



**A STUDY ON THE VARIOUS GOVERNMENT PROGRAMS TO PROMOTE THE  
EDUCATIONAL PROGRAMS AMONG CHILDREN**

**BHOOP SINGH**

**DY DIRECTOR**

**ODM COMPUTER AND MANAGEMENT EDUCATION**

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***ABSTRACT***

As India is a federal nation state, the constitution's preamble relates to the central goals of justice, liberty, prosperity and solidarity for all the country's people. This gives rise to the need for integrated society, a need to transform oppressed community into an integrated society, which can only be possible through inclusive education. Training is a strong tool of societal transformation which in the social system, also initiates upward progression. Helping to close the divide between various parts of society. Over recent decades, inclusive education has taken centre stage around the world, especially in the implementation of educational changes to discourage exclusionary practices. Over the past several decades, inclusion has emerged as both a pedagogical tactic and a political way of questioning the exclusive look at historical strategies, laws and traditions throughout the country's educational system. Inclusive education is a deeply contested topic rife with controversy and conflict; but through study and teaching, emphasis on it has created a large body of information. More broadly, the psychological, political and economic integration of children with special needs is now part of the universal campaign for human rights that has grown and developed during the 20th century (Roux 2001). Education for children with special needs, rather than a luxury or charity, has been a question of entitlement-a basic human right.

**INTRODUCTION**

Naturally, the Indian Culture is more egalitarian than segregationist in fact. Efforts have been made to get people in rather than hold them out, beginning from the Gurukul Method to the western form of the day-care system. There are nearly 1.40 million (NIEPA, 2005) children with disabilities in normal schools. The Government of India must intensify the current comprehensive education scheme in order to meet the Education for All (EFA) goal by 2010. Via Christian missionaries, the last two decades of the 19th century experienced the awareness and processes of educating children with disabilities. In Mumbai

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in 1883, the first school for the deaf was founded, and in Amritsar in 1887, the first school for the blind. It was assumed at the period that children with disabilities, along with regular children, should not be taught. Education for children with disabilities was also given by special schools. With the aid of some foreign organizations that established the Integrated Education Programmed, this pattern continued in the early sixties of the last century. Children with disabilities were put in daily school here so that they could learn along with their classmates who were not affected. Different frameworks for service delivery were embraced by integrated school. At present, the focus is on the need for egalitarian philosophy by inclusive curriculum to provide education for everyone in a suitable setting.

In the education sector, under the Ministry of Human Resource Development, the following nationally funded programmers are being implemented:

Action Plan for Inclusive Education of Children and Youth with Disabilities August 20, 2005, MHRD In order to supplement and complement the Comprehensive Education for Children with Disabilities (IEDC) and the Scarva Shiksha Abhiyan services, the Government of India rendered an attempt from incorporation to inclusion by acknowledging the uniqueness of its client community to include a supportive and meaningful learning atmosphere The integration of adolescents and young people with disabilities in mainstream educational institutions is the objective of this initiative. Enrolment and retention in the formal school environment by all children with disabilities. [Free and compulsory education under the draught Bill from 0 to 14 / free education under the PWD Act from 0 to 18 years]. Providing children with need-based curriculum and other assistance in mainstream classrooms to improve their understanding and capabilities through effective curricula, instructional structures, educational methods, utilization of services and cooperation with their families. Promote higher and vocational education by careful enforcement in all educational establishments of the current reservation quota and the development of barrier-free learning environments. Disability-focused studies in colleges and training facilities and initiatives.

### **The Children's Right to Free and Mandatory Education Act 2009 (RTE)**

Pursuant to Article 21-A of the 86th Constitutional Amendment (2002), 'The State shall offer free and compulsory education to all children between the ages of 6 and 14 years in such a manner as may be decided by statute by the State'

### **CHILDREN'S projects for special conditions**

The Government of India has launched a variety of initiatives in order to accomplish the aim of



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educating children with special needs and include them in education. Any of them are hereby discussed

According to the report on inclusive education given by MHRD inclusion is a concept that sees children with disabilities as full time participants in and as members of their neighborhood schools and communities. Inclusive education, as an approach, seeks to address the learning needs of all children, youth and adults with a specific focus on those who are vulnerable to marginalization and exclusion. It implies all learners, young people with or without disabilities being able to learn together through access to common pre-school provisions, schools and community educational setting with an appropriate network of support services. It aims at all stakeholders in the system such as learners, parents, community, teachers, administrators and policy makers to be 33 comfortable with diversity and see it as a challenge rather than a problem. Inclusive education means the education of all children, with and without disabilities together in regular schools. It is an approach, which takes into account unique characteristics, interests, abilities and learning needs of all children. All schools have to be inclusive in their approach, so that children with disabilities have access to these schools that accommodate within them a child centered pedagogy capable of meeting the needs of all children. Inclusive education means that all students in a school, regardless of their strengths or weaknesses in any area, become part of the school community. They are included in the feeling of belonging among other students, teachers, and support staff. Hence, schools have a duty to educate children with special needs in general education classrooms. When children with special needs learn in the same schools as their non-disabled peers with the support necessary for them to be successful there, then the society is said to be "INCLUSIVE". In India, Ministry of Human Resource Development in its draft document on Inclusive Education (2003) has defined Inclusive Education as "a system which aims to provide a favorable setting for achieving equal opportunities and full participation for all children with disabilities within general educational system" (MHRD Draft inclusive education, 2003)

Sarva Shiksha Abhiyan: Launched in 2001 Sarva Shiksha Abhiyan(SSA) is one of India's significant lead programs for universalization of rudimentary schooling. Its general objectives incorporate widespread access and maintenance, spanning of sex and social class holes in rudimentary instruction, and accomplishing huge improvement in learning levels of youngsters.

SSA is being actualized in association with the State Governments and contacts 192 million kids in 1.1 million homes the nation over. SSA Goals are (a) Enrolment of all youngsters in school, Education Guarantee Centers, Alternative school; (b) Retention of all kids till the upper essential stage; (c) Bridging of sex and social classification holes in enrolment, maintenance and learning; and Ensuring that there is huge improvement in the learning accomplishment levels of kids at the essential and upper essential



stage.

Arrangements of Right to Education Act are being executed through SSA. Appropriately, standards have been reconsidered/adjusted to adjust them to the necessity of RTE Act, 2009.

Focal Government has endorsed a cost of '2,31,233 crore for usage of the consolidated RTE-SSA program for the long term time of 2010-11 to 2014-15. The yearly necessity of assets for the joined RTE-SSA program will be around in the scope of '40,000 to '49,000 crore both for the Central and State Governments.

Under SSA India has not exclusively had the option to improve admittance to 99 percent of essential level yet has additionally had the option to lessen out of younger students to 3-4 percent of the age associate of 6-14 years. Under this program, unique spotlight is on young ladies, youngsters having a place with SC/ST Communities, other more vulnerable Sections, Minorities and metropolitan denied kids.

***Kasturba Gandhi Balika Vidyalaya:*** KGBVs are residential upper primary schools for girls from SC, ST, OBC and Muslim communities. KGBVs are set up in areas of scattered habitations where schools are at great distances and are a challenge to the security of girls. This often compels girls to discontinue their education. KGBV addresses this through setting up residential schools, in the block itself. KGBVs reach out to :

- Adolescent girls who are unable to go to regular schools.
- Out of school girls in the 10+ age group who are unable to complete primary school.
- Younger girls of migratory populations in difficult areas of scattered habitations that do not qualify for primary/upper primary schools.

KGBVs provide for a minimum reservation of **75 per cent** seats for girls from SC/ST/OBC and minorities communities and **25 per cent** to girls from families that live below the poverty line. Till 2009-10 there were 2570 KGBVs in the country. After the RTE Act came into operation, an additional **1030 KGBVs** were sanctioned, taking the total number of KGBVs in the country to **3600**.

***National Programme for Education of Girls at Elementary Level (NPEGEL):*** NPEGEL is executed in instructively in reverse squares (EBB) and addresses the necessities of young ladies who are „in“ just as „out“ of school. NPEGEL additionally connects with young ladies who are selected school, yet don't go



to class consistently.

NPEGEL underlines the obligation of instructors to perceive weak young ladies and give unique consideration to free them once again from their condition of weakness and keep them from exiting.

Both NPEGEL and KGBV are relied upon to work couple to supplement endeavors under SSA to guarantee „inclusion“ of all young ladies and give them „quality“ instruction. While NPEGEL is intended to work during that time schools, KGBV builds up private tutoring offices for the young ladies in far off zones that are un-served by upper elementary schools or in regions with instructive drawback among certain social gatherings.

RMSA are to (I) raise the base degree of instruction to class X and universalize admittance to optional schooling; (ii) guarantee great quality auxiliary training with center around Science, Mathematics and English; and (iii) diminish the sex, social and provincial holes in enrolments, dropouts and improving maintenance. The intercessions upheld under RMSA included (I) updating of upper elementary schools to optional schools; (ii) fortifying of existing auxiliary schools; (iii) giving extra study halls, science labs, libraries, PC rooms, craftsmanship, art and culture rooms, latrine squares and water offices in schools; (iv) offering in-support preparing of educators; and accommodating significant fixes of school structures and private quarters for instructors. Regardless of being dispatched in the third year of Plan, there was acceptable advancement under the RMSA during the Eleventh Plan (Table given underneath). Against an objective of enlisting an extra 3.2 million understudies, 2.4 million extra understudies were taken a crack at auxiliary schools during the Eleventh Plan period<sup>8</sup>. Subtleties on quantities of Schools Setup/Sanctioned under SSA/RMSA are yielded

### *Annexure*

#### **RMSA : Achievement in the Eleventh Plan**

Sl. No.	Items	Target	Achievement (Approved)
1.	Sanction of New Schools	11,188	9,636
2.	Strengthening of existing Schools	44,000	34,311
3.	Additional Classrooms	88,500	49,356
4.	Additional Teachers	1,79,000	59,000



5.	In-Service Training for All Teachers	100 per cent	100 per cent
6.	Annual Grants to Schools	Full coverage	75,394
7.	Minor Repair to Schools	Full coverage	62,221

**Source:** India, Ministry of Human Resource Development

Plan for Setting up of 6000 Model Schools at Block Level: The Scheme visualizes giving quality instruction to capable provincial youngsters through setting up 6000 model schools as benchmark of greatness at block level at the pace of one school for every square. The plan was dispatched in 2008-09 and is being actualized from 2009-10.

The plan has two methods of usage, viz., (I) 3500 model schools are to be set up in instructively in reverse squares (EBBs) under State/UT Governments; and (ii) the leftover 2500 schools are to be set up under Public-Private Partnership

(PPP) mode in the squares which are not instructively in reverse. As of now, just the part for setting up of 3500 model schools in EBBS under State/UT Governments is operational. The segment for setting up of 2500 model schools under PPP mode will be operational in twelfth Five Year Plan9.

Plan of Vocationalisation of Secondary Education at +2 level: Initiated in 1988, this midway supported plan of Vocationalist of Secondary Education accommodates broadening of instructive chances to upgrade singular employability, lessen the befuddle among request and flexibly of gifted labor and gives an option in contrast to those seeking after higher education10.

Consequently, it is significant and would be executed from class IX onwards, in contrast to the current arrangement for its usage from class XI, and would be subsumed under RMSA. Professional Education courses will be founded on public occupation standard brought out by the Sector murder Councils (SSCs) that decide the base degrees of abilities for different livelihoods. Scholarly capabilities would be surveyed and ensured by instructive bodies and professional abilities would be evaluated and affirmed by separate SSCs.

In the Twelfth Plan, a system would be made for assembly of professional courses offered by different services, private activities and professional instruction foundations, and use schools as the source for professional training of youngsters. A far reaching collection of professional courses, span of each





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course, gear and offices, expenses and offices will be developed<sup>11</sup>.

Plan of ICT @ School: The Information and Communication Technology in School Scheme was dispatched in December 2004 to give occasions to optional stage understudies to for the most part manufacture their ability of ICT aptitudes and cause them to learn through PC supported learning measure. The Scheme offers help to States/Union Territories to build up empowering ICT foundation in Government and Government supported optional and higher auxiliary schools. It additionally means to set up Smart schools in KVs and Navodaya Vidyalaya's which are pace setting establishments of the Government of India to go about as "Innovation Demonstrators" and to lead in engendering ICT aptitudes among understudies of neighborhood schools.

Comprehensive Education for Disabled at Secondary stage: The Scheme of Inclusive Education for Disabled at Secondary Stage (IEDSS) has been dispatched from the year 2009-10. This Scheme replaces the prior plan of Integrated Education for Disabled Children (IEDC) and would give help to the comprehensive instruction of the incapacitated youngsters in classes IX-XII.

The point of the Centrally Sponsored Scheme of IEDSS is to empower all understudies with inabilities, in the wake of finishing eight years of rudimentary tutoring, to seek after additional four years of auxiliary tutoring (classes IX to XII) in a comprehensive and empowering environment<sup>13</sup>.

Quality Improvement in Schools: During the tenth Five Year Plan, "Quality Improvement in Schools" was presented as a composite midway supported plan having the accompanying segments:

1. National Population Education Project,
2. Environmental Orientation to School Education,
3. Improvement of Science Education in Schools,
4. Introduction of Yoga in Schools, and
5. International Science Olympiads.

A choice was taken to move four of these segments to National Council of Educational Research and Training (NCERT) w.e.f. APRIL 2006, aside from the segment of progress of Science Education in school that was moved to States<sup>14</sup>.

### **Strengthening of Teachers' Training Institutions**

The Right of Children to Free and Compulsory Education (RTE) Act, 2009 stances significant difficulties for improving the nature of instructors and for growing institutional limit in States to plan



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expertly prepared people for turning out to be teachers. Government has started steps to modify the current Centrally Sponsored Scheme of Restructuring and Reorganization of Teacher Education. This Scheme was started in 1987 as per the detailing of the National Policy on Education, 1986 which stressed the importance and requirement for a decentralized framework for the expert arrangement of educators, and it was in this setting that District Institutes of Teacher Education (DIETs), Colleges of Teacher Education (CTEs) and Institutes of Advanced Study in Education (IASEs) were set up.

Examination shows that there are 5.23 lakh opportunities of teachers at the rudimentary level and the arrangements under the RTE Act would prompt extra prerequisite of around 5.1 lakh educators. Besides, around 7.74 lakh instructors are undeveloped, for example they don't have the recommended capability.

### **Adult Education and Skill Development Schemes**

Grown-up Education targets stretching out instructive alternatives to those grown-ups, who have lost the chance and have crossed the period of formal schooling, however now feel a requirement for learning of any kind, including, premise training (proficiency), ability advancement (Vocational Education) and so on To advance grown-up training and ability improvement through the deliberate area, backing to Voluntary Agencies (Vas) was so far being stretched out through two plans, in particular, (I) Assistance to Voluntary Agencies in the field of Adult Education and (ii) Jan ShikshanSansthans. With impact from 1 April 2009 both these plans have been consolidated and an altered plan, named as "Plan of Support to Voluntary Agencies for Adult Education and Skill Development" has been set up. The Scheme envelops three parts, to be specific, State Resource Centers, Jan ShikshanSansthans and Assistance to Voluntary Agencies.

### **Scheme for Providing Quality Education for Madrasas(SPQEM)**

SPQEM tries to achieve subjective improvement in madras to empower Muslim youngsters accomplish guidelines of the public schooling framework in proper training subjects. The notable highlights of SPQEM conspire are:

To reinforce limits in madras for instructing of the conventional educational plan subjects like Science, Mathematics, Language, Social Studies and so on through upgraded installment of educator honorarium.

Preparing of such instructors at regular intervals in new educational practices.

The remarkable element of this changed plan is that it energizes linkage of madrasa's with National Institute for Open Schooling (NIOS), as certify habitats for giving conventional training, which will





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empower youngsters concentrating in such madrasas' to get confirmation for class 5,8,10 and 12. This will empower them 12 to travel to higher investigations and furthermore guarantee that quality principles much the same as the public schooling framework. Enrollment and assessment charges to the NIOS will be covered under this plan as likewise the showing learning materials to be utilized.

The NIOS linkage will be stretched out under this plan for Vocational Education at the optional and higher auxiliary phase of madrasa's.

**Scheme of Infrastructure development in Minority Institutions (IDMI)** IDMI has been operationalised to augment infrastructure in privateaided/unaided minorityschools/institutions in order to enhance quality of education to minority children. The salient features of IDMI scheme are:-

The scheme would facilitate education of minorities by augmenting and strengthening school infrastructure in Minority Institutions in order to expand facilities for formal education to children of minority communities.

The scheme will cover the entire country but, preference will be given to minority institutions (private aided / unaided schools) located in districts, blocks and towns having a minority population above 20%.

The scheme will, inter alia, encourage educational facilities for girls, children with special needs and those who are most deprived educationally amongst.

### **THE OBJECTIVES ARE**

1. To have at least one good quality senior secondary school in every block.
2. To have a pace setting role.
3. To try out innovative curriculum and pedagogy
4. To be a model in infrastructure, curriculum, evaluation and school governance.

### **CONCLUSION**

As India is a federal nation state, the constitution's preamble relates to the central goals of justice, liberty, prosperity and solidarity for all the country's people. This gives rise to the need for integrated society, a need to transform oppressed community into an integrated society, which can only be possible through inclusive education. Training is a strong tool of societal transformation which in the social system, also



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initiates upward progression. Helping to close the divide between various parts of society. Over recent decades, inclusive education has taken centre stage around the world, especially in the implementation of educational changes to discourage exclusionary practices. Over the past several decades, inclusion has emerged as both a pedagogical tactic and a political way of questioning the exclusive look at historical strategies, laws and traditions throughout the country's educational system. Inclusive education is a deeply contested topic rife with controversy and conflict; but through study and teaching, emphasis on it has created a large body of information. More broadly, the psychological, political and economic integration of children with special needs is now part of the universal campaign for human rights that has grown and developed during the 20th century (Roux 2001). Education for children with special needs has been a question of entitlement, a simple human right, rather than a luxury or charity.

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