UNIT 14: NEW INITIATIVES FOR UNIVERSALISATION OF EDUCATION

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14.1 LEARNING OBJECTIVES

After going through this unit, you will be able to:

- explain the meaning of universalisation of elementary education
- identify the stages of universalisation of elementary education
- describe the importance of universalisation of education
- identify and find solutions to the problems of universalisation of education
- explain the role of SSA, RMSA and RUSA in universalisation of education
- apprise the role of Samagra Shiksha in universalisation of education

14.2 INTRODUCTION

Education is a birth right of every individual. All people irrespective

of class, caste, language and gender have the right to acquire education from any formal institutions at their proper age. For the development of any nation, education is always a powerful tool without which the dream for development cannot be fulfilled. So, education should be provided to all and for which the Central as well as State governments should take special measures. In this unit, we shall discuss the concept of universalisation of education and the role played by SSA, RMSA and RUSA in this regard.

14.3 MEANING OF UNIVERSALISATION OF ELEMENTARY EDUCATION

Universalisation of elementary education means providing quality education to all children up to the age 14 years without any restriction. It also means free education. According to Article 45 of the Indian Constitution, free and compulsory primary education should be provided to all children of age group 6-14 years without any discrimination.

Since education is a birth right of every individual, no one should be excluded from receiving it. For that the state should provide free and compulsory education to all children irrespective of class, caste, creed, colour, sex, language, religion, socio-economic status and place of birth or living.

14.3.1 Stages of Universalisation of Elementary Education

There are mainly three main stages of universalisation of elementary education. These are:

- **Universalisation of Provision:** This stage means that elementary education should be provided in every area within a walking distance (1 kilometre) of the child's home so that all children in the age group of 6-14 years are provided facilities for school. The nearest distance enables and encourages the parents to send their children to the school.
- **Universalisation of Enrollment:** This means that all children between the age group 6-14 must be enrolled by the primary

schools. It is very important that all the eligible children should be enrolled compulsorily by the school. Different commissions and policies on education gave special emphasis on this issue. But till now, it is not cent percent successful because of ignorance of parents, mass ignorance and so on.

- **Universal Retention:** Universal retention means that after joining school, the child should remain there till s/he completes his/her primary school course. If the child leaves the primary school without completion of his/her course, the ideal of universalisation of primary education stands defeated. Universal retention also means to ensure that every child progresses regularly from year to year, so that there is no stagnation and that a child does not leave the school before the completion of the prescribed age and class. But it is found that most of the children leave schools at any stage before completion of their courses.

14.3.2 Importance of Universalisation of Education

Elementary education plays an important role for the all round development of a child. Following points clearly reflect the importance of universalisation of elementary education.

- Elementary education is the birth right of every child in our country. In a historic judgement in July, 1992 which was modified in 1993, the Supreme Court of India declared, "The citizens of the country have a fundamental right of education. Every citizen of this country has a right to access free education until he completes the age of 14 years."
- India is not a fully developed country and one main reason is ignorance of the people towards education. If universalisation of education is properly implemented, then it will help in:
- eradication of poverty
- fostering economic growth

- managing the growth of population, and
- creating a clean and healthy environment.
  - Universalisation of primary education is a provision to provide free educational opportunities to all children of the society irrespective of caste, creed and sex.
  - It is intimately connected with the development of living conditions of the people. When a significant number of citizens are below the poverty line, it attempts to provide free and compulsory education to the children.
  - It will accelerate the development of the country by providing equal benefit to all the sections of the society.

14.4 PROBLEMS OF UNIVERSALISATION OF EDUCATION

In spite of the provisions laid down in the Constitution and the efforts made by the government, universalisation of elementary education is still a distant dream. It remains in paper and pen only. The main problems for failure of universalisation of elementary education are:

- **Social Problems:**
  - Apathy of parents.
  - Conservative attitude of parents towards co-education.
  - Over population.
  - Early marriage of girls.
- **Economic Problems:**
  - Poverty of parents.
  - Poor nutrition of children.
  - Meagre financial provision in the budget.
- **Political Problems:**
  - Low priority to primary education.
  - Group rivalries of local bodies.
  - Vested interests of local politicians.

- **Educational Problems:**
  - Low enrollment of SC, ST and other backward sections of the society.
  - Low enrollment of girls.
  - Low enrollment of disabled children.
  - High rate of stagnation.
  - High rate of wastage.
  - Defective curriculum.
  - Uninspiring methods of teaching.
  - Lack of competent teachers.
- **Geographical Problems:**
  - Inaccessible areas.
  - Small and scattered habitations particularly tribal and hilly areas.
- **Administrative Problems:**
  - Inequality of educational opportunities.
  - Lack of proper supervision.
  - Lack of women teachers.
  - Failure to enforce compulsory education.
  - Lack of suitable reading and writing materials.
  - Lack of effective admission policy.
  - Unattractive school building.
  - Scarcity of teachers.
  - Lack of teaching-learning materials.
  - Existence of large number of incomplete primary schools.
  - Lack of non-formal and adult education facilities.



CHECK YOUR PROGRESS

Q 1: .....is the target age group of students for universalisation of elementary education. (Fill in the blank)

Q 2: Mention the statement made by the Supreme Court of India in 1993 for universalisation of elementary education.

.....

14.5 SSA AND UNIVERSALISATION OF EDUCATION

As discussed earlier, there are lots of problem with regard to universalisation of elementary education. For minimising the problems of universalisation of elementary education, the Central and State Governments have taken different efforts. One such effort is **Sarva Siksha Abhiyan** (SSA).

Sarva Siksha Abhiyan is a response to the demand made by the public of India for basic education all over the country. In 2000, the District Primary Education Programme (DPEP) was extended to Sarva Siksha Abhiyan. The Sarva Siksha Abhiyan is a historic stride and the comprehensive and integrated flagship programme of the Govt. of India towards achieving the long cherished goal of universalisation of elementary education through a time bound integrated approach, in partnership with the states. During the year 2000, there was a conscious effort towards convergence of programmes and approaches concerning realising the goal of 'education for all'. And for that the country has launched the Sarva Siksha Abhiyan. SSA promises to change the face of the elementary education sector of the country, and aims to provide useful and quality elementary education to all children of age group 6-14 years by 2010. The SSA is an effort to recognise the need for improving the performance of the school system and to provide community owned quality elementary education in a mission mode.

- **Main Features of SSA:**
  - SSA is a programme with a clear time frame for universal elementary education.
  - It is nothing but a response to the demand for quality basic education all over the country.
  - SSS believes that for educational development of all people, Centre and State governments can adopt the policy of decentralisation.

- SSA provides an opportunity for promoting social justice through basic education.
- SSA helps to develop the educational condition of different categories of people, such as: women, SCs, STs, physically and mentally disabled, people below poverty line, etc.
- SSA gives more importance to modern child-centric methods of teaching, such as joyful learning, learning through observation, etc.
- It is an effort at effectively involving the Panchayat Raj Institutions, School Management Committees, Village and Slum Level Education Committees, Teachers Association, etc.

- **Aims of SSA:**
  - To provide useful and relevant elementary education for all children in the age group of 6-14 year by 2010.
  - To bridge social, regional and gender gaps, with the active participation of the community in the management of schools.
  - To allow children to learn about and master their natural environment in a manner that allows the fullest harnessing of their human potential both spiritually and materially.
  - To provide value based learning that allows children an opportunity to work for each other's well-being rather than to permit mere selfish pursuits.
- **Objectives of SSA:**
  - To get all children in School, Education Guarantee Centres, Alternative School, Back to School Campus by 2003.
  - To provide all children complete five years of primary education by 2007.
  - To provide all children complete eight years of schooling by 2010.
  - To focus on elementary education of satisfactory quality with emphasis on education for life.
  - To bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010.

- To aim for universal retention by 2010.

- **Broad Strategies of the SSA Programme:** It is not an easy task to implement the SSA programme in the whole of India. For that this programme adopted broad strategies to be implemented. These are mentioned below.
- **Institutional Reform:** The Central and the State governments will undertake reforms in order to improve efficiency of the delivery system as part of the SSA. The states will have to make an objective assessment of their prevalent education system including educational administration, achievement levels in schools, financial issues, decentralisation and community ownership, review of State Education Act, rationalisation of teacher employment and recruitment of teachers, monitoring and evaluation, status of education of girls, SC/ST and disadvantaged groups, policy regarding private schools and ECCE. Many States have already carried out several changes to improve the delivery system for elementary education.
- **Sustainable Financing:** The SSA is based on the premise that financing of elementary education interventions has to be sustainable. This calls for a long-term perspective on financial partnership between the Central and the State governments.
- **Community Ownership:** The programme calls for community ownership of school-based interventions through effective decentralisation. This will be augmented by involvement of women's groups, VEC members and members of Panchayati Raj institutions.
- **Institutional Capacity Building:** The SSA conceives a major capacity building role for national, state and district level institutions like NIEPA, NCERT, NCTE, SCERT, SIEMAT and DIET. Improvement in quality requires a sustainable support system of resource persons and institutions.
- **Improving Mainstream Educational Administration:** It calls for improvement of mainstream educational administration by institutional development, infusion of new approaches and by adoption of cost-effective and efficient methods.

- **Community Based Monitoring with Full Transparency:** The Programme will have a community based monitoring system. The Educational Management Information System (EMIS) will correlate school level data with community-based information from micro planning and surveys. Besides this, every school will be encouraged to share all information with the community, including grants received.
- **Habitation as a Unit of Planning:** The SSA works on a community-based approach to planning with habitation as a unit of planning. Habitation plans will be the basis for formulating district plans.
- **Accountability to Community:** SSA envisages cooperation between teachers, parents and PRIs, as well as accountability and transparency to the community.
- **Priority to Education of Girls:** Education of girls, especially those belonging to the Scheduled Castes and Scheduled Tribes and minorities will be one of the principal concerns of SSA.
- **Focus on Special Groups:** There will be a focus on the inclusion and participation of children from SC/ST, minority groups, urban deprived children, disadvantaged groups and the children with special needs in the educational process.
- **Thrust on Quality:** SSA lays a special thrust on making education at the elementary level useful and relevant for children by improving the curriculum, child-centred activities and effective teaching-learning strategies.
- **Role of teachers:** SSA recognises the critical and central role of teachers and advocates a focus on their development needs. Setting up of Block Resource Centres/Cluster Resource Centres, recruitment of qualified teachers, opportunities for teacher development through participation in curriculum related material development, focus on classroom process and exposure visits for teachers are all designed to develop the human resource among teachers.

- **District Elementary Education Plans:** As per the SSA framework, each district will prepare a District Elementary Education Plan reflecting all the investments being made and required in the elementary education sector, with a holistic and convergent approach. There will be a Perspective Plan that will give a framework of activities over a longer time frame to achieve UEE. There will also be an Annual Work Plan and Budget that will list the prioritised activities to be carried out in that year. The Perspective Plan will also be a dynamic document subject to constant improvement in the course of programme implementation.
- **Public-Private Partnership in SSA:** SSA takes note of the fact that apart from government and government-aided schools, provision of elementary education is largely made by the private bodies. Poorer households are not able to afford the fees charged in private schools in many parts of the country. While encouraging all efforts at equity and 'access to all' in well-endowed private unaided schools, efforts to explore areas of public-private partnership will also be made.
- **Financial Norms under SSA:** The assistance under the programme of SSA will be on an 85:15 sharing arrangement during the IX Plan, 75:25 sharing arrangement during the X Plan, and 50:50 sharing thereafter between the Central government and State governments. Commitment regarding sharing of costs would be taken from State Governments in writing.



CHECK YOUR PROGRESS

Q 3: Mention one aim of SSA.

.....

Q 4: Mention one objective of SSA.

.....

Q 5: According to SSA, all children will complete five years of primary education by .....(Fill in the blank)

14.6 UNIVERSALISATION OF SECONDARY EDUCATION AND ROLE OF RMSA

Universal secondary education means creating universal access and opportunity for all children to receive secondary education. It is evident from the international experiences that secondary education becomes naturally universal once universal elementary education has been achieved. With the universalisation of elementary education through SSA, there will be universal demand for secondary education. The CABE committee on Universalisation of Secondary Education (2005) recommends universal secondary education by 2015; as per the report, the projection of enrollment and transition rate indicates full possibility of universal enrollment in secondary education by 2015. By 2020, the target should be universal enrollment, full retention and mastery learning in all kinds of learning tasks by more than 60% learners. Also, by 2020, there would be provision for universal senior secondary education and universal retention. This may be possible because of the high transition rate from 10th to 11th standard and high retention rate in the senior secondary grades even now. Rashtriya Madhyamik Shiksha Abhiyan (RMSA) is a centrally sponsored programme for universal secondary education.

RMSA is a programme of the Government of India, implemented in partnership with the State Governments with the main objective to make secondary education of good quality available, accessible and affordable to all young persons. The scheme seeks to enhance enrollment in classes IX and X by providing a secondary school within a reasonable distance of every habitation, to improve quality of education imparted at secondary level by ensuring all secondary schools conform to prescribed/ standard norms, to remove gender disparity, socio-economic and disability barriers and to achieve universal access to secondary level education by 2017, that is, by the end of the 12th Five Year Plan. The programme was launched in 2009.

RMSA at present aims to make secondary education accessible and affordable to all young persons in the age group of 14-18 years. The scheme also aims to achieve a General Enrollment Ratio (GER) of 75% for

classes IX-X within 5 years by providing a secondary school within a reasonable distance of every habitation, to improve quality of education imparted at secondary level by making all secondary schools conform to prescribed norms, to remove gender, socio-economic and disability barriers, universal access to secondary level education by 2017 and universal retention by 2020.

- **Objectives of RMSA:**

The main objectives of RMSA are mentioned below:

- To ensure that all secondary schools have physical facilities, staffs and supplies at least according to the prescribed standards through financial support in case of Govt. /local bodies and Govt. aided schools, and appropriate regulatory mechanism in the case of other schools.
- To improve access to secondary schooling to all young person according to norms-
  - Through proximate location (secondary schools within 5 km and higher secondary schools within 7 km).
  - Efficient and safe transport arrangements.
  - Residential facilities.
  - Open schooling depending on local circumstances.

  These norms can be relaxed in hilly and difficult areas.
- To ensure that no child is deprived of secondary education of satisfactory quality due to gender, socio-economic status, disability and other barriers.
- To improve quality of secondary education resulting in enhanced intellectual, social and cultural learning.
- To ensure that all students pursuing secondary education receive education of good quality.
- **Vision of RMSA:**

Visions of RMSA for universalisation of secondary education are mentioned below:

- To provide a secondary school within a reasonable distance of any habitation.

- To ensure universal access to secondary education by 2017 (GER of 100%).
- To achieve universal retention by 2020.
- To provide access to secondary education with special reference to economically weaker sections of the society, the educationally backward, the girls and the disabled children, children residing in rural areas and other marginalised categories like SC, ST, OBC and Educationally Backward Minorities (EBM).

- **Action Plan of RMSA:**

To promote secondary education, RMSA planned to develop secondary schools with the infrastructures mentioned below:

- Additional class rooms,
- Laboratories,
- Libraries,
- Art and crafts room,
- Toilet blocks,
- Drinking water provisions and
- Residential Hostels for Teachers in remote areas.

Important Quality Interventions provided under the scheme are:

- Appointment of additional teachers to reduce PTR to 30:1,
- Focus on Science, Math and English education,
- In-service training of teachers,
- Science laboratories,
- ICT-enabled education,
- Curriculum reforms; and
- Teaching-learning reforms.

Important Equity Interventions provided in this scheme are:

- Special focus in micro planning
- Preference to Ashram schools for upgradation
- Preference to areas with concentration of SC/ST/Minority for opening of schools
- Special enrollment drive for the weaker section
- More female teachers in schools

- Separate toilet blocks for girls.

- **Major Heads of RMSA:**
- **Quality Improvement:** In school, there was promotion of the science laboratories, environmental education, promotion of yoga, as well as centrally sponsored schemes of population education project, international mathematics and science Olympiads. The state governments provide in-service training to the teachers and also provide infrastructure and research inputs.
- **Information and Communication Technologies (ICT):** ICT comprises the centrally sponsored schemes like the Computer Literacy and Studies in Schools (CLASS), Project and Educational Technology (ET) which familiarises the student with Information technology (IT). Due to the rise in IT's demand in the present times, a major importance is given to it. Components of a merged scheme ICT in school include:
  - Funding support towards computer education plans;
  - Strengthening and reorientation of the staffs of SIETs - State Institute of Educational Technology;
  - There is digitalisation of SIETs audio and video cassettes with the partnership of NGOs; and
  - Management of internet-based education by SIETs.
- **Access and Equity:** RMSA gives importance on removing the existing disparities in socio-economic and gender background in the secondary level of education. They are termed as the vulnerable/ disadvantaged group. Certain strategies are implemented to provide free access to secondary education which are as follows:
  - Identification of the disadvantaged groups: For this purpose, educational indicators like gross enrollment ratio (GER), net enrollment ratio (NER), drop-out rate, retention rate, gender parity index (GPI), gender gap, etc. were analysed.
  - Need assessment: This is the critical step to prepare for the equity plan where the factors affecting the education of this group of children were evaluated with the involvement of the community

members, teachers, civil society, etc.

- Strategising for addressing gaps: Since there are multiple interwoven factors that cause the un-equitable condition in this scenario, the strategy was called to have a set of multi-dimensional activities.
- Project-based proposal: Development of a project-based strategy enables the RMSA to call for an evidence-based and outcome-oriented strategy.

- **Integrated Education for Disabled Children (IEDC):** Inclusive education has been highlighted to bring about expansion in terms of meeting/catering to the needs of the mentally and physically disadvantaged children. This scheme continues to be a separate centrally sponsored scheme. It includes several components for convergence with integrated child development services for early interventions, SSA for the particular group at the elementary level, and special schools.



CHECK YOUR PROGRESS

Q 6: What is the full form of RMSA?

.....

Q 7: Mention the major heads of RMSA.

.....

Q 8: RMSA is affordable to all young persons in the age group of .....(Fill in the blank)

14.7 SAMAGRA SHIKSHA

The Union Budget, 2018-19, has proposed to treat school education holistically without segmentation from pre-nursery to Class 12. Samagra Shiksha- an overarching programme for the school education sector extending from pre-school to class 12 has been, therefore, prepared with

the broader goal of improving school effectiveness measured in terms of equal opportunities for schooling and equitable learning outcomes. It subsumes the three erstwhile Schemes of Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Teacher Education (TE).

This sector-wide development programme/scheme would also help harmonise the implementation mechanisms and transaction costs at all levels, particularly in using state, district and sub-district level systems and resources, besides envisaging one comprehensive strategic plan for development of school education at the district level. The shift in the focus is from project objectives to improving systems level performance and schooling outcomes which will be the emphasis of the combined Scheme along-with incentivising States towards improving quality of education.

The scheme envisages the 'school' as a continuum from pre-school, primary, upper primary, secondary to senior secondary levels. The vision of the scheme is to ensure inclusive and equitable quality education from pre-school to senior secondary stage in accordance with the Sustainable Development Goal (SDG) for Education.

- **Major objectives of the scheme:** The major objectives of the scheme are provision of quality education and enhancing learning outcomes of students; bridging social and gender gaps in school education; ensuring equity and inclusion at all levels of school education; ensuring minimum standards in schooling provisions; promoting vocationalisation of education; support States in implementation of Right of Children to Free and Compulsory Education (RTE) Act, 2009; and strengthening and up-gradation of SCERTs/State Institutes of Education and DIET as nodal agencies for teacher training.
- **Main outcomes of the Scheme:** The main outcomes of the scheme are envisaged as universal access, equity and quality, promoting vocationalisation of education and strengthening of Teacher Education Institutions (TEIs).
- **Implementation of the Scheme:**The Scheme has been implemented as a Centrally Sponsored Scheme by the Central Government through

a single State Implementation Society (SIS) at the State/UT level. At the National level, there would be a Governing Council headed by Minister of Education (formerly known as HRD Minister) and a Project Approval Board (PAB) headed by Secretary, Department of School Education and Literacy. The Governing Council will be empowered to modify financial and programmatic norms and approve the detailed guidelines for implementation within the overall Framework of the scheme. Such modifications will include innovations and interventions to improve the quality of school education. The department will be assisted by a Technical Support Group (TSG) at Educational Consultants of India Limited (EdCIL) to provide technical support in functional areas pertaining to access, equity and quality education by merging the TSGs of the schemes of SSA, RMSA and TE. States would be expected to bring a single plan for the entire school education sector.

- **Financing:** The fund sharing pattern for the scheme between Centre and States is at present in the ratio of 90:10 for the eight North-Eastern States viz. Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim and Tripura and three Himalayan States viz. Jammu & Kashmir, Himachal Pradesh and Uttarakhand and 60:40 for all other States and Union Territories with Legislature. It is 100% centrally sponsored for Union Territories without Legislature. This is in accordance with the recommendations of the sub-group of Chief Ministers on Rationalization of Centrally Sponsored Schemes received in October, 2015.
- **Major Interventions of the Scheme:** The major interventions, across all levels of school education, proposed under the scheme are: (i) Universal Access including Infrastructure Development and Retention; (ii) Gender and Equity; (iii) Inclusive Education; (iv) Quality; (v) Financial support for Teacher Salary; (vi) Digital Initiatives; (vii) RTE Entitlements including uniforms, textbooks etc.; (viii) Pre-school Education; (ix) Vocational Education; (x) Sports and Physical Education; (xi) Strengthening of Teacher Education and Training; (xii) Monitoring; (xiii) Programme Management; and (xiii) National Component.

It is proposed that preference in the interventions would be given to Educationally Backward Blocks (EBBs), LWEs affected districts, Special Focus Districts (SFDs), Border areas and the 117 aspirational districts.

The main emphasis of the scheme is on improving quality of school education by focusing on the two T's - Teacher and Technology. The strategy for all interventions under the scheme would be to enhance the learning outcome at all levels of schooling. The scheme proposes to give flexibility to the States and UTs to plan and prioritise their interventions within the scheme norms and the overall resource envelope available to them. Funds are proposed to be allocated based on an objective criteria based on enrollment of students, committed liabilities, learning outcomes and various performance indicators.

The scheme will help improve the transition rates across the various levels of school education and aid in promoting universal access to children to complete school education. The integration of Teacher Education would facilitate effective convergence and linkages between different support structures in school education through interventions such as a unified training calendar, innovations in pedagogy, mentoring and monitoring, etc. This single scheme will enable the SCERT to become the nodal agency for conduct and monitoring of all in-service training programmes to make it need-focused and dynamic. It would also enable reaping the benefits of technology and widening the access of good quality education across all States and UTs and across all sections of the society.

14.8 RUSA AND UNIVERSALISATION OF EDUCATION

At present, a new concept has arisen in the field of higher education, i.e. universalisation of higher education. After the successful effort of universal elementary and secondary education, now efforts are be made by the Government to provide higher education to all the eligible people throughout the country. Rashtriya Uchchatar Shiksha Abhiyan (RUSA) is an innovative educational programme of higher education in this regard.

RUSA is a Centrally Sponsored Scheme (CSS) launched in the year 2013. The main aim of RUSA is to provide strategic funding to eligible state higher educational institutions. The central funding (in the ratio of 60:40 for general category states, 90:10 for special category states and 100% for union territories) would be norm based and outcome dependent. The funding would flow from the central ministry through the state governments/union territories to the state Higher Education Councils before reaching the identified institutions. The funding to states would be made on the basis of critical appraisal of State Higher Education Plans, which would describe each state's strategy to address issues of equity, access and excellence in higher education.

- **Objectives of RUSA:**

  The main objectives of RUSA are mentioned below:

  - To improve the overall quality of state institutions by ensuring conformity to prescribed norms and standards and adopt accreditation as a mandatory quality assurance framework.
  - To usher transformative reforms in the state higher education system by creating a facilitating institutional structure for planning and monitoring at the state level, promoting autonomy in State Universities and improving governance in institutions.
  - To ensure reforms in affiliation, academic and examination systems.
  - To ensure adequate availability of quality faculty in all higher educational institutions and ensure capacity building at all levels of employment.
  - To create an enabling atmosphere in the higher educational institutions to devote themselves to research and innovations.
  - To expand the institutional base by creating additional capacity in existing institutions and establishing new institutions, in order to achieve enrollment targets.
  - To correct regional imbalances in access to higher education by setting up institutions in unserved and underserved areas.
  - To improve equity in higher education by providing adequate opportunities of higher education to SC/STs and socially and

educationally backward classes; promote inclusion of women, minorities, and differently able persons.

- **Components of RUSA:** RUSA would create new universities through upgradation of existing autonomous colleges and conversion of colleges in a cluster. It would create new model degree colleges, new professional colleges and provide infrastructural support to universities and colleges. Faculty recruitment support, faculty improvements programmes and leadership development of educational administrators are also an important part of the scheme. In order to enhance skill development, the existing central scheme of Polytechnics has been subsumed within RUSA. A separate component to synergise vocational education with higher education has also been included in RUSA. Besides these, RUSA also supports reforming, restructuring and building capacity of institutions in participating state.

  Following are the primary components of RUSA that capture the key action and funding areas that must be pursued for the fulfilment of the targets:

  - Upgradation of existing autonomous colleges to Universities
  - Conversion of colleges to Cluster Universities
  - Infrastructure grants to Universities
  - New Model Colleges (General)
  - Upgradation of existing degree colleges to model colleges
  - New Colleges (Professional)
  - Infrastructure grants to colleges
  - Research, innovation and quality improvement
  - Equity initiatives
  - Faculty Recruitment Support
  - Faculty improvement
  - Vocationalisation of Higher Education
  - Leadership Development of Educational Administrators
  - Institutional restructuring and reforms
  - Capacity building and preparation, data collection and planning.



CHECK YOUR PROGRESS

Q 9: Mention one objective of RUSA.

.....

Q 10: What is the aim of RUSA?

.....



14.9 LET US SUM UP

- State should provide free and compulsory education to all children irrespective of class, caste, creed, colour, sex, language, religion, socio-economic status and place of birth or living.
- Three main stages of universalisation of elementary education are: universalisation of provision, universalisation of enrollment and universal retention.
- In a historic judgement in July, 1992 which was modified in 1993, the Supreme Court of India declared, "The citizens of the country have a fundamental right of education. Every citizen of this country has a right to access free education until he completes the age of 14 years."
- The main problem for failure of dream of universalisation of elementary education are: social problems, economic problems, political problems, educational problems, geographical problems and administrative problems.
- Sarva Siksha Abhiyan is a response to the demand made by public of India for basic education all over the country.
- SSA promises to change the face of the elementary education sector of the country, aims to provide useful and quality elementary education to all children of age group 6-14 years by 2010.
- Broad strategies of the SSA programme are: institutional reform, sustainable financing, community ownership, institutional capacity building, improving mainstream educational administration, community

based monitoring with full transparency, habitation as a unit of planning, accountability to community, priority to education of girls, focus on special groups: thrust on quality, role of teachers, district elementary education plans.

- Rashtriya Madhyamik Shiksha Abhiyan (RMSA) is a centrally sponsored programme for universal secondary education. It is implemented in partnership with the State Governments with the main objective to make secondary education of good quality available, accessible and affordable to all young persons.
- RMSA at present aims to make secondary education of good quality available, accessible and affordable to all young persons in the age group of 14-18.
- The scheme aims to achieve a General Enrollment Ratio (GER) of 75% for classes IX-X within 5 years by providing a secondary school within a reasonable distance of every habitation, to improve quality of education imparted at secondary level through making all secondary schools conform to prescribed norms, to remove gender, socio-economic and disability barriers, universal access to secondary level education by 2017 and universal retention by 2020.
- RUSA is a Centrally Sponsored Scheme (CSS) launched in the year 2013.
- The main aim of RUSA is to provide strategic funding to eligible state higher educational institutions.
- The funding to states would be made on the basis of critical appraisal of State Higher Education Plans, which would describe each state's strategy to address issues of equity, access and excellence in higher education.
- RUSA would create new universities through upgradation of existing autonomous colleges and conversion of colleges in a cluster.

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14.11 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: 6-14.

Ans to Q No 2: The citizens of the country have a fundamental right of education. Every citizen of this country has a right to access free education until he completes the age of 14 years.

Ans to Q No 3: To provide useful and relevant elementary education for all children in the age group of 6-14 years by 2010.

Ans to Q No 4: Bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010.

Ans to Q No 5: 2007.

Ans to Q No 6: Rashtriya Madhyamik Shiksha Abhiyan.

Ans to Q No 7: Major heads of RMSA are- quality improvement, information and communication technologies, access and equity, integrated education for disabled children.

Ans to Q No 8: 14-18.

Ans to Q No 9: To improve the overall quality of state institutions by ensuring conformity to prescribed norms and standards and adopt accreditation as a mandatory quality assurance framework.

Ans to Q No 10: The main aim of RUSA is to provide strategic funding to eligible state higher educational institutions. The central funding (in the

ratio of 60:40 for general category States, 90:10 for special category states and 100% for union territories) would be norm based and outcome dependent.

14.12 POSSIBLE QUESTIONS

Short Questions (Answer each question in around 150 words)

Q 1: Write the objectives of SSA.

Q 2: Write the three stages of universalisation of elementary education.

Q 3: Write the action plan of RMSA.

Q 4: Write about the vision of RMSA.

Q 5: Write five objectives of RUSA.

Q 6: Why is universalisation of elementary education important?

Long Questions (Answer each question in around 300-500 words)

Q 1: Write a note on universalisation of elementary education.

Q 2: Discuss the problems faced by universalisation of elementary education. How can these problems be solved?

Q 3: Discuss the role of SSA regarding universalisation of elementary education.

Q 4: Discuss the role of RMSA regarding universalisation of secondary education.

Q 5: Discuss the role of RUSA regarding universalisation of education.

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