



Socio-Economic Disadvantage Group; Perspectives In The Light Of National Education Policy 2020

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Abstract

This paper focus on a group of our society that is socially and educationally backward known as socio-economic disadvantage group SEDGs. As each one has equal right to have access to quality education. Education is right of all but still there are several groups that are disadvantage such as women, minorities, SCs, STs, OBCs, PwDs, EWSs, who are left behind in the field of education. It is government's prime goal to develop nation by bringing all together. Hence the National education policy (NEP 2020) emphasizes the need to address the issue of students belonging to socio-economic disadvantage group. Accordingly this paper address the issues and challenges faced by socio economic disadvantage group and the goals, policies set by National education policy in favour and upliftment of socio-economic disadvantage group.

The students belonging to SEDGs faces lots of challenges in their life specially in accessing quality education. It is prior need to focus on problems of these groups and work on their upliftment in the field of education. Mainstreaming all groups of society will help in development of the nation.

keywords- Socio economic disadvantage group, National education policy 2020

Introduction

The socio-economically disadvantaged groups are those who for historical reasons and causes of their prevailing disadvantaged social, economic, educational, vocational, locational conditions, cannot have equal access to the various facilities and opportunities available for the higher education. To access quality education all over the country has become a major issue and area of concern. In India there are several disadvantage groups such as women, minorities, SCs, STs, OBCs, PwDs, EWSs, who lag behind others in the field of education. Mainstreaming and bringing them together and prosperity and development of nation is the major goal of government of India.

Accordingly the national education policy (NEP)2020 emphasizes the need to address the issues of students belonging to socio-economically disadvantage groups(SEDGs).

The students belonging to these groups faces lots of problems in their upliftment in society specially in the field of education as they lack access to quality education because of their socio-cultural, historical , economic reasons. The NEP 2020 has indicated people with following identities as socio-economically disadvantage groups(SEDGs) and emphasized on their increased participation particularly in higher education.

Gender identity-*females

* Transgender

Social backwardness identity-*scheduled castes

*Scheduled tribes

Educationally and economic backward identity:

*Non creamy layer among other backward classes

*Economically weaker section

*Students from the vernacular medium schools

*First generation learner

Minority identity :*religious minorities

*Linguistic minorities

Person with disabilities and benchmark disabilities : *A person with long term physical, mental, intellectual or sensory impairment.

*A person with not less than forty percent of a specified disability as certified by the certifying authority.

Vulnerable and low socio economic conditions:

*Migrant communities, denotified and nomadic tribes.

*Low-income households below povert line (BPL)

*Child beggars and children in vulnerable situations.

*Victims of or children of victims of trafficking

students who lost their parents.

Less developed, poor access, and disadvantaged locations : *villages and towns

*Tribals areas /scheduled areas as mentioned in the V and VI schedule under the constitution of india.

*Slums

*Aspirational areas with special educational zone

*North east states

*Islands

*Conflict prone areas

*Disaster prone areas including flood ,drought, *earthquakes etc.

*Border areas.

Problems and issues related to SEDGs

- According to U-DISE 2016-17 data about 19.6% of students belong to schedule castes at the primary level but this fraction falls to 17.3% at higher secondary level.
- Enrolment drop offs for schedule tribe students was 10.6% to 6.8%
- Enrolment drop offs for differently abled children was 1.1% to 0.25% specially for female student.
- Lack of access to quality schools.As these groups are still disadvantage in field of education
- Poverty is the reason of being disadvantage and backward
- Social customs and language as some of them belongs to tribal communities
- Historical and geographical factor- tribal communities and children from schedule tribe face disadvantages at multiple level as tribal communities find their school education irrelevant and foreign to their lives, culturally and academically
- SEDGs faces issue in representing themselves in the society.
- SEDGs faces problem in availing equal opportunity in society like other groups

Goals of NEP IN light of SEDGs

- One of the major goal of NEP 2020 is to Bridge gaps in access, participation and learning outcomes of children belonging to schedule caste .
- To make Several programmatic intervention and special mechanism ensuring that children belonging to tribal communities receive the benefits of these interventions.
- Policy acknowledges the importance of interventions to promote education of children belonging to all minorities.
- Policy recognizes the importance of creating enabling mechanism for providing children with special needs or divyang the same opportunities of obtaining quality education as any other child.

- There have been various successful policies schemes such as targeted scholarship , conditional cash transfer to incentivize parents so that they send their children to school
- providing bicycle for transport have significantly increased participation of SEDGs in the schooling system in certain area.
- Policy made it essential to take into account research that ascertains which measures are particularly effective for certain SEDGs.
- To ensure One on one teachers and tutor , peer tutoring ,open schooling ,appropriate infrastructure should be made available.
- suitable technological interventions can be particularly effective for certain children with disabilities.
- To Provide quality education to girls is the best way to increase the education level of SEDGs
- Policy recommends that the policies and schemes designed to include students from SEDGs should be specially targeted towards girls .
- To provide equitable quality education to all girls as well as transgender students the government of India will constitute a gender inclusion fund to build the nations capacity.
- To address analogous access issues for other SEDGs Inclusion fund schemes shall also be developed .
- Policy also aims to eliminate any remaining disparity in access to education for children from any gender or other socio-economically disadvantage group.
- To provide Free boarding facilities matching the standard of jawahar navodaya vidyalayas in school locations where students may have to come from far particularly from socio-economically disadvantage background .
- To provide with suitable arrangements for the safety of all children especially girls.
- Kasturba Gandhi balika vidyalayas will be expanded and strengthened to increase participation of girls from socio-economically disadvantaged backgrounds.
- To increase high quality educational opportunities. Additional jawahar navodaya vidyalayas and kendriya vidyalayas will be built around the country especially in aspirational districts,special education zone and other disadvantaged areas.
- Pre-school sections covering at least one year of early childhood care and education will be added to kendriya vidyalayas and other primary schools around the nation particularly in disadvantaged areas.

- Children with disabilities will be enabled to fully participate in the regular schooling process from the foundational stage to higher education .
- School complexes will be provided resources for integration of children with disabilities ,recruitment of special educators with cross disability training.
- School and school complexes will work and be supported for providing all children with disabilities accommodations and support mechanism tailored to suit their needs and to ensure their full participation and inclusion in the school.
- To help children with disabilities Assistive devices and appropriate technological tools as well as adequate and language appropriate teaching learning material will be made available.
- NIOS will develop high quality modules to teach Indian sign language and to teach basic subject using Indian sign language .Adequate attention will be paid to children with disabilities.
- As per the RPWD Act 2016, children with benchmark disabilities shall have choice of regular or special schooling.
- Resource centres in conjunction with special educator will support the rehabilitation and educational needs of learner with severe or multiple disabilities and will assist parents/guardians in achieving high quality home schooling and skilling for such students as needed.
- Home based education will continue to be choice available for children with severe and profound disabilities who are unable to go to school.
- Education of all children with disabilities is the responsibility of the state,technology based solutions will be used for the orientation of parents/caregivers along with widescale dissemination of learning materials to enable parents/caregivers to actively support their children's learning needs will be accorded priority.
- Teachers must be helped to identify such learning disabilities early and plan specifically for their mitigation.
- The awareness and knowledge of how to teach children with specific disabilities will be an integral part of all teacher education programmes ,along with gender sensitization towards all underrepresented groups in order to reverse their underrepresentation.
- Alternative forms of schools ,will be encouraged to preserve their traditions or alternative pedagogical styles.
- Financial assistance will be provided to introduce science ,mathematics ,social studies ,Hindi ,English, state languages , or other relevant subject in the curriculum ,as may be desired by these schools.

- Students in such schools would encouraged to appear for state or other board examination and assessment by the NTA and thereby enroll in higher education institution.
- Capacities of teachers in the teaching of science ,mathematics ,language, and social studies will be developed including orientation to new pedagogical practices.
- Libraries and laboratories will be strengthened and adequate reading materials like books, journals, etc and other teaching learning materials will be made available.
- Within SEDGs and with respect to all the above policy points ,special attention will be given to reduce the disparities in the educational development of scheduled caste and scheduled tribes.
- To enhance participation in school education ,special hostels in dedicated regions ,bridge courses and financial assistance through fee waivers and scholarships will be offered to talented and meritorious students from all SEDGs on a larger scale,specially at secondary stage of education , to facilitate their entry into higher education.
- Under the aegis of ministry of defence , state governments may encourage opening NCC wings in their secondary and higher secondary schools,including those located in tribal dominated areas .This will enable harnessing of natural talent and unique potential of students which in turn would help them to aspire to a successful career in the defence forces.
- All scholarships and other opportunities and schemes available to students from SEDGs will be coordinated and announced by a single agency and website to ensure that all students are aware of and may apply in a simplified manner on such a single window system as per eligibility.
- All participants in the school education system ,including teachers ,principals ,administrator, counsellors and students will be sensitized to the requirements of all students ,the notions of inclusion and equity and the respect dignity and privacy of all persons.
- Inclusion and equity will become a key aspect of teacher education,efforts will be made to recruit more high quality teachers and learders from SEDGs in order to bring excellent role models for all students.
- Students will be sensitized through this new school culture,brought in by teachers ,trained social workers and counsellors as well as through corresponding changes to bring in an inclusive school curriculum.
- The school curriculum will include early on , material on human values such as respect for all persons ,empathy, tolerance, human rights gender equality, non-violance , global citizenship ,inclusion and equity.
- Biased and stereotypes in school curriculum will be removed and more material will be included that is relevant and relatable to all communities.

Conclusion

The major socioeconomic disadvantage groups include SC, ST, OBS, minority, girls. These groups reside all over the country and faces lots of challenges and issues. So government of India has focused on problems of these groups and has given many schemes and programs for their upliftment which has been shared in National education policy 2020. We all need to consider issues of these groups and efforts should be made in the field of education for their upliftment. Education is the only source through which these groups can be uplifted in the society socially as well as economically.

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