross Enrollment Ratio (GER) in education by 2035. The key targets of policy include achieving a 100% GER from preschool to secondary school by 2030 and a 50% GER in higher education by 2035. Socioeconomically disadvantaged groups include females, transgender people, Scheduled Castes, Schedule Tribes, students from small villages and towns, migrant communities, low-income households, and the disabled face a greater decline in GER. The NEP 2020 proposes constructive ways to improve GER at various levels of education. The policy has established an innovative arrangement for holistic education at all levels, including universal access and opportunity for children, cutting-edge infrastructure, low dropout rates, safe transportation, and free and affordable housing, particularly for girl children. It is an important tool for ensuring a low dropout rate and thus providing quality education to all aspiring students, rich or poor (Chopra, 2022)

Result and Discussion

Indian Government proposed various initiatives in NEP 2020 to address the SEDGs. The formation of SEZ is a novel and significant approach for the educational development throughout the nation. These progressive aspects can be considered by us. The initiatives are fundamentally based on the principle of 'equity' and as a result, it will support a justifiable education system for all learners in the nation. These initiatives target to remove educational biasness in various states of the nation, thereby reducing the disparities faced by disadvantaged communities. The initiatives provide flexibility to traditional institution including madrasa and gurukuls and thus

they assist to raise the enrollment of community learners while preserving their specific traditional ethics. These initiatives will address the academic needs of isolated zones of the nation, particularly in rural areas, where all learners must travel a long distance to attend the educational institute. This zone will eliminate these obstacles along with making learning more reachable in remote village areas. This zone should be established in relations to inclusion as well as social justice, so that all individuals will be self-sufficient and empowered; and human resource development will confirm the progress of the country.

Conclusion

The National Education Policy 2020 is considered as an important policy manuscript that lays the basis for the new millennium's national strategy. The New Education Policy, by its proposals, it sheds new light on the educational development of the country's backward regions. The establishment of Special Education Zone is the outstanding initiative that has long recognized the difficulties faced by gender groups, the socio economically marginalized people and minorities.

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