



A FEW BENEFITS OF NEP-2020 AND PRACTICAL PROVISION FOR THE DEVELOPMENT AT ELEMENTARY LEVEL OF THE TRIBAL STUDENTS IN DAKSHIN DINAJPUR DISTRICT

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ABSTRACT

The socio-economic conditions of the tribal people of India are very poor even after so many years of freedom. Their living conditions are still low. The tribal development schemes had very little impact on the life of majority of the tribals. Growth is still not making any headway towards overall tribal development available and accessible to the tribal population of India. Steps should be taken to make these people informed about the development schemes. In India the efforts are being given to disseminate the various information in the society particularly in the tribal community in order to increase the standard of life. To enumerate some realistic measures and benefits of NEP -2020 for the development of elementary education in the tribal areas in Dakshin Dinajpur district. The researcher gathered data from the schedule tribe people, in the Gangarampur block. The population is 2,37,628 of which the Schedule Tribe population is 32,933. The lack of institutional infrastructure, dearth of parental education, social prejudices, gender disparity are the prime obstacles in the development of elementary education of the schedule tribe students in Gangarampur block. The schedule tribe literacy rate at the elementary level of Dakshin Dinajpur district was very poor due to their high dropout. The educational development of schedule tribe was much needed and so some development measures, awareness programme and benefits of NEP -2020 should be adopted by the Government.

Key words : Elementary education, Realistic measures, Tribal development, benefits, NEP -2020.

Introduction :

The researcher assumed that gender disparity within the male dominated society was one of the salient causes behind schedule tribe school dropouts. The researcher questioned and interviewed family members, including parents and guardians of the 266 families related to schedule tribe dropouts to verify that cause. According to the survey, 108 (40.60%) parents emphasised education of male child while 87 (32.70%) emphasised upon education of female child and 71 (26.69%) emphasised upon both children. Moreover, according to attitude of other guardians, 177 (46.58%) of them favour education of boys while 74 (19.47%) of them thought that female education was more important, 129 (48.50%) of them emphasised

upon the education for both sexes. It was found that there was asymmetry within the attitude of parents towards gender education, but disparity was found within the attitude of other guardians as most of them emphasised on education of boys. So the researcher concluded that schedule tribe girl students were dropping out of school in greater number due to these digressive notions.

Beside this, while probing the causes of school dropouts among schedule tribe students, the researcher also assessed the opinions of 48 school teachers, 266 school dropouts and their parents and 380 other guardians. 295 (30.73%) people opined that economic instability in dropouts was one of the prime causes for them in deserting the path of education. Again 214 (22.29%) people held that child marriage caused school dropout. The third salient cause behind school dropout was the dearth in parental education as supported by 173 (18.02%) persons surveyed,. The fourth prime cause was excessive growth in number of family members / unplanned birth of children which was supported by 147 (15.31%). The last but not least cause for school dropout was found to be lack of institutional infrastructure, which was supported by 131 (13.65%) parents.

So, there was ample similarity between opinions surveyed through specimens / data and the outcome from the data gathered by the researcher.

As majority of tribals live in abject poverty, the Ministry of Rural Development plays a vital role in raising their status above the poverty line through implementation of various poverty alleviation programmers and providing them with financial and other support for taking up self-employment and income-generation activities. In addition to the poverty- alleviation programmes, this Ministry also provides basic amenities like housing, drinking water, etc. under the integrated programme of Swarnajayanti Gram Swarozgar Yojana (SGSY). 5% of benefits were earmarked for schedule tribes and schedule castes. Under SGSY, 7.49 lakh schedule tribe swarozgaris, accounting for 13.2% of the total swarozgaris were benefited during the Ninth Plan.

NEP 2020, the policy seeks to bring scheduled tribes in to the main stream of society through a multi-pronged approach for their all-round development without disturbing their distinct culture. There are 67.8million scheduled tribe people, constituting 8.08 percent of India's population.

Problem of the Study :

The lack of institutional infrastructure, dearth of parental education, social prejudices, gender disparity are the prime obstacles in the development of elementary education of the schedule tribe students in Gangarampur block.

Objective :

To enumerate some realistic measures of NEP -2020 for the development of elementary education in the tribal areas in Dakshin Dinajpur district like Establishing more tribal school, teaching in tribal language, availability of tribal teacher's facilities. tribal awareness programmes.

Methodology :

The researcher has used the analytical survey method for collecting her data from the schedule tribe people, in the Gangarampur block. The population is 2,37,628 of which the Schedule Tribe population is 32,933.

Retrospection :

As majority of tribals live in abject poverty, the Ministry of Rural Development plays a vital role in raising their status above the poverty line through implementation of various poverty alleviation programmes and providing them with financial and other support for taking up self-employment and income-generation activities. In addition to the poverty- alleviation programmes, this Ministry also provided basic amenities like housing, drinking water, etc. under the integrated programme of Swarnajayanti Gram Swarozgar Yojana (SGSY). 5% of benefits were earmarked for schedule tribes and schedule castes. Under SGSY, 7.49 lakh schedule tribe swarozgaris, accounting for 13.2% of the total swarozgaris were benefited during the Ninth Plan.

The Kanyashree scheme emphasizes the development of the tribal girl child's education and to solve the economic problems of their families. The goal of this scheme is to reduce the dropout rate of girls and prevent early marriage of girl child. In West Bengal this initiative was taken by the Government to improve childhood and status of girls, specially providing monetary support to economically backward families who cannot arrange their daughters' marriage, attaining the marital age of 18 years, due to financial hardships. This mega scheme was launched on 8th March, 2013 in West Bengal by honourable Chief Minister Smt. Mamata Banerjee, who was the pioneer of this scheme. It has been found that for the effect of this scheme, girls retention rate is growing in the district of Dakshin Dinajpur.

A project for perspective District Elementary Education Plan i.e. DEEP (2001–2010) for Sarva Shiksha Abhiyan (Universalisation of Elementary Education) was submitted to Govt.

of India for necessary approval. DPEP with cover both primary education and upper primary education components of UEE in the context of SSA objective delineated by Govt. of India. The unachieved targets of perspective DPEP plan was merged into the perspective DEEP of the district to be formulated during 2001–2011. Universal Access, Enrollment, Retention and quality education were achieved only by the help of proper infrastructural support. The budget provision of DPEP in the year 2001- 2002 was 408.0075 lakhs.

NEP -2020, the policy to ensure inclusive government of India and UGC such as offering financial assistance to different deprived sections of society.

The Samagra shiksha scheme, effective from 2018-19, the scheme focus on various indicators, that is enrolment, retention and gender parity that the children belonging to SC, ST, BPL families, Minority communities and trans gender, in governments schools up to class VIII, are provided and provisions is also with free books, uniform, stationary and nsportation and also seat reservation in Jawahar Navadaya

Vidyalaya and (NSCB) Netaji Subhash Chandra Bose Awasiya Vidyalays and hostels under Samagra shiksha scheme, in favour of SC, ST children.

The central sector scheme, National Means-cum merit scholarship to meritorious students of economically weaker sections to arrest their drop-out at class VIII and encourage them to continue the study at secondary stage.

Major Findings :

The following are the several schemes which were introduced by both state government and central government to boost up the developments of tribal students in these areas.

a) State Level Schemes :

1. Free textbook and drass distribution and scholarship schemes.
2. West Bengal Merit-cum-Means Scholarship.
3. National Means-cum-Merit Scholarship Scheme.
4. National Talent Search Examination.
5. Special economic package to develop backward classes in LWE affected areas.
6. Educational loan scheme for schedule tribe students.
7. Kanyashree Scheme.
8. Samagra Shiksha Scheme, effective from 2018-19.

b) Tribal Development in different plan periods of Dakshin Dinajpur :

Name of the schemes have been taken by the education department

1. Payment of Tuition Fees.
2. Book grants of tribal students, reading in secondary school.
3. Coaching arrangement of secondary schools.
4. Examination fees for students appearing at the M. P. Examination and H. S. Examination.
5. Special stipend to poor meritorious students in selected secondary schools.
6. Provision for Ashram facilities in Basic schools.
7. Extension of existing school hostels.
8. Construction of new hostel buildings.
9. Boarding charges of secondary schools.
10. Grants for construction of primary schools.

c) Centrally Sponsored Programmed :

1. Construction of hostel for girl students.
2. The Central Sector Scheme – National Means-cum-merit scholarship scheme.

d) Civil work :

The problems / issues with regard to Access, Enrollment, Retention and imparting quality education can be minimized by providing interventions through SSA civil work, community, mobilization, alternative schooling, ECCE, girls' education, IED, issues relating to teachers, special drives for SFGS and capacity building of institutions, etc. Civil works were done by SSA Funds. Details of the following intervention are discussed below.

1. Construction of new upper primary school buildings (new setup).
2. Construction of additional class rooms in existing 578 upper primary schools.
3. Construction of CRCS.
4. Repairing of existing primary schools.
5. Construction of primary school buildings (NSB), HT rooms, ACR upper primary and primary schools.

Conclusion :

The socio-economic conditions of the tribal people of India are very poor even after so many years of freedom. Their living conditions are still low. The tribal development schemes had very little impact on the life of majority of the tribals. Growth is still not making any headway towards overall tribal development available and accessible to the tribal population of India. Steps should be taken to make these people informed about the development schemes. In India the efforts are being given to disseminate the various information in the society particularly in the tribal community in order to increase the standard of life.

The schedule tribe literacy rate at the elementary level of Dakshin Dinajpur district was very poor due to their high dropout. The educational development of schedule tribe was much needed and so some development measures and awareness programme should be adopted by the Government.

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