



## **AWARENESS & CHALLENGES ABOUT GOVERNMENT INITIATIVES FOR WELL-BEING OF SOCIO-ECONOMICALLY DISADVANTAGED GROUPS (SEDG)**

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### **ABSTRACT**

The sustainable Development Goals (SDGs) also known as the Global Goals were adopted by the United Nations in 2015 as a universal call to action to end poverty, protect the planet and ensure that by 2020 all people enjoy peace and prosperity. Inclusivity and equitable quality education to all has been a major challenge in countries all over the world. In our country there are several disadvantaged groups such as women, minorities, SCs & STs who lag behind others in the field of education. Our primary goal of NEP 2020 is to give equal access to primary and secondary education and providing quality education to the socially & economically disadvantaged group (SEDG) and mainstreaming them into the flow of education. The students belonging (SEDG) face several challenges & difficulties in accessing inclusivity and equitable quality education because of socio-cultural backgrounds, economic problems & historical reasons. When it is thought about the solutions to these problems the govt schemes seemed to be helpful to improve their economic condition of SEDG. In the present paper researcher has tried to search the govt. schemes & its implementation problems which are made for SEDG. It has been proved by various surveys that the govt. schemes which are made for SEDG are beneficial to them but its advantage do not reach to the needy people. The effort has been made to find out which govt schemes are most used by the schools and which problems the schools face while implementing the govt schemes made for SEDG. Why do the govt. schemes do not reach to the benefits of the needy people? What are the expectations from the parents and views of them towards the govt schemes? The present paper does the thematic analysis to the views got from teachers, principals, families, students and tried to explore the views from all the stakeholders involved in this process. It had been tried to find out the challenges of implementing the govt schemes for SEDG girls and the strategies to implement govt schemes more effectively for SEDG girls. Conclusions emphasized the govt schemes are very much beneficial to the SEDG but are not reaching to them properly. The paper highlights the challenges in the implementation of the govt schemes and also suggests the remedies to better implement the govt. schemes for physical, social & emotional well-being of the SC/ST girls.

**Keywords:** Govt. Schemes, SEDG, SC/ST girls, social, emotional well-being



## INTRODUCTION

Despite spectacular development in every sphere of school education in India, the goal of universal school education is still a far distant goal that cannot be achieved without bringing all the locations/geographic areas (states, districts, blocks & habitations) and different segments of the population at par with the other areas and population groups. Even after 75 years of independence, there are disparities not among different geographic areas but also between socio-economic disadvantaged groups such as the Scheduled Castes and Scheduled Tribes and Minority population as well as there are gender disparities. With Socio-Economically Disadvantaged Groups (SEDGs) in mind, the recently adopted National Education Policy 2020 rightly recommended establishing the Special Education Zones (SEZs). *While the Indian education system and successive government policies have made steady progress towards bridging gender and social category gaps in all levels of school education, large disparities still remain – especially at the secondary level – particularly for socio-economically disadvantaged groups that have been historically underrepresented in education. There are so many govt. schemes made for Education of SC/ST girls but still there are high rates of drop outs in school education for SC/ST girls. There is very low enrolment ratio to the primary education; hence the govt schemes have been developed. But it is found from various researches that the advantages of the govt schemes do not reach to the benefits of SC/ST girls. What can be reasons behind this? Present research paper tries to find out the challenges & remedies of better implementation of the govt. schemes for the physical, social, emotional development of SEDG.*

### **BACKGROUND OF THE STUDY**

*Scheduled cast or scheduled tribe girls are socially and economically backward classes and from ancient times they have been bullied by superstitions and traditional backwardness. In these casts they don't have sufficient resources and having poverty at their homes. In their casts girl's education is not the mandatory process. The National Education Policy 2020 (NEP) mentions that at present only 26.3 % (in 2018) of the relevant age group is in higher education (HE) and projects that by 2035 it will increase it to 50 % . The government, Central and states have been the Regulators of school education whereas there are autonomous bodies established by governments to regulate higher education. Most children from the weaker sections who joined schools dropped but the children from weaker sections who joined the HE completed their studies. This reflects upon the poor performance of the school regulators.*

*Since independence our country has thrived to provide universal free and compulsory education to all children between the age of 6 to 14 years. In 2009 Right to Education (RTE) Act and Indian constitution Article 45 emphasized on it. Although we have made substantial progress but still not have been able to achieve the target. We all know the primary education is a gateway of higher education and that improves social wellbeing. But we have seen in Census 2011 and other research report wastage and stagnation have been most prominent in socially deprived sections especially in Scheduled (SC/ST) population.*

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*Various govt schemes are developed by the policy makers and govt to reduce the poverty of SEDG people. But these govt schemes are not reaching to the needy people. Hence there are largerates of drop-outs in primary & secondary education which needs to be reduced. Implementing govt schemes will reach to the benefits of SEDG people.*

#### **NEED & IMPORTANCE OF THE STUDY**

*Girls from SEDG community have a lot of challenges while taking education. They do not have the needed atmosphere for the study. The language which is spoken is different from the study language. Their socio-economic culture is different from the other girls. Their parents work on labour or farms hence they need to take care of elder sisters or brothers. Parents do not have sufficient income source for providing educational facilities for the daughters. Hence the govt has started various schemes for the upbringing of the school education for SEDG girls. But it is seen that many times the benefits of the govt schemes are not reached to the needy group of SEDG. Hence to reduce the problems in the implementation of the govt schemes and the advantage should reach to the nedy SEDG girls present research is needful. By studying the present research paper there will be better solutions for reducing the problems in the implementation of the govt schemes and needy girls can get the benefits of the govt schemes.*

#### **RESEARCH QUESTIONS**

- 1. Which are the govt schemes used by schools for SEDG female learners?*
- 2. What are the challenges in the implementation of the govt schemes for SC/ST girls ?*
- 3. How the govt schemes will help the physical , social & emotional wellbeing of SEDG ?*

#### **THE OBJECTIVES OF THE STUDY**

- 1. To find out the challenges in the implementation of the govt schemes for SC/ST girls*
- 2. To know the procedure to implement the govt schemes in the schools for SC/ST girls.*
- 3. To explore the usability of govt schemes on the physical, social & emotional wellbeing of SEDG.*

#### **LITERATURE REVIEW**

- 1. Bibi & W. Ahmad(2019) Causes of girls drop out primary schools in Tehsil Bahrain district SWAT KPK Pakistan. The study highlighted getting education is very important for both boys and girls. However there are female children who dos not complete school cycle and leave school before it's completion which is one of the concerning issues for the Ministry of Education in Pakistan. The study was conducted in 4 Girls primary schools of Tehsil Bahrain district SWAT. The study aimed to explore some of the factors that are influencing girls' drop out primary schools ,also to find out teachers and parents views about school drop-out. Conclusions focused poverty and family income can turn poverty and family income can turn students to leave school and work for family support. Some of the main causes of dropout were work to earn some money to support the family ( poverty) , moving from one place to another, punishment , teacher's behaviour , long distance from to school and lack of textbooks and facilities gender disparity insurgency.*
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2. **S. Edannur (2018) studied relative contributions of planned behaviour and social capital on educational continuation decisions of disadvantaged students.** *The present study is conducted to understand the relative contributions of planned behaviour and social capital on educational continuation decisions of VIII std students belonging to backward class in India . Scheduled Castes( SC) , Scheduled Tribes (ST) and other Backward Classes (OBC) are the three social groups dealt as backward classes in this study. A socioeconomic and educational status schedule was used to collect the data on the social background of students. Data were collected from 498 backward class students of VIII class studying in government schools of Puducherry in India. The results showed the planned behaviour of students predicted their educational continuation decisions.*
3. **S.K. Ghadai(2016) studied Inclusive& Quality Education for tribals : Case study KISS (Odisha).** *The 12<sup>th</sup> plan highlighted equity, access& excellence as the tripod of India's education policy. The RTE Act 2009 has ensured a high level of Gross Enrolment Ratio (GER). However, the Annual status of education Report (ASER) present a dismal picture of the outcome dimensions of our schooling system. The Sustainable Development Goal (SDG) therefore highlights the importance of quality as an important conjoint of universal access , as skill based education will ensure proper employment opportunity. This paper analyses the policy initiatives to educate and empower them and brings out the bleak picture that bedevil this neglected segment. It contrast the experience of Kalinga Institute of Social Sciences (KISS) in terms of promoting gender parity vocational training , health alleviation , dignity of girl child and educational outcomes as compared to their counterparts in government and SC/ST schools.*

### **RESEARCH METHODOLOGY**

Present study uses qualitative methods of research. It will be addressed in the following sections.

#### **The context**

*A questionnaire has been designed which is called as Main questionnaire. This questionnaire has to be filled by school principals or teachers. In that the data was collected regarding which govt schemes are implemented in your school, how much percent of SC/ST girls the school has, the opinions of the principals about why there are high rates of drop outs for SC/ST girls , what are the implementation problems of govt schemes for SEDG girls etc. The questionnaire has been supported by semi structured interviews. The questions were probing the opinions of the school principals and teachers about the implementation of the govt schemes. The data collected was mainly qualitative.*

#### **Participants**

The questionnaire has been filled by the school principals and teachers from 2 districts of Maharashtra. Around 100 teachers/school principals filled the present questionnaire and written

their opinions through it. It was supported by interviews of the families and the dropped-out students.

**Procedure**

The researcher has prepared the main questionnaire regarding collection of the data drop-out SC/ST girls, problems for SC/ST girls in education, which govt schemes are useful for SC/ST girls etc. The researcher has given the orientation about the research work to be conducted to the school principals & teachers. Researcher has taken interviews of the school principals & the teachers and filled the questionnaire from them.

**Tools for data collection**

The main questionnaire included the questions regarding how many SC/ST girls are there in the school, what are their educational problems, why there are many drop-outs for SC/ST girls , Which are the govt schemes implemented in the schools, what are the problems in the implementation of these schemes. Such questions were judging the opinions of the school principals and teachers for checking the status of the govt schemes for making the improvements.

**Data analysis and Interpretation**

The responses received from the teachers were analyzed and interpreted to get elaborated views of teachers and school principals regarding SC/ST girls’ education.Data Analysis has been done by qualitative method i.e. by thematic Analysis (With Coding). The analysis of the main questionnaire is given as follows.

**Research Question 1. Which are the govt schemes used by schools for SEDG female learners ?**

Government has taken initiatives for SEDG group in the form of various scheme which is useful for the upliftment of disc advantaged group.School accessed various scheme which is shown in table.

**Table -1**  
**No. of Schools Accessed various Govt Schemes**

	<b>Name of the schemes</b>	<b>No. of schools that accessed the scheme ( Out of 22 )</b>
1.	ShaleyaPoshanAaharYojana	9
2.	Savitribai Phule ShishyavruttiYojana	17
3.	Free textbooks schemes	1
4.	SuvarnamahotsaviShishyavruttiYojana	14
5	GunavattaShishyavruttiYojana	5
6	ApangShishyavruttiYojana	1

7	Free Education for Girls	1
8	Scholarship for SC girls	1
9	Hostel	3
10	Scholarship for education in foreign university	2
11	Free Bus Service	1
12	Bicycle scheme (SmajKalyan)	4
13	Bharat Sarkar ShishyavruttiYojana	3
14	Exam Free Return Scheme	1
15	SwadharShishyavruttiYojana	2
16	Free Uniform , textbooks for 6 to 8 yrs girls	3
17	Attendance Allowance (1 <sup>st</sup> to 4 <sup>th</sup> Girls)	1
18	ShahuMaharajShishyavruttiYojana	1
19	RashtriyaChhatraSena	1
20	Vidyavetan (Stipend)	1
21	Prematric Scholarship by Indian Govt Scheme	2
22	Suvarna Adivasi MahotsaviShishyavruttiYojana	1
23	Manav Vikas Yojana	1
24	AhilyabaiHolkar Free Bus pass Scheme	1
25	Health Checking Scheme	1
26	Inclusive Education Scheme	1
27	Pre-secondary Scholarship	1

• **The most useful govt Schemes implemented among various schools**

1. Savitribai Phule ShishyavruttiYojana
2. SuvarnaMahotsaviShishyavruttiYojana
3. Free books scheme
4. Shaleya Poshan Ahar Yojana
5. ApangShishyavruttiYojana
6. GunavattaShishyavruttiYojana
7. Free Bicycle Scheme

**Research Question2:** *What are the challenges in the implementation of the govt schemes for SC/ST girls?*



*Obj1 : To find out the challenges in the implementation of the govt schemes for SC/ST girls*  
.Following are the problems of SC/ST girls while taking education

#### Section I

#### Problems in the Education of SC/ST girls

Data were collected through the main questionnaire which was fully qualitative. Present paper uses thematic analysis. Thematic analysis includes codes generation. Following are the codes generated regarding problems in the education of SC/ST girls.

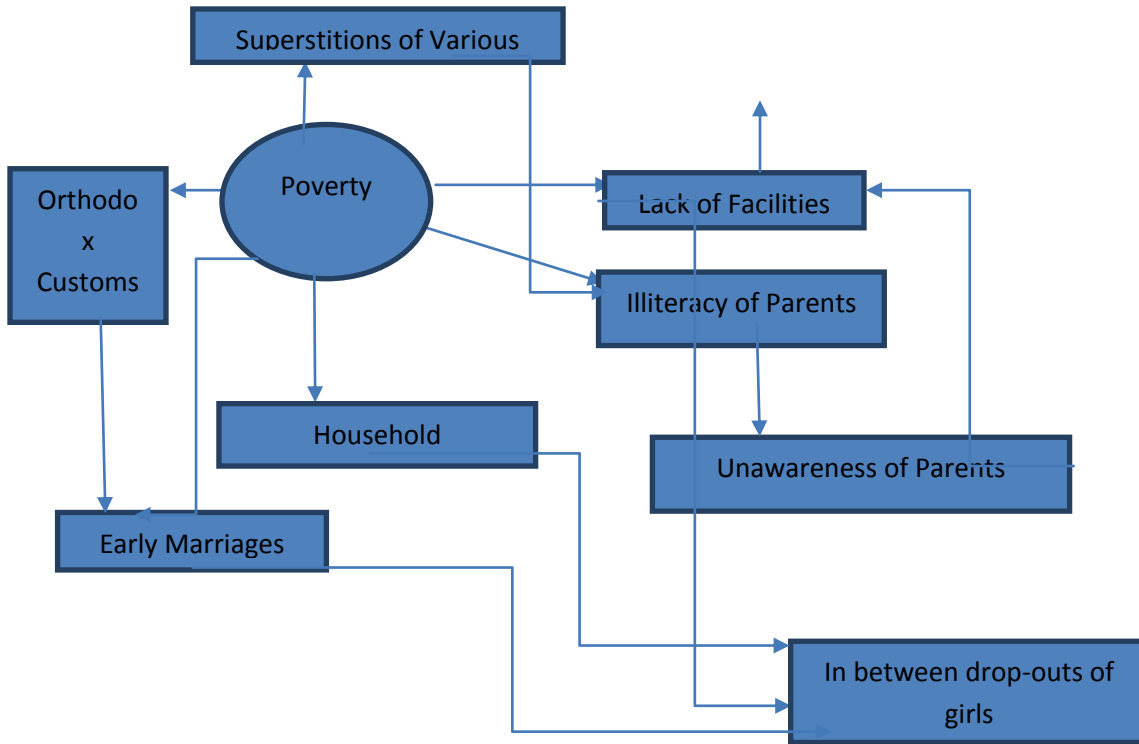
#### **Codes Generated:**

- Illiteracy of parents
- Unawareness of parents
- Poverty
- Lack of facilities
- Household responsibilities
- In between drop-outs of girls
- Orthodox customs & traditions of tribal people.
- Problems in the implementation of the govt schemes
- Early Marriages
- Superstitions of various kinds

#### **Themes generated :**

- **Not having importance of education**
  - Illiteracy of parents
  - Unawareness of parents
- **Need of Providing economical help & facilities**
  - Poverty
  - Lack of facilities
- **Reasons for drop-outs of SC/ST girls**
  - Household responsibilities
  - Early Marriages
  - Superstitions of various kinds
  - Orthodox customs & traditions of tribal people.
- **Problems in education for SC/ST girls**
  - In between drop-outs of girls

**Thematic Map 1 :**



**Section II**

Following are the codes generated by thematic analysis regarding reasons behind drop-outs of SC/ST girls. These codes are drawn from the main questionnaire which included opinions taken from various school principals, teachers and school administrators.

**Codes Generated :**

1. Due to poverty
2. Lack of facilities
3. Parents' illiteracy
4. Responsibilities of families
5. Not getting appropriate information of govt schemes for SC/ST girls
6. Early marriages
7. Migrations for work
8. Huge distance from school to home
9. Weak economical condition
10. Parents' disinterest of education
11. Not understanding importance of education
12. Lack of conducive environment of education





13. Few people who are earning
14. Lack of motivation / willingness
15. Non-safety of girls keeping in hostels

**Themes Generated :**

- **Reasons behind drop-outs of SC/ST girls**
  - Not understanding importance of education
  - Lack of conducive environment of education
  - Parents' disinterest of education
  - Parents illiteracy
  - Lack of motivation/ willingness
  - Early marriages
- **Need to make arrangement of facilities**
  - Lack of facilities
  - Non-safety of girls keeping in hostels
  - Migration for work
  - Huge distance from school to home
- **Poverty**
  - Weak economic condition
  - Few people who are earning
  - Not getting appropriate information of govt schemes for SC/ST girls

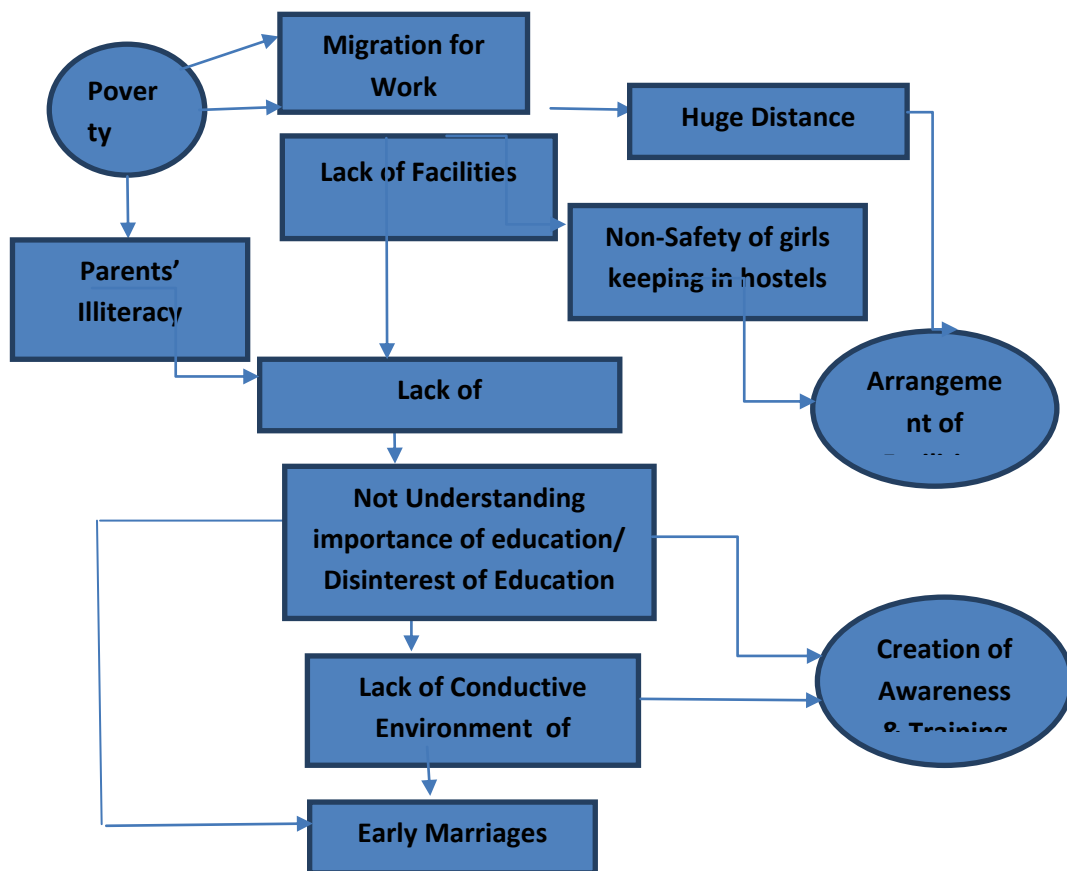
**Themes Generated**

<b>Reasons behind drop-outs of SC/ST girls</b>
<b>Need to make arrangement of facilities</b>
<b>Poverty</b>

From the Section I & Section II Following themes got repeated .

1. Reasons behind drop-outs of SC/ST girls
2. Need to make arrangement of facilities

**Thematic Map 2 :**



**Section III**

- **Challenges in taking advantages of the govt schemes**

Following are the codes generated by thematic analysis regarding challenges in taking advantages of the govt schemes. These codes are drawn from the opinions of the School Principals, teachers & school administrators of various schools from the main questionnaire.



**Codes Generated :**

1. Lack of proper info
2. Corrupted employees / administrative people
3. Insecure Society
4. Direct benefit is not reached to the parents of SC/ST girls
5. Illiterate parents
6. Misuse of the govt schemes
7. Follow-ups not taken by govt depts.
8. Administrative people avoid to give the appropriate info regarding govt schemes
9. Migration of the parents
10. Apathy for the govt schemes
11. Do not get sufficient time to collect documents/ incompleteness of the documents
12. Problems in online info submission
13. Corruption / demand for the money/ Financial Exploitation occurring
14. A lot of documents submission
15. Lack of Education , lack of confidence , economical problems
16. Lack of coordination from the administrative people
17. Misunderstanding of govt schemes
18. Improper working mechanism of the govt schemes
19. Busy at their own work (hence do not know govt schemes )

**Themes Generated :**

- **Corruption & Financial Exploitation**
    - Direct benefit is not reached to the parents of SC/ST girls
    - Corrupted employees / administrative people / Financial Exploitation Occurring
    - Insecure Society
    - Misuse of govt schemes
  - **Lack of Knowledge & awareness about govt schemes**
    - Lack of proper info
    - Illiterate parents
    - Lack of Education, lack of confidence, economical problems
    - Misunderstanding of govt schemes
  - **Documents submission problems**
    - A lot of documents submission
    - Problems in online info submission
    - Do not get sufficient time to collect documents / incompleteness of the documents
  - **Administrative problems of govt schemes**
    - Apathy for the govt schemes
    - Follow-ups not taken by govt depts.
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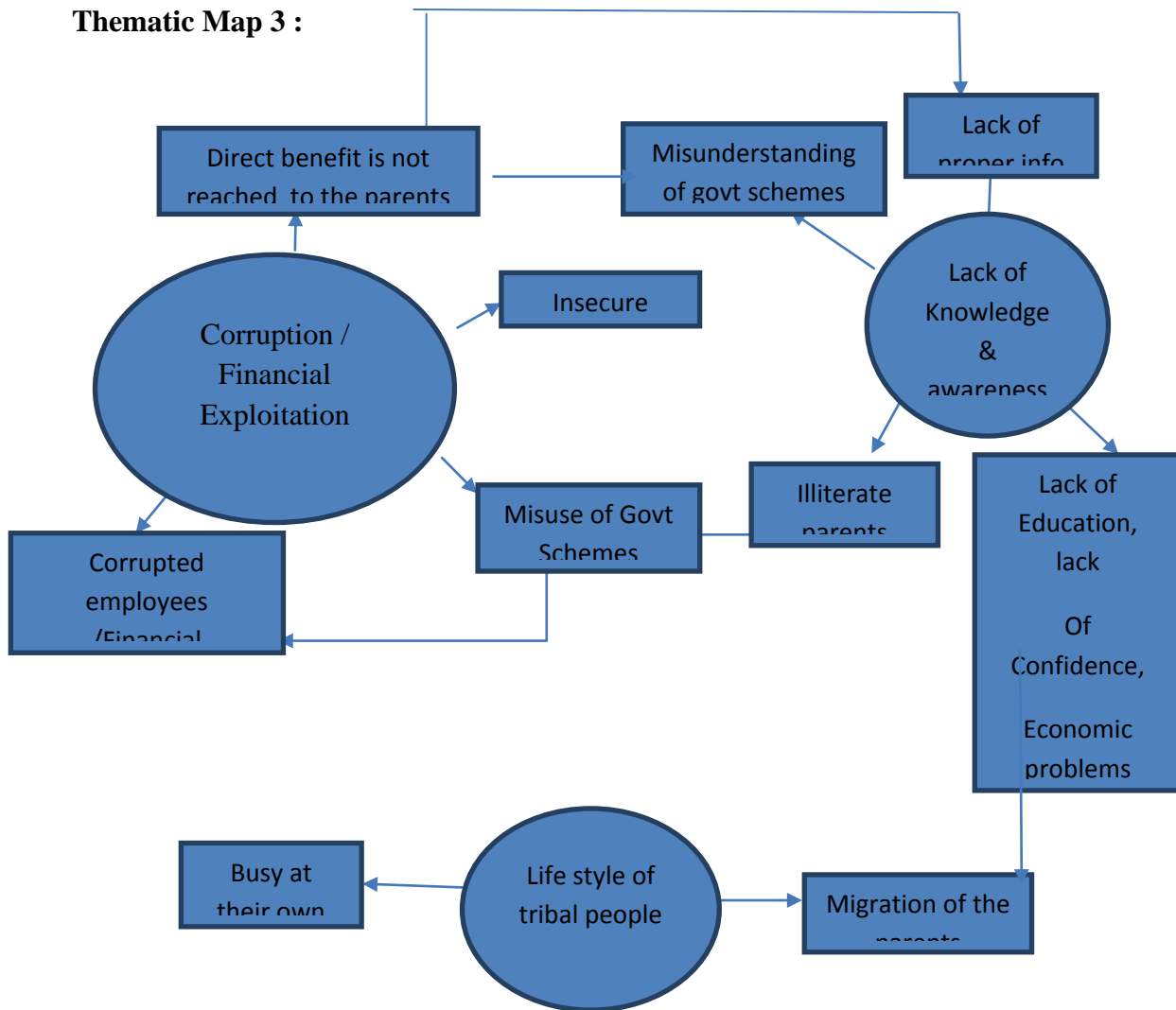
- Administrative people avoid to give the appropriate info regarding govt schemes
- Improper working mechanism of the govt schemes
- Lack of coordination from the administrative people

• **Life style of tribal people**

- Migration of the parents
- Busy at their own work ( hence do not know the govt schemes)

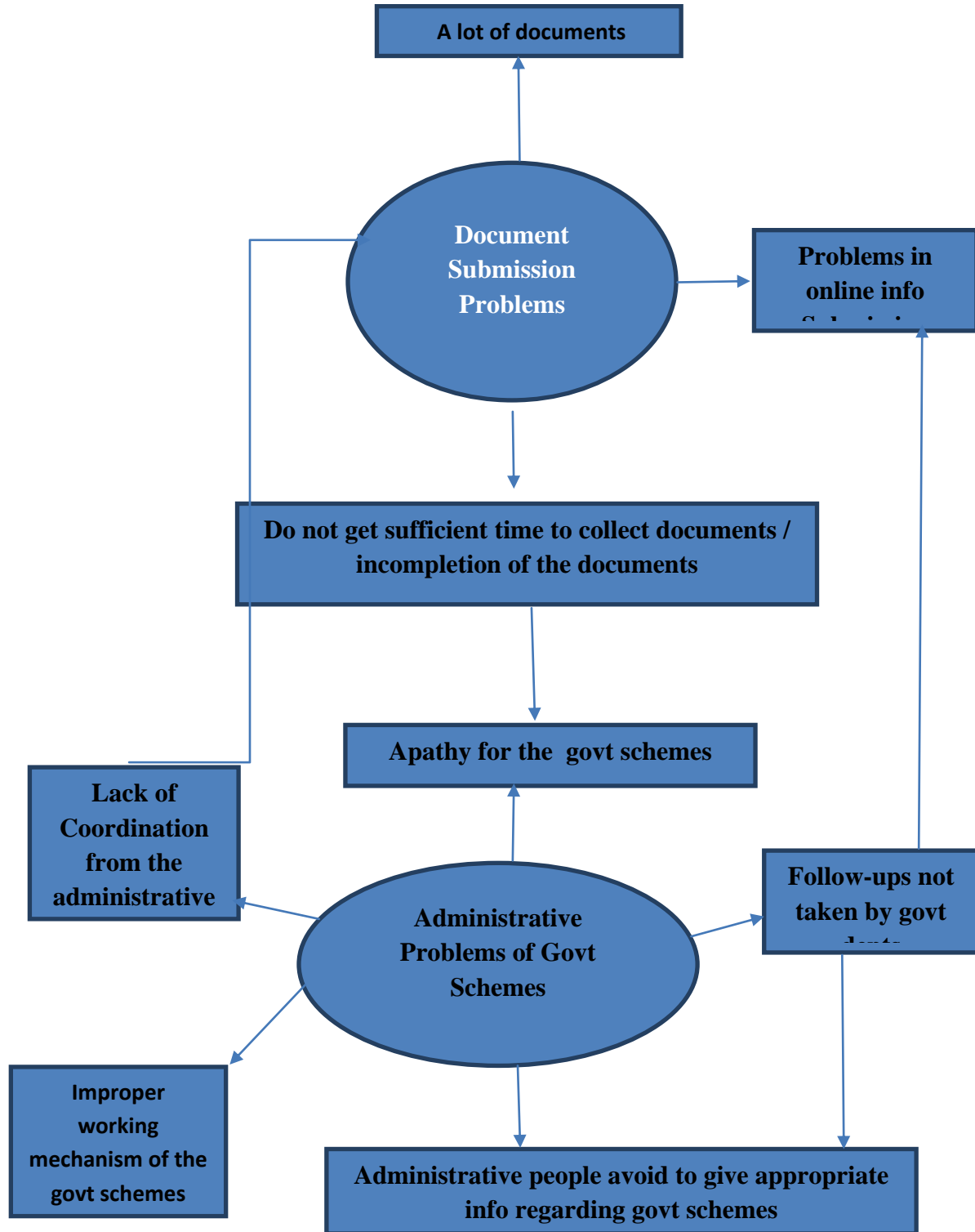
**Themes generated**

**Thematic Map 3 :**



<b>Corruption &amp; Financial Exploitation</b>
<b>Lack of Knowledge &amp; awareness about govt schemes</b>
<b>Documents submission problems</b>
<b>Administrative problems of govt schemes</b>
<b>Life style of tribal people</b>

**Thematic Map 4:**



*Obj2 : To know the procedure to implement the govt schemes in the schools for SC/ST girls.*

✚ Strategies to implement the govt schemes effectively for SC/ST girls

➤ **Publicity & spreading the awareness of the govt schemes**

- Awareness of the administrative people & the parents about the govt schemes
- Advertising of the schemes
- At tribal areas developing the volunteers who will give selfless service.
- Conveying info at right time, right info at all levels of soc. & parents.
- Making use of digital media for publicity of the schemes.
- Spreading the awareness of the govt schemes from the employees to parents at all levels.
- Visit SC/ST girls' parents

➤ **Proper implementation of the govt schemes**

- Compulsory efficient implementation of the govt schemes
- Govt schemes should be to the ground level of the society.
- Practical implementation of the govt schemes should be improved.
- Conveying the info of the govt schemes & changes in the govt schemes by administrative people
- Proper Follow ups should be taken by govt depts
- Increase the level of literacy and lessening the corruption

➤ **Document submission for govt schemes**

- Easy availability of the documents should be done.
- Flexibility in the submission period of the documents for the govt schemes.
- Making less of the no. of documents
- Guidance related to the collection of the documents.

➤ **Corruption & Financial Exploitation:**

- There should be check on corruption & financial exploitation by head of the govt depts.
- Direct benefit should be reached to the bank A/c of the SC/ST girls
- Misuse of the govt schemes should be stopped.

➤ **Administrative problems of govt schemes**

- Proper info should be conveyed by the administrative people.
- Proper follow ups should be taken by the administrative people i.e. the stake holders.
- Coordination of the govt depts. should be maintained for successful implementation of the govt schemes.

➤ **Migration of parents**

- Parents of SC/ST girls often migrate from one village to another. Hence there should be arrangement of mobility school or the work of the type 'Sakharshala'.

➤ **Reducing Apathy about education**



- There is awareness campaign of to reduce apathy about education. The ratio of illiteracy of parents should be reduced. The spreading of awareness about importance of education & benefits of govt schemes should be done.

**Research Ques 3 :**

***How the govt schemes will help the physical , social & emotional well-being of SEDG ?***

***Obj3 :To explore the usability of govt schemes on the physical, social & emotional well-being of SEDG.***

***Usability of govt schemes on the physical, social & emotional wellbeing of SEDG. :-***

*Govt schemes provide the SEDG i.e. SC/ST girls' parent's economical help & facilities to travel etc. Due to which their life style will improve i.e. finally reflect on their physical health. Facilities to provide educational materials would encourage them to study which will provide them a good conducive environment .It will reflect on their social & emotional well-being. Govt schemes will not only provide the SC/ST girls & their parents just economical help but also makes arrangement for the security of girls. This causes increase in the attendance ratio of the SC/ST girls in the schools. Hence drop-out rate will be reduced. The secured environment will enhance the social & emotional development of the SC/ST girls.This will reduce the apathy of education for the SC/ST girls. Due to education their parents' mind sets will be changed slowly and they would be free from orthodox superstitions of the society and this causes to occur social improvement in the tribal community. Hence appropriate usability of the govt schemes will promote all round development of SEDG girls & also helpful for physical , social & emotional well-being of SC/ST girls.*

**CONCLUSION**

1. *As it is seen that the govt schemes are not implemented properly, it is needed to take the follow ups on the actual implementation of the govt schemes.*
2. *The parents of the SEDG girls have weak economiccondition. Hence it directly impacts on their physical, social & emotional health of the SC/ST girls.*
3. *The arrangement of the facilities & needed economical help can be provided by means of various govt schemes created for their upliftment.*
4. *There is a need of spreading the awareness of the govt schemes to the families of needy people and the relevant society or community. Volunteers can contribute a lot in this process.*
5. *There is a need to prevent corruption or financial exploitation occurring by the stakeholders or the govtdepts.*
6. *There should be proper governance or control over the stakeholder or govt dept. It would be beneficial if there is appointed a special dept for proper implementation of the govt schemes.*

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