

Government Schemes for Elementary Education of Jharkhand – An Overview

Dr.Seema Sharma*, Priti Deogam**

Associate Professor(Education),Rabindranath Tagore University ,Bhopal,India.

Ph.D. Scholar(Education),Rabindranath Tagore University ,Bhopal,India.

ABSTRACT

Education is one of the most important factors for transformation of society, as it influence socio – economic condition of a person. Elementary Education is the first stage of formal education and thus becomes even more important as quality of the whole educational process depends on the quality of Elementary education. In India, Socio Economic condition of people is poor about 21.9% of the population still lives below poverty line. In the process for Universalization of Elementary Education(UEE),government has launches various educational schemes at elementary level. This paper is an effort to highlight different educational government schemes at Elementary level and to access its success ratio.

Keywords: Elementary Education, Government Schemes.

INTRODUCTION

Education is a life long process. It continues to enhance the quality of thoughts and living standard of a person. It nurture whole personality, increase creativity and develop thinking ability. Education makes people educated ,acquaints them with some need – based skills and finally it develops in them certain level of efficiency in the performance of the work they do. Thus, Education is a pre – requisite for the acquisition of knowledge, enhancing skills, developing attitudes and values etc. Therefore, as human beings, we need education because it provides us with knowledge and skills to lead a meaningful life. On the basis of the characteristics, Education can formal, in-formal and non- formal. In formal perspective, Elementary or Primary education is the first stage of knowledge acquisition, so it foundation of all educational stages. A child what he learns in his earlier stages reflects in his every educational stage. In India, Elementary schools provides education from class 1 to class 8 as per records of census 2011 and Ministry of Human Resources Development. The children of these classes are generally aged between 6 to 14 years. Elementary education does not include kindergarten or pre-schools system. It is imparted after early childhood education and before secondary education.

Elementary Education shapes person's life and social structure. Government also very much focused for it's universalization. Valuing it, constitution makers in Article 21A, made Right to Education a fundamental right for children aged between 6 to 14 years. Since Independence, Government is in a way of achieving the goal of Universalization of Elementary Education (UEE) and thus time to time approving different educational schemes. These schemes supports economically weaker section of the

and it reduces their stress of managing food, fees, clothes, books and other material that required for education and thus results awareness towards education and helps in increasing literacy rate per year.

OBJECTIVES

1. To focus on the necessity of Government Schemes for Elementary Education in Jharkhand.
2. To Access impact of Government Schemes for Elementary Education in Jharkhand.

GOVERNMENT SCHEMES FOR ELEMENTARY EDUCATION

In order to accomplish UEE (Universalization of Elementary Education), Government of India has started various projects and ventures. Government emphasis on both quality and quantity work to achieve the goal. In keeping with the principles of the National Policy of Education, the government has brought about various schemes that ensure equitable education for all. The schemes for elementary education that are applicable in all state (Jharkhand) of India are:

1. Sarva Shiksha Abhiyan(SSA)

This program was introduced in 2001 and is one of the biggest projects in India. The Sarva Shiksha Abhiyan (SSA) is a flagship program for the children to get Universal Elementary Education(UEE). This program covers the entire country and works in partnership with local and state governments. SSA is mainly useful for children between the ages of 6 to 14. The program aims to universalize education and improves its quality by time – bound implementation strategy and context – specific planning. It includes children from all social classes.

2. National Program for Education of Girls at Elementary Education(NPEGEL)

The NPEGEL program has been initiated by the Government of India to reach girls, especially the girls that are not enrolled in a school. The program was started in July 2003 and this program is a significant component of the SSA. The program provides extra support for improving the education of girls. Some objectives that come under this scheme are the development of learning materials that are gender- sensitive, gender-sensitization of teachers, provisions like stationary, uniforms and workbooks. The main focus of this program is to break gender stereotypes and to make sure girls get a good education at the elementary level.

3. Midday Meal Scheme

Otherwise known as the National Programme of Nutritional Support to Primary Education, this plan was launched in 1995 to provide mid day meals to children studying in primary class. The main objective of creating this scheme was to eliminate classroom hunger of children and to increase attendance and enrolment of children in schools. This scheme also aims to improve the interaction between children of all castes and religions. It also addresses the issue of inadequate and improper nutrition among children. Women are also socially empowered since the scheme creates employment opportunities. Thus, this scheme can help in developing children emotionally and socially

4. Right to Education (RTE) Act

The Right to Education (RTE) Act was enacted in 2009, and this Act made education for every child between 6 and 14 years a fundamental right. It also set the basic norms that must be followed by every elementary school in the country. Thus, children got the right to receive free elementary education. This means that no child has to pay any kind of charges or fee to complete education up to elementary level. The RTE act also aims at the development of a curriculum that makes sure the child receives the benefits of all round development, building their knowledge, talent and potential. The Right to Education act has made it compulsory to reserve 25% in private schools for children from economically weaker families.

5. Beti Bachao, Beti Padhao

This scheme initiated in 2015 is one of the most famous central government schemes for girl education. The main aim of government scheme was initially to protect girl children from female foeticide and infanticide and later provide assistance for their education. Other objectives of plan include stopping the practice of gender discrimination tests and discrimination against girl children. The Beti Bachao, Beti Padhao schemes ensure the protection of girls and their survival and make sure that girls participate in educational activities along with boys.

6. Kasturba Gandhi Balika Vidyalaya

Launched in 2004, the KGBV scheme aims at setting up residential school for girls belonging to minority communities at the upper primary level. This scheme is mainly implemented in the part of the country where girls aren't enrolled in school. This scheme provides reservation of 25% to girls from families below the poverty line and the rest 75% to the girls belonging to ST, SC, OBC and other minority communities. The main idea behind this scheme is that by setting up residential schools, girls from disadvantage groups of the society can access quality education.

7. Scheme for Infrastructure Development in Minority Institutes (IDMI)

To improve the quality of education, the scheme has been started to improve infrastructure in unaided/aided minority schools. The salient features of this scheme include expanding facilities that will help the education of children from minority communities. The entire country comes under this scheme, but preference is given to places that have a minority population above 20%. The scheme also encourages educational facilities for children with special needs, girls and others who are mostly held back in society.

PROGRESS OF ELEMENTARY EDUCATION IN JHARKHAND

(Statistical Report in percentage as per U- DISE 2015- 16)

Ratio of Girl's to Boys' Enrolment

Category	2014 -15	2015 -16
Primary	0.96	0.96
Upper Primary	1.00	1.01
Elementary	0.97	0.97

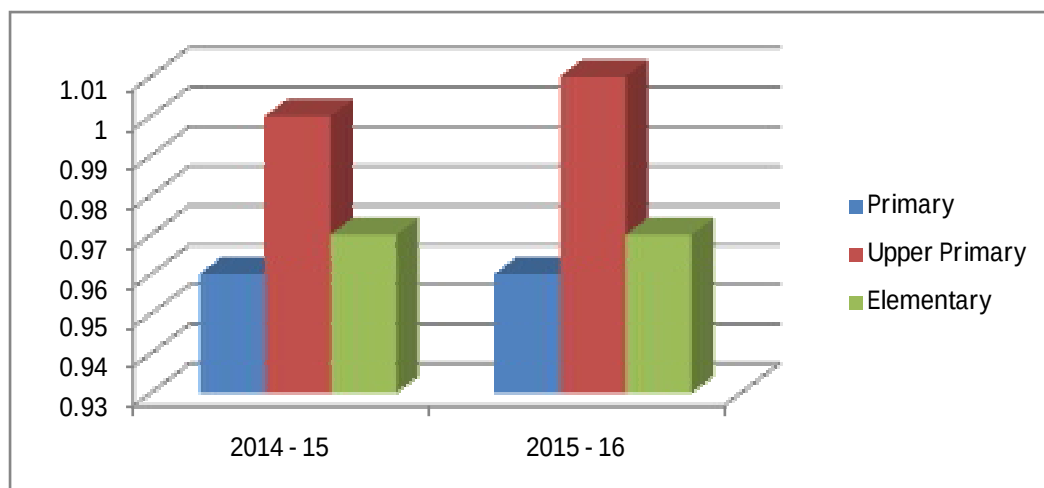
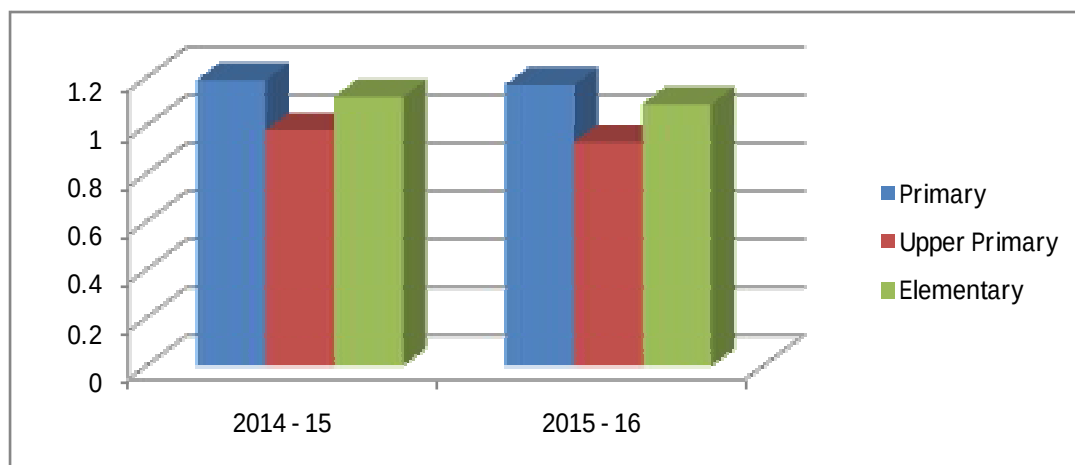


Fig (a): Graphical representation of Ratio of Girl's to Boys' Enrolment

Percentage CWSN to Total Enrolment

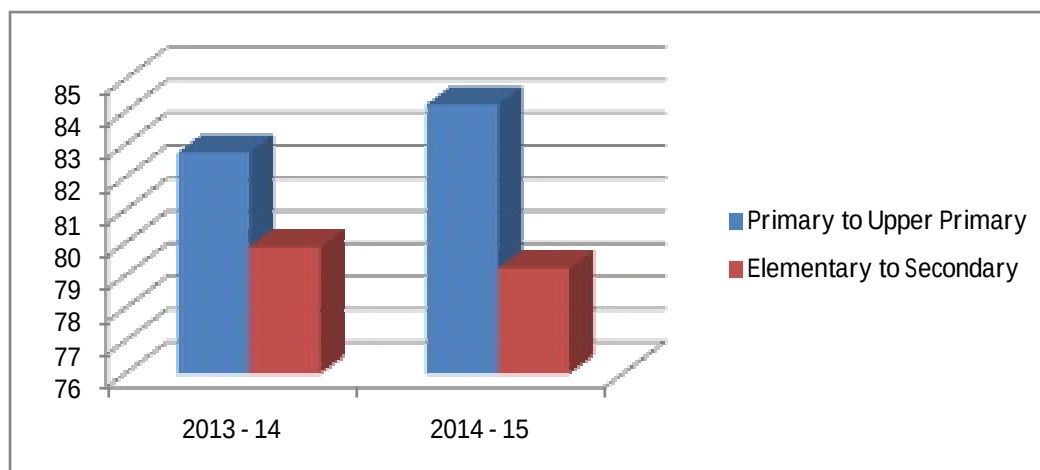
Category	2014 -15	2015 -16
Primary	1.19	1.17
Upper Primary	0.98	0.93
Elementary	1.12	1.09



Fig(b): Graphical representation of Percentage CWSN to Total Enrolment

Transition Rate

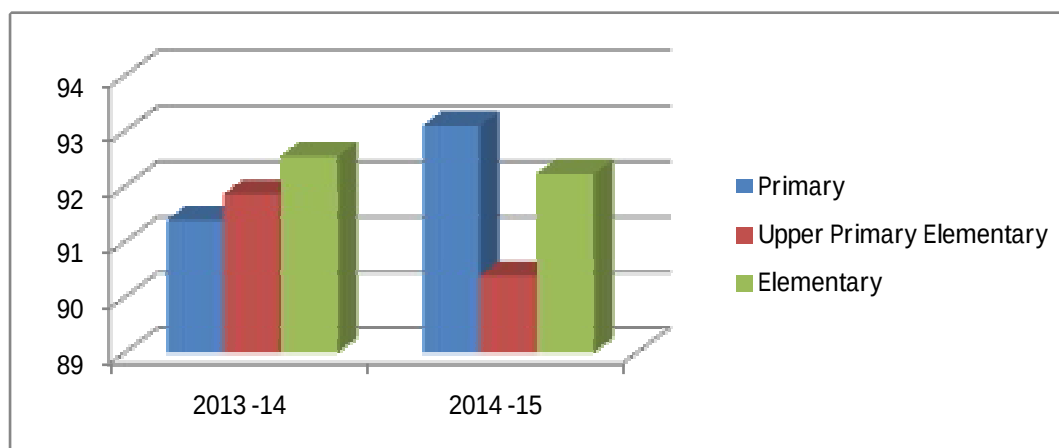
Category	2013 - 14	2014 - 15
Primary to Upper Primary	82.75	84.22
Elementary to Secondary	79.86	79.20



Fig(c): Graphical Representation of Transition Rate

Annual Average Promotion Rate by Educational Level

Category	2013 -14	2014 -15
Primary	91.39	93.10
Upper Primary	91.86	90.39
Elementary	92.55	92.23



Fig(d): Graphical representation of Annual Average Promotion Rate by Educational Level

Gross Enrolment Ratio (GER)

Category	2014 -15	2015 -16
Primary	108.40	109.22
Upper Primary	99.97	102.73
Elementary	105.58	107.08

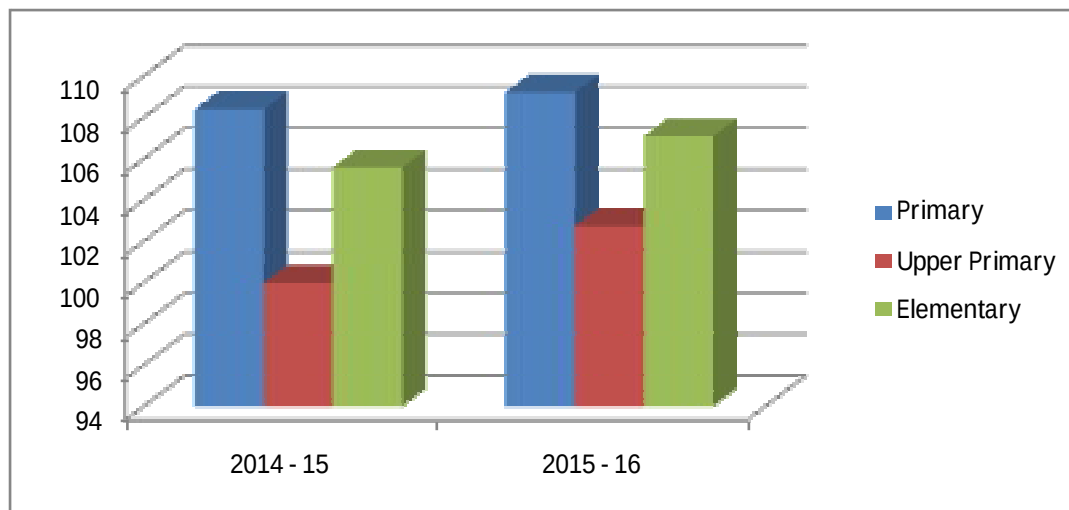


Fig (e): Graphical representation of Gross Enrolment Ratio(GER)

Net Enrolment Ratio (NER)

Category	2014 -15	2015 -16
Primary	96.02	97.21
Upper Primary	86.12	89.12
Elementary	99.65	89.35

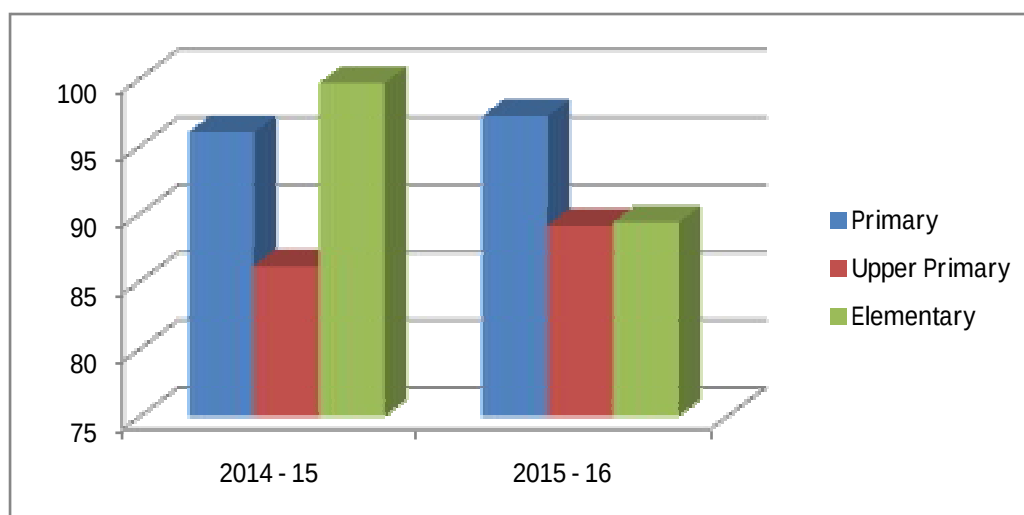


Fig (f): Graphical representation of Net Enrolment Ratio (NER)

CONCLUSION

Awareness towards Education can be seen through the change of time in society. Government Scheme for elementary education helps weaker section and somehow supports them in their livelihood. Yearly progress report of school reflects impact of government schemes and thus seeks attention of people towards it. Literacy rate of Jharkhand still very low however remarkable enrolment rate, especially of girls increasing per year. Progress rate for achieving the goal of UEE is slow, but effort of government and its approach in every area of Jharkhand can be noticed with the increase of availability of elementary school.

REFERENCES

- Bordoli,R. (2011); “Challenges in Elementary Education in India: Various Approaches”*Journal of Education and Practice*,Vol 2,No. 7.
- Gupta,R. &Ekka,V.R.(2017): “ Achievements & Challenges of Education in Jharkhand: An Analysis of Elementary Education”*Jharkhand Journal of Social Development*,Vol.X,No.1&2.
- Kingdom,G.G(2007), “The Progress of School Education in India: A Menu of Options”*Oxford Review of Economic Policy*. Vol.23.No.2.2007.p.168-195.
- Nayak,A.K.& Rao,V.K.(2002): “Primary Education”*A.P.H. Publishing Corporation*,New Delhi.
- NUEPA(2016): “U- DISE- School Education in India- 2015- 16.”New Delhi, India.
- Rustagi,P. & Menon, R.(2013). “Literacy and Elementary Education status in Jharkhand: Challenges to Universalisation”*Journal of Economic & Social Development*,Vol – IX.No.2
- Saktinanda,G.(2015). “Elementary Education in Jharkhand – a Microscopic Analysis”, *Scholarly Research Journal For Interdisciplinary Studies*,Vol- III/XVI.
- UGC. “Schemes for Quality and Excellence”,New Delhi.

www.google.com.in

