

Universal education



**ASSIGN
BUSTER**

11 of import Problems of Universalization of Education and their Redress
SWASTIK Universalization of Elementary Education is Constitutional directive.
Education is every body's birth-right and it is adhering on any authorities to
supply installations for instruction for kids who are born and make the
school-going age. It was stipulated to accomplish Universalization within 10
old ages from the debut of Constitution and that is by 1960. But it is now
more than three decennaries after the scheduled clip.

Now the jobs with certain possible redresss to work out them have been
discussed as follows: (1) Faulty Policy of Government: The constitutional
directive is that provinces shall endeavor to supply free and mandatory
instruction to all kids until they complete the age of 14 old ages. But it is a
affair of sorrow that the prescribed end has non been reached as yet. The
chief cause for this is that the policy of Government was based on idealism.
Basic instruction was accepted as the signifier of national instruction.

Bing inspired with this purpose. work started to change over the bing
primary schools into basic schools. India is a huge state with a really big
population. Money was excessively much in deficit for execution of so
expensive a strategy of transition of a big figure of Elementary Schools.
Government has besides admitted this. In such a state of affairs. the best
policy would hold been to do separate intervention for the basic schools
along with the general primary and in-between schools. (2) Political
Troubles: Education is the footing of democracy.

It is necessary to educate the citizens in order to do democracy a success.
But so far the Government of India has non been able to give their full

attending towards instruction. Main ground is that since the attainment of Independence. Government had to confront the jobs of nutrient. of unfriendly neighbors. the job of Kashmir. the job of lingual provinces etc. Those jobs still exist and these jobs have all along forced to apportion so much money that Government has non been able to give their due attending for simple instruction.

The Government is responsible to work out the political jobs ; the Government is besides duty-bound for smooth advancement of public instruction. On no history. this indifference of Government towards cosmopolitan primary instruction could be justified. (3) Faulty

Administration of Education: In most of the provinces the duty of cosmopolitan primary instruction is on the governments of Blocks.

Municipalities and Educational Districts. The advancement of enlargement of primary instruction gets slow because of the indifference and incapableness of these establishments.

In fact. it is the duty of the state to educate its citizens. It is necessary that the Government of India should take upon itself the sacred work of cosmopolitan registration and cosmopolitan keeping at the Elementary phase. In fact it is the duty of the action to educate its citizens. (4) Dearth of Money: Insufficiency of money is a serious job that confronts primary schools. Income of the local establishments responsible for primary instruction is so much limited that they are wholly incapable of run intoing the outgo of mandatory instruction.

To run into the demands of mandatory footing instruction it was estimated that an one-year outgo of Rs. 269. 5 crores will be required. But in the First Five Year Plan the allotment was Rs. 93 crores and this allotment was reduced to Rs. 89 crores in the Second Plan. So sincere and honest attempts should be made to educate as many kids as possible so as to ostracize illiteracy to the maximal extent possible. Merely after abolishment of illiteracy. quality of instruction as a affair of importance should come. (5)

Dearth of Trained Teachers: There is deficit of trained instructors to do Elementary Education Universal and compulsory.

Nowadays. the immature instructors do non wish to work in rural countries. But the fact remains that bulk of Primary Schools are in rural countries. The main ground of non-availability of suited instructors is that learning work is non attractive for many individuals. since the wage of primary instructors is hopelessly low. The status of Scheduled countries is still more suffering. The hilly and unpassable jungle countries with really hapless communicating and conveyance installations fail to pull the present twenty-four hours luxury-loving immature work forces.

Teachers should be provided with proper abode in the small towns of their work. The inquiry of Women instructors is really much special. So the inquiry of teacher's quarters. residential schools. particularly residential Ashram Schools in the Scheduled countries should be provided. The quality of instructors can be improved by put to deathing a preparation progrmme for the untrained instructors in service on footing of study-leave footing. (6)

Constitution and School Buildings: Even the Third and Fourth All India

Educational Surveys indicate that even now there are lakhs of small towns and habitations without schools.

There are about 4 lakhs schoolless small towns in India which are to be given schools. It is not that easy to supply necessary finances for putting up such a big figure of schools with edifices and other equipments. In order to run into this job of new edifices along with the big schools in private houses, temples, gallery of rich individuals, abode of instructors etc. should be met by building of low cost houses of thatch or tile with local stuffs ; looking to the conditions conditions of certain topographic points unfurnished air bases may be taken up in the ShantiNiketan form.

All the same, the Primary schools should hold adjustments of their aim every bit far as operable. Problem of school houses along with the job of deficiency of instructors in all the primary schools can be solved through displacement system in the big schools. In order to inscribe the extra age-group 6-14 kids extra subdivision suites should be constructed. (7) Unsuitable Course of study: The course of study for primary schools is narrow and unsuitable to the local demands. The course of study should be interesting for the kids for its continuation.

Learning by work should replace the accent on humdrum studious cognition. Education of trade should be given in the primary schools in conformity with the local demands and demands. But the strategies of trade instruction in the primary schools should not of extremely expensive 1s. (8) Wastage and Stagnation: It is another major job and great obstruction for universalization of Elementary Education. Out of every 100 pupils enrolled in category - I

more than half leave schools by Class IV. merely 32 students reach category V and merely 26 range category VIII.

This is due to the deficiency of educational ambience. unwanted environment. deficiency of devoted instructors. hapless economic status of parents. absence of proper equipment etc. In order to look into such monolithic wastage and stagnancy at the primary phase. the educational system and course of study should be reformed. learning method should be interesting. school edifices should be equal and orderly and clean. and the parents should be educated. These may assist the job of wastage and stagnancy to be solved. (9) Natural Obstacles: Natural barriers are the great obstructions in the manner of enlargement of mandatory instruction.

The small town and little habitations in countries of Himalayan parts. Kashmir. Garhwal. Almora with less population are situated in distances apart. So besides the desert countries in Rajasthan. the dense forest countries in Madhya Pradesh. Orissa. Assam and many Southern States create jobs for expected registration. These are really really hard countries with deficiency of communicating and of Education and School Organization absence of conveyance. It is desirable to do proviso. for schooling installations even in little habitations without go forth much for mobility of little kids in the terrible cold. heat or heavy rains.

(10) Social Evils: Social immoralities like superstitious notion. illiteracy religion in ancient conventions and imposts. kid matrimonies. untouchability. pardah system etc. make countless obstruction in the enlargement of compulsory primary instruction. Still adult male ; individuals get their boies

and girls married at a really minor age against the Child Marriage Prohibition Act and deprive these school-going kids of the fruits of instruction. Because of illiteracy and ignorance these societal immoralities grow. The educated immature work forces and adult females should volunteer themselves to take these immoralities of society in their vicinity.

Against these societal immoralities. the work of enlargement of cosmopolitan registration should non be slackened. since societal immoralities flourish because of illiteracy and ignorance. (11) Language Problem: 1961 Census studies about 826 linguistic communications and 1652 idioms in the state. The Fundamental law of India. 1950 references 14 linguistic communications. which can be made medium of instruction. Compulsory instruction has non been to the full introduced among the Scheduled Castes and Scheduled Tribes and denotified folks in the state. This is due to the hinderances of linguistic communications as medium of instruction.

In the Five Year Plans the inducement programmes of free text-books. free uniform. stipends in inns. and transition of Residential Ashram Schools etc. make non better affairs much. The duty of instruction of these castes and folks. who are reeling under the weight of wretchedness and poorness for centuries. should non be left entirely on Govt. Voluntary and beneficent organisation and people should come frontward to help the Government in this sacred and important work of the state.