

A STUDY OF EDUCATIONAL SCHEMES PROVIDED BY INDIAN GOVERNMENT

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ABSTRACT

This paper presents an overview of the different educational schemes provided by governments that support the progress of the education system in India. Education helps in reducing the socio-economic gap between the privileged and the unprivileged. It helps in creating an egalitarian society where every individual has an equal chance of excelling as per his/her capability. Education has special importance for STs who are facing multiple challenges. Education helps them to adjust with the developing society and to progress economically, politically and socially. Governments make different schemes for different sections of the population on the basis of the quantity, ratio of gender, caste reservation and other factors. Education is considered one of the important tools for the socio-economic development of tribal people because education enhances their community. The government of India has taken many important and crucial steps to enhance their education facilities for the development of tribal people and other backward sections. At every level of government, they make a format to run the education system properly with no obstacles.

I. INTRODUCTION

Education plays a key role in the development of human life and in creating a just and equitable society. In the twenty-first century, a population that is well-educated and equipped with relevant skills, attitudes, and knowledge is needed for the overall development of society. The education system in this country has gone through a lot of changes over the years as a result of globalization, growing needs and demands.

The government is trying to encourage children's education by providing educational funds through different levels of government. They have many changes to implement with the aim of changing their style of training and teaching system. Many state governments have taken steps to send teachers to foreign institutions to update their skills and knowledge.

The main aim of these schemes is to improve access to good education by expanding good schools and colleges to promote basic equality of education. Here are a few schemes for elementary education, such as sarva shiksha abhiyan, RTE Act, etc.

Today, in India, the population is around 1.38 billion. In this country, the education system has gradually changed over the years as per growing needs and demands. The standard of education is getting better and many children are securing higher marks through quality education.

These schemes aim at benefiting poor people, economically weaker sections, backward castes, rural people and vulnerable sections. Governments address the social and economic welfare of the country. Generally, the meaning of scheme is plan, design, and involvement of the people selected by the government officially.

The different ministries of government have launched various government programmers known as "schemes" or "yojana. Some of the schemes are implemented under state-central government partnerships. They help to uplift the vulnerable sections of society by providing basic and necessary facilities to them. The main objective of the government is to provide social security through higher education. To improve the quality of life of the people through the government schemes and developments in rural education and the backward sections .To provide education and training to the weaker sections of society.

Schemes for secondary education

Secondary is the most significant schemes of the governments through this schemes prepare the student for higher study and policy is to make secondary education of good quality available accessible and affordable for all young persons in this age of 14-18.

- National schemes of incentives to girls for secondary education.
- Girls hostel scheme.
- Schemes of vocational education.
- Scholarship schemes for minority students.
- National scholarship.

Schemes for higher education

Central and states governments are involved in higher education schemes .they are responsible for the quality of education. The coordination and determination of standards in institutions is the constitutional obligation of the Central Government. The Central Government provides grants to UGC and establishes Central Universities in the country. Meritorious students, from families with or without necessary means, need an incentive or encouragement to keep on working hard in their studies and go to the next level of education in their academic career.

- Post –doctor research fellow (schemes).
- National scholarship.
- Scholarships for minority students.
- Departments of sciences and technology education scholarships.

II. Different Schemes Of Government Are

a) SARVA SHIKSHA ABHIYAN

The Sarva Shiksha Abhiyan programme was introduced by the government (MHRD) in 2001. It is the biggest project in India. The aims of this project are to provide universal elementary education (UEE) to children.

UEE intends to ensure that the quality of education is provided to every individual in the country, without any discrimination. UEE denotes universalization of provision, enrolment, retention, participation, and achievements.

This programme is implemented across the country in collaboration with local and state governments. This is mainly useful for children between the ages of 6 to 14. The programme aims to improve its quality by time-bound strategy implementation and context-specific planning. It includes children from all social classes.

MAIN FEATURES OF SARVA SHIKSHA ABHIYAN ARE

1. Programs with clear time frame for universal elementary education.
2. A response to the demand for quality basic education all over the country.
3. A partnership with different level of government such that local, states and central.
4. An opportunity for states to develop their own vision of elementary education.
5. An expression of political will for universal elementary education across the country.
6. An opportunity to improve the social justice through basics
7. An effort at effective involving the gram panchayati raj institutions. School managements committees, village and urban slum level education committees, parents teaching association's etc level of structures in the managements of elementary schools.

OBJECTIVES OF SARVA SHIKSHA ABHIYAN ARE

1. All children complete of elementary schooling by 2010.
2. All children in school .education guarantees centre, alternate school, and back-to-school camp by 2003.
3. Focus on elementary education of satisfactory quality with emphasis on education for life.
4. Bridge all gender and social category gaps at primary stages by 2007 and at elementary education level by 2001.
5. Universal retention by 2010.

SARVA SHIKSHA ABHIYAN HAS TWO ASPECTS

1. It provides a wide convergent frame work for implementation of elementary education schemes.
2. It is also programmer with budget provision for strengthening vital area to achieve universalization of elementary education.

b) RIGHT TO EDUCATION (RTE) ACT

The amazing act introduced by the government in 2009 was the right to education scheme, which made education a fundamental right for every child between the ages of 6 and 14 years. Children have the right to receive a free elementary education. This means that no child has to pay any kind of charge or fee to complete their education up to the elementary level. RTE aims to ensure that every child receives an education and the benefits of all-round development, thereby increasing their knowledge, talents, and potential. This act also reserves 25% of seats for people from economically disadvantaged families. The Right of Children to Free and Compulsory Education Act or Right to Education Act (RTE), which was passed by the Indian parliament on August 4, 2009, describes the modalities of the provision of free and compulsory education for children between 6 and 14 in India under Article 21A of the Indian Constitution.

CHARACTERISTICS OF RIGHT TO EDUCATION ARE

- The RTE act objective to provide the primary education to all children aged 6 to 14 years.
- It implements education as fundamental rights (Article 21).
- The act mandates 25% reservation for economically weaker section.
 - a. SCs and STs
 - b. Socially backward castes.
 - c. Differently able.
- It also make provision for a non- admitted child to be admitted to an age appropriate class.
- It also states that sharing of financial and other responsibilities between the central and states governments.
- It lays down the norms and standards related to:
 1. Pupil Teachers ratio.
 2. Building and infrastructure
 3. School working days.
 4. Teacher working hours.
- It provide for the appointments of teachers with the requisite entry and academics qualifications.
- It focuses on making the child free of fear, trauma and anxiety through a system of child friendly and child centered learning.

SIGNIFICANCE OF RIGHT TO EDUCATION (RTE) ACT

After the making this act legal obligation applies on state government and central government to execute the fundamental rights of a child. (Article 21)

- Through this act the standards of teaching and learning increased continuously, which is very important concepts to improving the education quality.
- Some hygiene facilities provided by governments such as separate toilets for girls and boys, having high standard for classrooms conditions, drinking water facilities, etc.
- Governments balance the education facilities in urban as well in rural area to provide same education quality for both students and qualified teacher provided in both areas to overcomes the inequality.
- This act also provides for the information of the school managements committee in every school in order to promote participatory democracy and governance in all elementary school.

CRITICISM OF RTE ACT

1. After making this act some people criticize, the act was drafted without any consultancies being given to the equality of education imparted.
2. Those children below the ages of 6 years didn't take a benefit of this act.
3. At the time of admission many problem faces by orphans children they don't have required documents such that birth certificate, BPL certificate, etc for this beneficiaries of this act.

c) BETI BACHHO BETI PADHAO

This scheme was introduced by the central government in 2015 for girls Education. The aims of governments were to protect the children of girls from female foeticide and infanticide and to also stop the gender determination test and discrimination against girl children.

This scheme ensures the protection of girls and their survival and makes sure that girls participate in educational activities like boys. Through these schemes, they spread the thought and awareness among people that girls children are not a burden for society.

NEEDS FOR BETI BACHHO BETI PADHAO

The ratio of girls to boys declined in some research by governments in 2011, then revealed that the ratio of every child was imbalanced. After that, the conclusion introduced these schemes and made people aware of this through other acts and schemes. This ratio has showcased a steady decline from 945 in 1999 to 927 in 2001. Research concluded that the strong socio-cultural and religious preferences for boys were not the root cause of the problem and this provided the impetus for the launch of the BBBP initiative.

OBJECTIVES FOR BETI BACHHO BETI PADHAO

1. Through the act ratio of child sex is improve gradually.
2. Gender equality and women empowerments improve.
3. Prevent gender biased, sex selective elimination.
4. Ensure the survival and protection of girls children.
5. Aware the girls about the education rights and participation of the girls in every activities.

d) KASTURBA GHANDHI BALIKA VIDYALAYA

The plan was introduced by the government in 2004, which is integrated with the Sarva Shiksha Abhiyan program to provide educational facilities for girls belonging to lower castes, scheduled castes and other backward castes. This scheme provides a reservation of 25% to girls from lower castes and other backward castes. The main idea initiated behind the schemes is that by setting up residential schools for girls from lower groups of society.

OBJECTIVES KASTURBA GHANDHI BALIKA VIDYALAYA

Gender discrimination persist even today in rural areas and among lower backward castes communities. The enrolment trends indicate that there remain significant gaps in the enrolment of girls at the elementary level as compared to boys, especially at the upper primary levels.

FACILITES OF KASTURBA GHANDHI BALIKA VIDYALAYA

1. Textbook and uniforms provided by governments.
2. Residential schooling provided.
3. Individual Attention on girls.
4. Support to the educationally backward children.
5. Medical facilities provided.
6. Continuous evaluation.
7. Vocational training by governments.
8. All -round developments.

SCOPE OF THE KASTURBA GHANDHI BALIKA VIDYALAYA

The scheme is applicable only to those identified as educationally backward, whereas per census data of 2001, the rural female literacy rate is below the national average and the gender gap in literacy is more than the national average.

School is set in those areas where the female literacy rate is low. With low female literacy and a large number of girls out of school, there is a concentration of SC, OBC, and minority populations that do not qualify for further education. The criteria for eligibility will be the same as for other educational schemes.

III. New National Educational Policy 2020

By introducing the new education policy (NEP) on July 29th, 2020, the central government paved the way for transformative reform in the school and higher education systems. This policy is also renamed the Ministry of Education. This is the first education policy of the twenty-first century to replace a 34-year-old policy. The new policy is based on four pillars which are access, equity, quality and accountability. It is a progressive thought and, if implemented in its true vision, this new education structure can bring India at par with the leading countries of the world. This new education policy 2020 takes into consideration different fields like experience, empirical research, stakeholder feedback, and lessons for best practices. From students, parents, to teachers, everyone will be affected by the changes in the education system.

PURPOSE OF THE NEW EDUCATION POLICY

A national education policy is a comprehensive framework to guide the development of education in the country. A new policy usually comes along every few decades. The latest new policy is India third policy. It is replace the 1986 NEP which was in place of 34 years.

IMPACT OF NEW EDUCATION POLICY (NEP) 2020

This national policy on education will impact billions of lives, but more effect on students and teachers.

IMPACT ON STUDENTS

- New policy 2020 will open new learning opportunities to the students. It is the biggest impact on the students learning environments and also learning process of students.
- Increase the focus on the skill developments and competency improvement of the students.
- Make the students future –ready by building 21st century skills.
- Make the students focus on both academic and non –academics activities.
- Provide various learning opportunities for pre-primary, open, and distance-learning students.

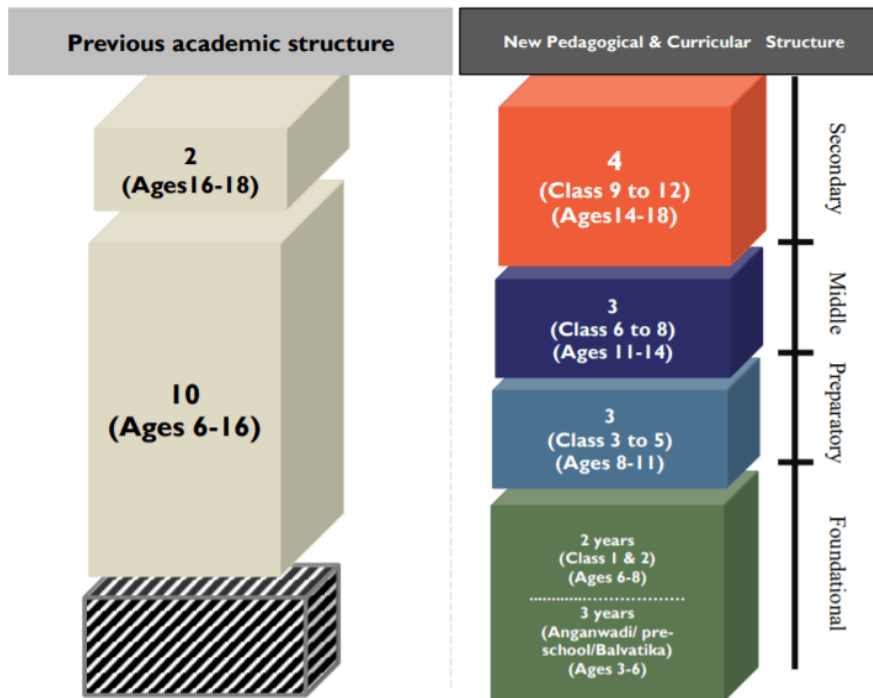
IMPACT ON TEACHERS

The government of India has decided to make their teachers more skilled and futuristic teacher skills.

- Provided professional teacher standards.
- Training to the monitor and improve their capabilities.
- More focus on 21st century teaching skills.
- A transparent recruitment and selection process for teachers to motivate them and improve their performances.

NEW CURRICULUM STRUCTURE

- Restructuring of school curriculum and pedagogy to new 5=3+3+4 pattern
- The new curricular structure was designed in the interest of learners at different stages of their development such as 3 to 8, 8 to 11, 11 to 14, and 14 to 18 years.
- The Foundation stage will be of 5 years: 3 years of pre-primary and grades 1, and 2
- The preparatory stage will be of 3 years: Grades 3, 4, and 5
- Middle or upper primary will be of 3 years: Grades 6, 7, and 8
- High or secondary stage will be of 4 years: Grades 9, 10, 11, and 12



IV. REVIEW OF LITEARATURE

Aiswarya Radhakrishnan(2018), states that Education is a fundamental right of every citizen. Through education people can be able to empower society and achieve a better quality of life. Education is essential for attaining economic and social comfort for backward and other lower caste sections in the coming generation. The respected authorities for welfare delivery towards the unprivileged group in society want to generate awareness among the people in the weaker section on the need for education and the available educational provisions and schemes that support the upliftment and reduce the burden of parents who have school-going children.

Krishna, R. B., & Prathiba, N. (2016),states thatAccording to Article 51A(k) of the Indian constitution, it is the fundamental duty of the parents or guardians of children aged six to fourteen years to provide them with opportunities for the best quality education. Even after 70 years of independence, the educational status of the disadvantaged group is in worse shape. In the early stages, the government did not implement programmes for the disadvantaged community, but the schemes have changed and several programmes have been introduced by the different levels of government. Different factors like socio-economic condition, societal attitude, parents interest in providing educational opportunities for their children, awareness of the educational avenue which is able to achieve an increase in literacy rates.

Centre for Budget and Policy Studies (CBPS) (2015), states that A Centre for Budget and Policy Studies (CBPS) study titled "Residential Schooling Strategies: Impact on Girls' Education and Empowerment (2015) points out that though several residential schooling strategies exist for girls in the publicly funded school system in India, there is no definite policy on residential schooling in general or for girls in particular. This study reviews literature and is coupled with validation visits to a few sites and consultations with key stakeholders. The study focuses on formal schools and Accelerated Learning Programmer (ALP). The government releases major funds for education, such as Jawahar Navodaya Vidyalaya (JNVs) and Kasturab Gandhi Balika Vidyalaya (KGBVs).

National education policy (2019), states that The Right of children to free and compulsory education act 2009, which laid down the legal underpinning for achieving universal elementary education through governments' making different laws for educational purposes.

Over 85% of a child's brain development occurs by the age of 6, indicating the critical importance of appropriate care and stimulation of the brain in a child's early years for healthy brain development and growth. The overarching goal will be to ensure universal access to high-quality early childhood care and education across the country in a phased manner. State governments should prepare cadres of professionally qualified educators for early childhood education through stage-specific professional training, mentoring mechanisms, and career mapping. Necessary facilities will also be created for the initial professional preparation of these educators and their continuous professional development (CPD).

Manish singh and Dr. Pratim Baruah (2018), states that the SSA abhiyaan started in 2002 by the government. It has been successful in the universalisation of the education system. Through the schemes, quality of education is provided to children. To a greater extent the scheme of SSA has been able to bring children from families existing under BPL and provide them with an elementary education. Through the new schemes children and families will be connected with SSA schemes.

RAJESH DINKAR DANANE(2017), states that According to the report, elementary education has disappointed Adivasi society because, at the time of independence, the founder of modern India made a number of radical efforts to eliminate it. The backward section has been excluded disproportionately in relation to the other social groups.

Though successive governments in India are concerned with the crucial question of tribal development, It is usual for the government to see education as the key to the socio-economic development of the tribal communities. As these communities in India have been on the receiving end of socio-economic and educational development.

Deep kumar (2020), states that it is a matter of education that would be key to reconstructing the Indian education system. But I am going one step forward. I would like to say that this policy is nothing new as it is centred on the concept of basic education. Just as Gandhi Ji said, education should be job-oriented so that it provides money to live. Education is like bread and butter. So when this policy talk of skill development and exit at any stage during a course, if a person is eligible to earn their bread and butter, they should be allowed to exit with a proper certificate or a degree even if they have achieved the minimum level of learning. This new education policy is still dependent on the political system that the country will adopt.

V. CONCLUSION

Various schemes are implemented by the both level of governments for upgrading the educational levels and skills. The objectives of the schemes also include increasing the enrolment and retention of the lower caste and backward caste in educational institutions, a reduction in dropout rates and increasing the representation in jobs, higher education and professional institutions. It is clear that the government is very concerned about the development and promotion of education in different sectors of society.

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