

Different Schemes Launched by the Government for Achieving the Aims of Universalization of Elementary Education

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Abstract – Education is very essential for every human being. It was natural with the birth of mankind and till the human race survived, it will continue to work. Through education man becomes 'man' and role model for society. Education cannot be feasible without knowledge and education is the only tool that can deal with most of human problems, because it gives people chance to improve their skills to move towards the development of the direction. Since education is important for the growth of a developing nation like India, many steps have been taken to increase the number of kids enrolled for education. Education has been made an essential and fundamental part of national development efforts. After independence, an effort has been complete to spread education at all levels of Indian society. To fortify the Indian training framework, instructive approaches and different plans are embraced by the legislature to accomplish the points of Universalization of Elementary Education (UEE) because of these plans, foundation improvement at the school level at huge scale. It has expanded the nature of training and also rivalry. But different studies show that it cannot help in improving the level of knowledge. It has also taken various steps for the reform and expansion of the government, which is indispensable for the development of the nation. This paper also explains outlines the various schemes and programs launched by government for achieving the aims of universalization of elementary education

Keywords: Universalization of Elementary Education, Schemes

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INTRODUCTION

Instruction is the demonstration or procedure of granting or getting general learning, building up the forces of thinking and judgment, and for the most part of setting oneself up or others mentally for develops life. Instruction is fundamental for everybody. The significance of instruction is certain for each individual. It's implied that instruction positively affects human life. Just with the coming of instruction can individuals pick up information and augment their view over the world. It is a basic part of life both by and by and socially. Education is a determined element for the civilization of human society. As a matter of fact, everything we create today is based on the knowledge that we obtain throughout our life by way of education. Education is the critical input in human resource development and is essential for the country's growth Whenever a discourse on the development of India on all counts is carried on, the knowledgeable people do not miss to refer to its remarkable success in the field of education after a little more than six and a half decades of its independence from the foreign rule. Had India not laid a ton of weight on training, the idle ability of the endless people would not have gone to the fore that had been lying unused due to the coercive measures of a passionless colonialist control which dependably

thought regarding profiting by misusing every one of the subjects physically. The individuals who have represented the nation after autonomy have understood this reality and keeping this in see an instructive approach was received by the Indian Parliament in 1968. Training was made a critical and necessary piece of the national improvement activities Education was made a vital and integral part of the national development. To spread education among all Indians, the 86th Amendment in the Indian Constitution was made in 2002. Our nation additionally ventured facilitate toward this path when Right of Youngsters to Free and Compulsory Education (RTE) Act, 2009 was upheld. Training Framework in India: India's training framework is separated into various levels, for example, pre-essential level, essential level, basic training, optional instruction, undergrad level and post graduate level. The National Council for the Education Research and Training (NCERT) is the pinnacle body for educational modules related issues for school instruction in India. The NCERT gives support and specialized help to number schools and supervises numerous parts of requirement of training arrangements. In India the different educational modules bodies administering school instruction framework are: The state government sheets, in

which the dominant part of Indian kids are selected. The state government boards, in which the majority of Indian children are enrolled:

- The Central Board of Secondary Education (CBSE)
- The Council for the Indian School Certificate Examinations (CISCE)
- The National Institute of Open Schooling (NIOS)
- International schools affiliated to the International Baccalaureate Programme and/or the Cambridge International Examinations.
- Islamic Madrasah schools, whose boards are controlled by local state governments, or autonomous, or affiliated with Darul Uloom Deoband.
- Autonomous schools.
- NUEPA (National University of Educational Planning and Administration)
- (National Council for Teacher Education (NCTE)

These are responsible for the management of the education system and teacher accreditation.

Basic Education in India: The Indian government emphasis on important instruction up to the age of 14 years alluded to as basic training in India. Indian government is very greatly conscious of the significance of guaranteeing all inclusive fundamental training. The part of Universal Elementary Education (UEE) for reinforce the public texture of majority rule government through agreement of the same chances to all has been recognized since the beginning of our Republic. In 1950, the Constitution had settled in Article 45 under Directive Principles of State Policy that the state will give free and mandatory instruction to all youngsters until the point that they finish the age of fourteen. From that point forward, numerous reports including each Five Year Plan, the 1968 National Policy on Education, and the changed 1992 National Approach on Education have endeavored to refine India's endeavors at Universal Elementary Instruction (UEE). With the plan of NPE, India started an extensive variety of projects for accomplishing the objective of UEE through a few schematic and program mediations, for example, Activity Black Board, Lok Jumbish Program, Mahila Samakhya, District Primary Education Program, Shiksha Karmi Project, and so on. Presently, Sarva Shiksha Abhiyan is actualized as India's primary education. Its general objectives incorporate all inclusive access and maintenance, crossing over of sexual orientation and social classification holes in training and upgrade of learning levels of kids. SSA accommodates an assortment of intercessions,

including bury alias, opening of the new schools and exchange tutoring.

Schemes propelled by the legislature for accomplishing the points Universalization of Elementary training (UEE):

Education is the most essential lift for social, economic and political change. An accomplished populace, furnished with the important information, states of mind and aptitudes is basic for financial and social advancement in the twenty-first century. Instruction fortifies vote based system by bestowing to natives the instruments expected to completely take an interest in the administration procedure. Before 1976, training was the elite obligation of the States. The Constitutional Amendment of the 1976, which included training in the simultaneous List, was a broad advance. The substantive, economic and administrative inference required sharing of new responsibility between the Centre Government and States. While the part and obligation of States in instruction remained to a great extent unaltered, the Union Government acknowledged a bigger duty of strengthening the integrated character of education, maintaining quality and standard include persons of the teaching occupation at all levels, and the study and monitoring of the educational requirements of the country. Keeping in mind the end goal to accomplish UEE (Universalization of Elementary Education), Government of India has started various projects and ventures. The Government receives an coordinated approach in the usage of the different midway supported plans, with regards to standards of National Policy on Education, to guarantee that the instruction of evenhanded quality for all to completely tackle the country's human asset potential. The common objectives are to enhance access through the expansion of quality school education; to promote equity through the inclusion of deprived group and the weaker sections, and to get better quality of education. The accompanying centrally supported projects are being actualized in the Education Sector under Ministry of Human Resources Development (MHRD).

1. **Operation Blackboard:** a scheme has been implemented by the Indian Government as per the recommendation produced by NPE during Rajiv Gandhi's reign in 1987. The most important objectives of Operation Blackboard were improvement in the quality of primary education: Reducing rate of wastage and stagnation: To attract all children, especially girls in primary education, so that the dream of education can be realized for all. This plan was mainly focused on providing at least two classes in each primary school; Special toilets for girls and boys; Appointing at least fifty percent female teachers of the total teachers.

2. **District Primary Education Programme (DPEP)** In order to revive primary education system and to achieve the goal of universalization of the primary education. The District Primary Education Programme (DPEP) was started in 1994. DPEP adopted for adopting universal approach, improving retention and learning achievements and reducing inequalities among social groups. The main aims of this program are reach to primary education by formal/non-formal stream for all children, to trim down differences in enrolment of the children, drop-out rates knowledge attainment among gender and group of weaker section of the society to less than 5 per cent, to reduce dropout rates for all the children to less than 10 per cent and to rise average achievement rate 25 per cent by measured by measured baseline level and ensure attainment of basic literacy and the numeracy competencies and the minimum of forty per cent in other competencies by all primary education children.
3. **Mid-Day Meal Scheme:** Government of India was launched the National Program of nourishment Support for Primary Education (NP-NSPE) on 15th August, 1995. The essential or main objective of the scheme is to help get better the effectiveness of elementary education by improving the dietary status of children of primary school. Initially, this scheme was implement in 2,408 blocks in the country so that the students could be fed food in five sections from one to one in the schools run by food, government aided and local body. From 1997-98, the scheme of MDM was executed in all over India. Under this scheme, all the children enroll in course/class 1 to five contain a ripe Mid-Day Meal with three hundred calories and twelve grams of protein. In October 2007, in this scheme, 3,499 educationally backward classes were included in the upper primary classes from six to eight students. It was expected that MDM will improve enrolment, presence and retention of the children in schools.
4. **Sarva Shiksha Abhiyan Sarva Shiksha Abhiyan** SSA has been implemented since 2000-2001 in order to facilitate various intervention for worldwide access and retention, interventions of different types to get better the quality of contravention gender in social category interventions and learning in primary education ensure that here is considerable improvement in children's levels of learning achievement at the primary level and upper primary level.
5. **National Programme for Education of Girls at Elementary Level (NPEGEL)** this scheme was implement in the educationally backward blocks and addresses the needs of girls who are "in" as well as "out" of school in 2003. The plan (NPEGEL) likewise contacts young ladies who are enlisted in school, yet don't go to class frequently. It underlines the duty of instructors to perceive defenseless young ladies and give careful consideration to bring them out of their condition of defenselessness and stay them from dropping out.
6. **Kasturba Gandhi Balika Vidyalaya (KGBV)** was a scheme which started in July 2004. Under this scheme residential schools set up for the girls of the Scheduled Caste, Scheduled Tribes, the Other Backward Classes and Minority Communities at the upper primary phase. This scheme is being execute in the educationally backward areas of the country where the female literacy rate is below the national average literacy rate and gender gap in the literacy rate is above the national average. This scheme preserves at least 75% seats of the total for girls from Scheduled Castes, Scheduled Tribes, the Other Backward Classes or Minority Communities, and for the remaining 25% priority is given to the girls of the below poverty line families.
7. **The Rashtriya Madhyamik Shiksha Abhiyan (RMSA):** With a financing pattern of 75:25 between the Center and the States, a scheme sponsored by the Central Government was launched in 2009-10. The most important objectives of this scheme are: (1) to raise the minimum level of education till class X and to make secondary education entire. (2) To recognize good quality secondary education with focus on Science, Mathematics and English. To (3) educing gender, social and regional interval to get better enrollment, dropout and retention.
8. **Scheme/Plan to set up 6000 Model Schools at the Block Level:** Scheme/Planning to setting up model schools 6000 at the block level this scheme envisages to make available excellence education to the capable rural children by establishing an excellent level of excellent level of benchmark of 6000 model schools per school per block rate. The targets of this plan are (1) each square has no less than one great quality senior optional school. (2) To have a pace setting part. (3) To experiment with imaginative educational modules what's more, teaching method. (4) To set up a model in school foundation,

educational modules, assessment and school administration.

9. Plan of vocationalisation of Secondary Education at +2 level: This is a halfway supported plan of vocationalisation of Secondary Education accommodates broadening of instructive open doors in order to improve singular employability, lessen the befuddle amongst request and supply of talented labor and gives another option to those seeking after advanced education

10. Plan of ICT @ School: The Information and Communication Technology in School Plan was propelled to give chances to optional stage understudies to for the mainly part produce their ability of ICT aptitudes and influence them to learn through PC helped learning process. The Scheme offers help to States/Union Territories to build up empowering ICT foundation in Government and Government support optional and higher auxiliary schools.

11. Right to Education Act 2009: The Right of Children to (RTE) Act, 2009, which speaks to the main performing imagined under Article 21-A imply that each child has a opportunity to full time basic training of adequate and reasonable quality in a formal system of school education which fulfill assured basic standard and gauges. Article 21 and the RTE Act became effective on 1 April 2010. The title of the RTE Act fuses the words 'free and mandatory'. 'Free instruction' implies that no youngster, other than a tyke who has been approved by his or her people to a school which isn't uphold by the suitable Government, will be subject to pay any sort of cost or charges or expenses which may keep him or her from looking for after and finishing basic training. 'Mandatory training' throws an commitment on the fitting Government and neighborhood experts to give and guarantee affirmation, participation and finish of rudimentary training by all kids in the 6-14 age gatherings. With this, India has encouraged ahead to a rights based structure that casts a legal commitment on the Central and State Governments to apply this fundamental right of child as enshrined in the Article 21A of the Constitution, in agreement with the necessities of the RTE Act. The RTE Act provide for the:

- (i). Right of children to free and compulsory education till completion of elementary education in a area school.
- (ii). It clarifies that 'compulsory education' means compulsion of the suitable government to grant free elementary education and make sure compulsory admission, attendance and completion of elementary education to every

child in the 6 to 14 age group. 'Free and compulsory' means that no child shall be liable to receive any kind of fee or charge or operating cost which may avoid him or her from pursue and finishing elementary education.

- (iii) It makes provision for a non-admitted child to be admitted to an age suitable class.
- (iv) It specifies the responsibility and appropriate duties of governments, local authorities and parents in providing appropriate and free compulsory education, and also distributes or allocation financial and other responsibilities between central and state governments.
- (v) It presents students' teacher ratios (PTRs), materials and human resources, teacher-working hours, school work days as well as the standards and standards laid down in the land.
- (vi) It provide for balanced employment of teachers by ensure that the specific pupil teacher ratio is maintain for every school, rather than presently as an average for the State or District or Block, thus ensure that there is no urban-rural inequality in teacher postings. It also provides for ban of employment of teachers for non-educational work, other than decennial census, election to local authority, state legislatures and parliament, and tragedy assistance.
- (vii) It provide for selection of suitably trained teachers, i.e. teachers with the necessary entry and academic credentials.
- (viii) It provides for the development of the course in accordance with the values established in the Constitution, and will make sure the development of the e child, build on the child's knowledge, ability and talent and free the child from fear, trauma and anxiety. It also provides a child centered learning and child friendly system of education.

12. Comprehensive Education for Disabled at Secondary stage (IEDSS): The plan for comprehensive training for the handicapped has been begun from the year 2009 to the Secondary Stage (IEDSS). This plan replaces the past plan of incorporated training for kids with handicaps and will offer help for comprehensive instruction of youngsters with inabilities in IX-XII classes. The primary point of this plan is to empower impaired understudies, subsequent to finishing an eight-year grade school, to seek after four years in front of auxiliary tutoring in a comprehensive and able condition.

13. **Quality Improvement in Schools amid the tenth Five Year Plan:** Quality Improvement in Schools was presented as a composite half-way supported plan having the accompanying parts:

- National Population Education Project.
- Natural Orientation to School Education.
- Change of Science Education in Schools.
- Presentation of Yoga in Schools.

14. **Grown-up Education and Skill Development Schemes:** Adult Education goes for stretching out instructive choices to those grown-ups, who have lost the opportunity and have crossed the period of formal training, yet now feel a requirement for learning of any sort, including, premise training (proficiency), expertise improvement.

15. **Scheme of Infrastructure development in Minority Institutions (IDMI)** In order to increase the quality of education for minority children IDMI has been conducted to increase the basic amenities in private aided / unauthorized minority schools / institutions.

16. **Eklavya Model Residential Schools (EMRSs):** These schools are subsidized by the administration for the welfare of Scheduled Tribes. Service of Tribal Affairs leads this extraordinary zone program. Pre-Matric Scholarship Plan is a grant for understudies of pre-matric minority networks. Grant at Prematric level urges minority networks to send their school going kids to class, to help their money related weight on school training and to keep up their endeavors to help their kids to finish school instruction.

CONCLUSION:

After propelling distinctive plans and projects for accomplishing points of universalization of rudimentary instruction the motivation of universalizing training at essential and upper essential stage stays incomplete. The quantity of youngsters especially youngsters from SC, ST, OBC, Minorities, Girls and weaker segments of the society stays out of school yet now.

After launching different schemes and programs for achieving aims of universalization of elementary education the agenda of universalizing education at primary and upper primary stage remains unfinished. The number of children particularly children from SC, ST, OBC, Minorities, Girls and weaker sections of the society remains out of school yet now. No doubt, government launched so many schemes and programs

for achieving the goals of UEE but it is also a reality that after seventy years of independence we cannot provide to access of good quality education for all children.

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