



"SAMAGRA SHIKSHA PROGRAMME TO PROMOTE SECONDARY EDUCATION"

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ABSTRACT

This study suggests the ways of prevention of gender inequality that prevails among every class and religion which creates a hindrance on the path of the Indian education system of India. Education is an essential tool for building an equitable society and also bring a transformation in the social, economic and political field. For which the Government has taken measures to provide an egalitarian education system. Also the perspective of the agency is to perceive country's personnel capability in the tutelage section with justice and incorporation. Hence the "Ministry of Human Resource Development" is trying to execute proposition which aim at improving and enriching the learning and fundamental tutoring of the youngster and generate entry to all degree of learning including tertiary and technological education. The Centrally Sponsored Schemes launched throughout the country in partnership with State and Union Territory are "Samagra Shiksha Abhiyan", "Sarva Shiksha Abhiyan", "Rashtriya Madhyamik Shiksha Abhiyan", "Teacher Education". These schemes are to address several holes in the school education system of India.

INTRODUCTION

For hundreds of thousands years ago we lived as hunters which is before the advent of agriculture. Children through the culture of hunting learned to become responsible adults by exploring and self-directed play. Adults considered this as a natural process of learning for children. This served the purpose of education too during the evolution of hunter gatherers. It had been skill- intensive and knowledge-intensive but not labor-intensive because to become an efficient hunter people need

to have an extensive understanding of flora and fauna. They also had to prosper skills in crafting and learn the usage of tools of poaching and gathering.

But with the invention of agriculture thousands of years ago, it changed all that. The style of living changed from a nomadic life to living in a permanent house which in turn allowed them to gather possessions. While hunter-gatherers efficiently garnered what nature gave them, countrymen had to graze and till the land. Cultivation needed overtime of unskilled labour which could be done by children. Also children belonging from large families had to serve in the paddock to help or stay at home and look after their siblings. This changed life of children from a free pursuit of their life to a bounded life.

Slowly status difference was created among people with the possession of field and agriculture and gathering of holdings. Hence landowners thought of keeping people at work and increase their wealth. This evolved the system of slavery. The lot consisted mostly of children where they basically learned obedience, to show respect towards lords and masters, suppression of their own will and desires, submission to physical torture about which they had no qualms.

With the rise of industry feudalism gradually faded but the lives of children did not boost. Their area of work shifted from field to industry working in beastly conditions for hours by being treated as slaves. But as industry made its own way and became mechanized the necessity for child exploitation declined and for some religious and temporal reasons the idea of global learning spread slowly from the early 16th century. Education was now understood as an implantation. Workers in factories saw learning as away to construct skilled employers. Schools slowly restored in the place of land work, industry work and household work as the child's basic work.

This slowly brought in different projects to universalize education among all children. The Union Budget of 2018-19 therefore launched the Samagra Shiksha Abhiyan (SSA) to educate children all ages from four to eighteen years of age and eradicate the existing inequality among gender roles and provide quality education. This scheme was in amalgamation with RMSA and TE. Through TE, teachers were facilitated with effectual assemblance and correlation between dissimilar assistance forms.

LITERARY REVIEW

UNESCO (2016) claims that gender equity in education can become an enlightening goal on its own. Education for women is prolonged and winding. It is being mostly done through strategies and plans which consist of inventiveness to educate girl child through trainings and educating. Yet the state of education of women in the country is bleak. The current outline by UNESCO on the state of worldwide education in 2016 states the core causes for fall back on how India is fifty years beyond in attaining the purpose of global education, and gender distinction in education. The Indian Government currently launched "Samagra Shiksha Abhiyan" (SSA) for prekindergarten, kindergarten, upper primary, and high school to senior high school for casing children from the age of four to eighteen years to certify uniform opportunities for schooling and unbiased learning process. This scheme is an amalgamation of the "Sarva Shiksha Abhiyan" (SSA), "Rashtriya Madhyamik Shiksha Abhiyan" (RMSA), and "Teacher Education" (TE). This is a

enveloping project for the academic area in line with the “Sustainable Development Goal” (SDG). The **GOAL SDG - 4.1** asserts that “By 2030, ensure that all boys and girls complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes”. Additionally the **GOAL SDG - 4.5** asserts that “By 2030 eliminate gender disparities in education and ensure equal access to all levels of Education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations”.

P. Gray (2018) states that since the focus of the project is to ensure generalized standard learning facilities, supplying proper learning facilities is the first priority. This will also sanction schooling facilities to the disadvantaged groups of children through justice. Equity is a critical existence which will help in directing all the difficulties for global entry under this policy. Not only does equity mean similar chances but also creating circumstances and provide access to the children of SC, ST, Muslim minority, landless agricultural workers and children who are differently-abled etc. Approach also means to look after the necessities and requirements of children affected with migration, urban deprived children, homeless children, children whose families are involved in stigmatized professions, children without adult protection, children affected with Left Wing Extremism (LWE), transgender, internal strife, children affected with violence and all other classification who need assistance from this scheme. Children should be given adequate provisions of proper classrooms, drinking facilities, functional toilets as an unavoidable part of any school building. The school building will have rain water harvesting system, solar panel and disabled friendly as a part of the building plan. Since the scheme aims at hundred percent universal accesses to all, it requires tracking of all children. The State and Union Territories trace these students via “Student Data Management Information System” (SDMIS). This is a long-run detail, organized to keep a register of the educational reputes of around 260 million students of the schooling level and design a proof for strategy and project planning. There are surveys done by the State and Union Territories for global approach to ensure if there are proper availability of schools and recognize the holes in it which are deprived and provide solutions to it.

J. Mulhern (1959) illustrates that in order to recognize the locale of the deprived areas “Geographical Information System” (GIS) based mapping is done accompanied by Community Based Mapping. The GIS based surveying is done to evaluate to interest state and the deprived areas. It helps in designing an improvement policy by feasible plan for future growth. It might assist the creators in various actions especially recognizing recent accessibility of learning provision bounded in a stipulated extent and chart the dwelling by associating them to specified primary, subordinate and higher subordinate educational centres. This will also include assessment of the provisions for varied topics/courses such as Science, Commerce, Vocational, Humanities courses etc, in all the educational centres situated in countryside and cities. The Community Based Mapping works to ensure the involvement of the society, teachers, guardian and children by including them in crucial resolutions influencing the learning of the student in the deprived areas. This will need a physical designing of including the section and all other contributors. The GIS established designing and Community established designing

are not replacement of one another and hence cannot be restored by the other. **MHRD (2018)** states that uniting sex and public division holes in every stages of educational learning is one of the vital aims of the unified project. The sanctioning of the “RTE Act, 2009” demands communicating sex and public justice amidst a structure which is comprehensive and methodical. Underprivileged Section are interpreted as those that are part of the “ children with disability, SC , ST, socially and educationally backward class or such other groups having disadvantage owing to social, cultural, economical geographical, linguistic, gender, or such other factors as may be specified by the appropriate Government by notification”. (RTE Act, 2009)

MHRD mentions ‘Weaker Sections’ are interpreted as those “belonging to such parent or guardian whose annual income is lower than the minimum specified by the appropriate Government by notification”. (RTE Act, 2009)The scheme’s main focus is to reach out to the girl child to eliminate gender discrepancy which is stressed in the NPE and the POA (1986/1992). The learning of female category of the society is done basically to empower them. NPE states that learning should be a cathartic power to strengthen the morale of the women and outstrip their placement in community and question imbalances. It will also convey counting sex and other justice matters amidst the standard aim.

The perspective to gender and girls education has been perceived in a restricted way. This is taken up as a biologic division which means with respect to only girls and women; a discrete division which means it is not in reference to other shapes of biasedness; and in regard of delivering of chances so that women can stand up with men and close the holes. Hence reaching equity has been the main concern of education system. An essential chunk for the concerns of standard and fairness are conveying gender and social disadvantages. Female category are not a recurrent or singular category and sex does not exercise in quarantine but in association with other public groups springing in to women having to skilled numerous shapes of limitations. The structuralism of locale, social class, creed, divinity, race, differently-abled etc. converge with sex to construct a compounded actuality. Developing such an understanding helps in stretching to the left out, not enrolled group of children for developing study hall exercises, syllabus, coaching and policies. (**MHRD**)

P. Kundu (2019) in her study stated that in current year’s protection and soundness of girls, especially those studying in urban schools blends as a major regard. Pursuing the issue of safety is more testing as most of the time occurrences of abuse and events of harassment do not get filed. The issue of protection and soundness of girls addressed in the scheme through self-defence and martial art training in schools and all study states have assigned for interventions like self-defence and martial art training for three months for children studying in class VI- XII ; career counsel program and orientation program concerning to sanitation for emancipating girl children. Therefore it is necessary to ensure cathartic variances for building sex as an inherent custom of the learning procedure. There is also a necessity to make learning scopes direct the necessity of both masculine and feminine sections from all conditions, particularly in the course of pubescence. Changes have to take into consideration of the sensual conduct of both females and males and develop a system to control unwholesome exercises affiliated to sexual abuse, violence,

exploitation and discrimination.

MHRD The “NPE 1986” and “POA 199” lays the core strategy structure for learning, focusing on rectifying the surviving discrimination, it emphasizes on lessening abandoning figures, ameliorating educational achievements and enlarging approach to children who did not have had a chance to be a chunk of the universal system. The “NPE, 1986” predicted few steps for combining of students with bodily and mentally disabled with the common people as similar colleagues, formulating them for their ordinary development and maturity and empowering them to accept their existence with bravery and reliance.

The “NCF 2005” advices to make the syllabus adaptable and suitable to fit in with the diversifications of school going children consisting of those with disorders in cognitive and non- cognitive areas. While the “RTE Act 2009” approves inclusion of “Children With Special Needs” (CWSN), few cannot be able to go to school in spite of certain involvements constructed for their learning. Hence the reshaping of the “RTE Act in August 2012” which has incorporated CWSN in the elucidation of deprived groups. It contains children with grave or numerous disorders with the righteousness to adopt for “Home Based Education” (HBE), thus constructing a suitable surrounding for all children. As SSA aided incorporation a children with exceptional requirements at the primary education level, a requirement was observed for a project for the dysfunctional children at subordinate level. The IEDSS project was hence applied to allow all children and young people with disorders to have entry to subordinate level education and to better their engagement and confinement in the common learning practice. **(P. KUNDU 2019)**

“Samagra Shiksha” desires to look at learning of all students consisting CWSN in a continuance from primary to senior secondary. The project will envelope every child with exceptional requirement with more than one disorders as given in the proforma of differently-abled of the “Right of the Persons with Disabilities” (RPwD) Act 2016 studying in Government, Government-assisted and local body schools. The project focuses on operating in confluence with all the line Departments/Ministries and desires to supply applicable integrated assistance for productive and suitable facilities for education of CWSN. **(NCERT)**

CONCLUSION

After the 1986 educational strategy there have been a lot of commencements for upgrading the standard of education. In the “RTE Act 2009”, which directed at the familiarization of elementary education, we saw the birth of “Sarva Shiksha Abhiyan” (SSA) and this scheme increased drastically the enrollment of children in school. As education is a coexistent matter it becomes important for the partnership of state and the centre is improving the education system as a whole. So the Government of India have been implementing schemes at a national integrated level. But in the state there are a lot of structures that increases a lot of duplicity and also parallel structures come up.

In 2009 we had “Rashtriya Madhyamik Shiksha Abhiyan” (RMSA) which is again a centrally financed project in which there was a centre-state partnership for improving the secondary education. We have a diverse country where education is the core of all platforms and we need to have an integrated approach right from beginning. To see education as a holistically and integrated form, this scheme was launched by the

Union Budget and moreover the NITI Aayog also in its action report had given that from the input based to outcome based school education and this paradigm led the Union Budget to announce the integrated scheme of school education that is “Samagra Shiksha Abhiyan” (SMSA).

The “Samagra Shiksha Abhiyan” (SMSA) scheme caters from primary to senior subordinate level. Moreover in this scheme the “Teacher Education” (TE) scheme has also been integrated. This is a centrally financed project and is applied along with the provision of the state. It has a “Government Council” (GC) and a “Project Approval Board” (PAB) chaired by Secretary School Education and Literary which is supported by the “Technical Support Group” (TSG) by providing SSA, RMSA, TE.

The ratio of fund sharing pattern for the SMSA scheme is 90:10 (centre : state) for the eight North-Eastern States(Andhra Pradesh , Assam, Manipur, Meghalaya, Mizoram , Nagaland, Sikkim and Tripura) and three Himalayan states (Jammu & Kashmir, Himachal Pradesh and Uttarakhand). For other states and union territories it is in the ratio of 60:40 and for union territories without legislatures it is hundred percent centrally sponsored.

The scheme foresees in providing an equal and incorporating quality of learning which would be assisted by propositions like unified view of learning, fairness, entry, sexual concernment, equipoise of tutors, noble obligation, concurrent and unified system of learning board.

The goal of the strategy is recognition of children of the school stage and persuading of his/her learning necessities. There is facilitation of assistance and amenities, assistive devices, to the children who are unprivileged as per needs. Elimination of architectonic boundaries in learning centers so that children who are differently-abled have entry to classrooms, laboratories libraries and toilets in the educational centers. Providing suitable tutorials and study materials, medical facilities, vocational training support, guidance and counseling services and therapeutic services to children with disabilities according to his/her needs in merging with line departments. General school tutors will be sensible and upskilled to teach and include children with disability in the universal educational centers. For serving exceptional tutors, volumized designed projects will be taken up. The CWSN will have entry to assistance services by exceptional tutors, formulation of supply rooms, vocational education, therapeutic services and counseling.

Since through SMSA we try to look to holistic lenses the synergies which have been developing in the state and the fund flow which is happening that could be diverted wherever needed as per the norms which will definitely bring out sea changes in the way. The outcomes will come when there will an increase in enrolment rate, retention rate, and equality through national achievements.

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