

# Impact of New Education Policy on Socio-economic and Educational Development of De-notified and Nomadic Tribes

**Rajendra S. Motghare**

Associate Professor

Dhanwate National College, Nagpur, India

rsmotghare@rediffmail.com

**Abstract:** *Is the New Education policy (NEP) 2020 a comprehensive policy introduced by the Indian government to change the education system in India? This is a big question before us. As of my knowledge, there is a doubt its aimed to make significant changes in the different communities, and regional differences. In this paper, author discusses some positive and negative effects and different facts of education. Author tries to find out various provisions for De-notified and Nomadic tribes from school to higher education and its impact on their socio-economic and educational development. However, the impact of the new education policy on these communities is subject to various factors, including implementation considerations regarding the educational development of these communities.*

**Keywords:** higher education, socio-economic, development, marginalised

## I. INTRODUCTION

According to the Indian Constitution education is a human right. Therefore, it is the duty of the union and state governments to end illiteracy and educate people without regard to caste. Education plays a vital and significant role in the whole development of both men and women. Only education can contribute to socio-economic development and personal advancement. It is now crucial for the government to have the correct group of parents, instructors, and students because of globalisation and the increase in worldwide competitiveness. Students are a valuable resource for the nation. A number of adjustments have been made to the way education was taught by British colonists when it comes to the Indian educational system. The New Education Policy of 2020 mentions maintaining constant communication with parents, students, teachers, and colleagues. NEP believed that innovation in the educational field is necessary. Our constant goal is to raise the standard of our procedures and instructional initiatives. This reforms aim is to improve student performance, either by means of general programmes that help with accountability or by implementing high-stakes testing. This study tries to find out the impact new education policy on educational status of DTs/NTs.

The 2018 Pratham–Annual Status of Education Report (ASER) report highlighted India’s dismal record on the quality of education that is available: 73% of class 8 children cannot read beyond class 2 level materials, and only 44% of them are able to solve basic arithmetic. This reading list looks at previous education policies and other fundamental issues of Indian education. 1) What has the RTE Achieved? While the Right to Education Act was passed in 2009, educational infrastructure and teacher training remains woefully inadequate.

Writing in 2017, Disha Nawani says that only 9.54% of schools in India are fully compliant with RTE norms on infrastructure and teacher availability. One of the primary reasons why the RTE Act has failed to achieve its goals is that there are no dedicated financial resources for its implementation. Even when the act was passed, it was not accompanied by a financial memorandum to ensure the availability of the requisite financial resources for its implementation. Additionally, budgetary allocations to the Sarva Shiksha Abhiyan (SSA), the primary body for implementing the act, have witnessed a gradual decline (from ₹23,873 crore in 2012–13 to ₹22,500 crore in 2015–16). Further, Nawani also argues that RTE norms on access of education are either slow in implementation or are misguided.

There are no data available on the number of children from marginalised communities who have been given special training—as envisioned in the act—and have actually gained entry into formal schools.

According to Desai et al (2010), there is a stark social disparity in education, which impacts enrolment and dropout rates. Dalit, Adivasi, and Muslim children are far less likely to enrol in schools and slightly more likely to drop out. Thus, while 94% of children from forward castes and 96% of children from other religious groups were enrolled, the figures for Dalits, Adivasis, and Muslims were 83%, 77%, and 76%, respectively. 2) Can Skill Training Substitute an Education?

Radhika Saraf writes that introducing “skilling” programmes in secondary education is in line with the government’s desire to turn India into the “skill capital of the world,” which ISSN (Online) - 2349-8846 seeks to differentiate education from economic growth.

Saraf argues that such skill training for blue-collar jobs will only serve to perpetuate inequalities; as such jobs are at the bottom of the employment hierarchy. Saraf contends that the state’s push to fuel growth via the informal sector ensures that mobility that the poor might benefit from by education is restricted. The emphasis on skills training at such an early age would serve to restrict social mobility and is a departure from recognising the intrinsic value of education which aims to enable every child to reach her full potential. For first generation learners—historically poor families, for those who live on the peripheries of globalisation, and for those who suffer from multiple disadvantages of their socio-economic being—education provides acculturation and is a means of social mobility and allows the transcending of class and caste hindrances.

#### **Accessibility and inclusivity:**

According to the government of India, the NEP 2020 places a strong emphasis on inclusive education, and if it is success to give better access to these communities, it would be best Initiatives to reduce school dropout rate and boost enrolment which could benefit to underprivileged populations. Nonetheless, problems with transportation, infrastructure, and socio-economic inequality could still make access difficult to enrol in the school, especially in rural areas.

#### **Multilingualism and Regional Language Education:**

The policy encourages the use of mother tongues or other local, regional languages as the primary language of teaching in schools. Government believe that this policy can help those communities who may face barriers in learning through a language they are unfamiliar with. But is necessary to understand, maintaining linguistic diversity and providing sufficient resources for the development of study materials in multiple regional languages can be difficult.

#### **Skill Development and Vocational Education:**

The NEP emphasizes skill development and vocational education, which can be particularly beneficial for marginalized communities by providing practical and employable skills. In contrast, it is also true government does not guarantee to these people regarding adequate infrastructure, quality training, and equal opportunities in vocational education.

#### **Reservation and Affirmative Action:**

Government argues the new education policy recognises the significance of social justice and reaffirms commitments to affirmative action and reservation laws, both of which are essential for underprivileged groups. But the reality is that government does not implemented effectively and monitoring these policies, and does not ensure that the benefits reach the intended beneficiaries.

#### **Higher Education and Research:**

The government says, if the emphasis on Research and multidisciplinary education provide opportunities for marginalised people to participate in higher education and research. But fact is different, For Financial constraints, access to quality higher education institutions, and bias in the academic system need to be eliminating discrimination in higher education for marginalized individuals to fully benefit.

**Digital Technology:**

The increasing reliance on technology for education is a new challenge for these communities. All these marginalized communities have limited access to digital resources therefore they face various challenges to acquire quality education.

**II. CONCLUSION**

While the New Education Policy 2020 has the potential to positively impact marginalised people's educational development, its success will depend on how well it is implemented, how the community is involved, and how various issues like infrastructure, socioeconomic disparities, and regional variations are addressed. It is essential to closely monitor the execution of the policy and make necessary revisions to provide fair access and high-quality education for all.

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