The role play of government schemes to enhance literacy with quality education in India

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ABSTRACT: In this paper researcher focuses on function literacy and qualitative education .Indian government work hard to show implementation of different missions and scheme to build &enhance education system. But we lackqualitative product, because after 74%literacy rate the India comes66/141 worldwide raking in corruption. So government tries their best, but outputs did not come up to the mark. Researcher also focuses on different literacy like digital literacy, eco literacy, health literacy, and emotional literacy.

Education plays a significant role in developing a student's 'mind'. Hence our education system is being designed to keep the 'mind' of a student with focus on primary to secondary education stages which are covered under the 'human life development'. Therefore every nation focuses primarily on these stages. But this is possible only when every child gets proper education, so the most important thing is to improve literacy rate. Several programmes launched by Government of India cater to improve literacy rate. Lot of programmes has been launched after independence. But most programmes lay emphasis on primary education. Even our five-year plans encourageprimary education. After a long time Government of India considered 8th five-year plan which says "**Adult Literacy at All Levels**". They were thinking in a broader perspective which aims at **"Education for All**." But achieving cent percent literacy is still a far cry. Thus, our government needs to give sincere thought to middle and higher education also. For this sincere thought national literacy mission is also workingat its level best.

Status of literacy in India:-
According to Indian census status of literacy rate is given the table:-

Serial no.	Year	Percentage
1	1951	19.74
2	1991	52.1
3	2001	64.8
4	2011	74.0

In censuspopulation ofliterate people age group 7 yearand above, the data collected on the basis of the definition of literacy, which is given by the census. Information on literacy is canvassed regarding every individual in the census. For the purpose of census a person aged seven and above, who can both read and write with understanding in any languages, is treated as literate. A person, who can only read but cannot write, they are not literate. In the census prior to 1991, children below five years of age were necessarily treated as illiterates.

Literacy is one of the educational development parameters and as we all know 'secondary education' is the most crucial stage of development. The normal age group of children in secondary classes (9th-10th) is 14-16 years and 16-18years for higher secondary classes (11th-12th).So they are all-most adult. In India, adult literacy shows the following:-

Adult literacy speciallyage group 15-24-

Serial no	Year	Total	Male	Female
1	2001	76.43		
2	2011	86.14	90.0	81.8
3	2011 age 15-19	88.8	91.2	86.2

Annual report 2016-2017

The age group covered in the youth category is, 15-24 years. It is young literacy or adult literacy. In this group what kind of literacy need? When we think about literacy,we thought about what are the international criteria because these groups cover not only national level but also international level. International literacy focuses on the two points:-

i) A person is literatewho can with understanding both read and write a short simple statement related to his/her everyday life.

(ii) A person is functionally literate who can engage in all those activities in which literacy is required for effective functioning of his/her group and community (UNESCO, 1978 and also for enabling him/her to continue to use reading, writing and calculation for his/her own and the community's development. A Person who does not fulfill (i) or (ii) are termed illiterates or functional illiterate.

Who is functionally literate parson? What is functional literacy? First let us be aware about it.

Functional literacy:
"Functional literacy defines as working literacy" UNESCO 1965. functional literacy, precisely is speaking work oriented because the literacy aimed at such a level and content that the result has a useful function, that the "gradates" of its course are able to use the literacy abilities and vocational knowledge and the technical skills (the three integrated components) they have acquired, in their work and other daily life activities to the advantage to themselves and the community. Further, as their attainment and "empty "content i.e. content with neither socio-cultural nor economic or technical component."

While calling for an understanding of literacy based onits 'pluralities', UNESCO nonetheless excludes such skillAs 'computer literacy', 'media literacy', 'health literacy','eco-literacy' and 'emotional literacy' from this definition(UNESCO, 2004bEducation for allliteracy for life).

Few Definitions of different literacy in the form of functional literacy are following:-

Emotional Literacy: - Adjustment problems are occurring in adolescence and depending on its solution. We know in the adolescence age we have to face some problems like physically, mentally, hormone related. Emotional literacy removes this kind of obstacle.

Health literacy: - How conscious of its health in adult, Will be based on that.Functional health literacy is the cognitive capacity to understand, interpret and apply written or oral health information, so that, in practical terms, a person with a satisfactory literacy level would have a better health condition than an individual with limited literacy level, who would have less notion of the importance of preventive measures, for example, or greater difficulty in understanding instruction about the medication (Adams et.al..2009)

Functional health literacy: reflection andconcepts on itsimpact on the interactionamong users,professional and the health system.

Eco-literacy: -Environmental awareness will be based on.

Media and computer literacy: - It will be based on the benefit and the harm. Computer and information literacy is defined as " an individual's ability to use computer to investigate, create and communicate in order to participate effectively at home, at Scholl, in the workplace, and in society" (fraillon, schul, and Ainley, 2013 executive summery. Preparing for life in a digital age international report 2013)

The all above literacy shows when the education is qualitative. In Dakar frame work goal 6 also aim at the same

Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, **especially in literacy,** numeracy and essential life skills.

So for quality education Indian government play very significant role. It introduces and runs so many scheme and mission for betterment of education system and qualitative product. Especially literacy programme, they recognize the functional literacy& work on it. Few mission and programmes are following –

National literacy mission:
Literacy is one of the development indicators of Education. The national literacy mission has been revitalized with the approval of the union cabinet on 30th September, 1999. The mission's goal is to attain full literacy i.e. a sustainable threshold literacy rate of 75 by 2005.the mission seeks to achieve this by imparting functional literacy to non-literates in the 15-35 age groups.

The objective decided by NLM:-
1. The quantities terms the mission seeks to impart functional literacy to all non literate parsons in 15-35 age groups.
2. In functional qualitative terms functional literacy implies.
a. Self reliance in 3r,'s
b. Participation in the development process.
c. Skill improvement to improve economic status and general well being.
d. Imbibing values of national integration, conservation of environment, women's equality and observance of small family norms etc.

The NLM seeks to achieve these objectives through the following:-

- ✓ By creating an environment conducive to teaching learning process provision of good and relevant teaching learning materials and facilitating teaching learning by good training, media and communication.
- ✓ By improving the pace of learning and injecting confidence among the learners about their potential to learn and by ensuring that the process is not drudgery.
- ✓ By integrating basic literacy with post literacy and continuing education; and
- ✓ By developing the quality of human resources at all levels of functionaries through orientation and training.

For fulfill above adjective NLM launched few scheme;-

- **Scheme of assistance to voluntary agencies**- scheme of assistance to voluntary agencies in adult education is aimed at securing extensive involvement of voluntary agencies in adult literacy programmes of NLM. The national literacy mission in the mean time has been realized with the approval of the union cabinet on 30th September, 1999. The mission's goal is to attain full literacy i.e. a sustainable threshold literacy rate of 75% by 2005. The mission seeks to achieve this by imparting functional literacy to non- literates in the 15-35 age group. To tackle the problem of residual illiteracy, now it has been decided to adopt an integrated approach to total literacy campaigns and post literacy programme. This means the TLCs and PLPs will be implemented under one literacy project to achieve continuity, efficiently and convergence and to minimize unnecessary time lag between the two post literacy programmes will be treated only as a preparatory phase for launching continuing education with the ultimate aim of creating a learning society. in order to promote decentralization the state literacy mission authorities have been given the authority to sanction continuing education project to districts and literacy related projects to voluntary agencies in their states.(encyclopedia of educational system Gaurav Kuniyal)
- **Scheme of Jan- shikshasanthan:** - previously known as the scheme of shramik vidyapeeth was initially evolved to respond to the educational and vocational training needs of adults and young people living in urban and industrial areas and for parsons who have migrated from rural to urban settings. Now their activities have been enlarged and infrastructure strengthened to enable them to

function as district repository of vocational and technical skills in both urban and rural areas.

- **Total literacy campaign** – the total literacy campaigns (TLC) model is now accepted as the dominant strategy for eradication of adult illiteracy in India. These campaigns are area-specific, time-bound, volunteer-based, cost-effective and outcome-oriented.

The thrust is on attainment of functional literacy through prescribed norms of literacy and numeracy. The learner is the focal point in the entire process and measurement of learning outcome is continuous, informal, participation and non-threatening.

- **Quite illiterate movement** (Sakshar Bharat) - The central and state government panchayati raj institution, NGOs and civil society need to work in unison to realize dream to create a "Literate India" Sakshar Bharat has been formulated with the objective of achieving 80 literacy level, by focusing on adult women literacy seeking – to have the gap between male and female literacy.

The mission goes beyond '3'R's (reading, writing, and arithmetic); for it also seeks to create on awareness of social disparities and a person's deprivation on the means for its amelioration and general well being.

The mission has four broader objectives, namely imparting functional literacy numeracy to non-literates; acquiring equivalency to formal educational system; imparting relevant skills development programme; and promote a learning society by providing opportunities for continuing education.

NLM is doing work their formally that means their giving certificate, but not just like school agencies it that manner for qualitative literacy mentioned by schools it is great responsibility because target 100 literacy rate possible when school agencies work properly. After Dakar treaty (2001) India works on "Education for all". They focused on adult education.**in this treaty goal 6 Improving all aspects of the quality of education and ensuring excellence of all so thatrecognized and measurable learning outcomes are achieved by all, especially in literacy,numeracy and essential life skills** UNESCO (2005) considered literacy as the abilityto 'identify, understand, interpret, create,communicate and compute using printedand written materials' associated with variedcontexts. Today, literacy is seen as a continuumof skills that enables individuals to achieve theirgoals in work and life and participate fully insociety, a point confirmed by the internationalcommunity in the 2009 Belém

Framework forAction (UIL, 2010). The spread of literacy andliterate environments also develops a webof active social relations and contributes tocommunities and social institutions Benavot, forthcoming).so the department of school education also work on.

Department of school Educationandliteracy:-

The overview of department of literacy and school education the essence and role of education articulated in the National Policy on Education (NPE), 1986/92 continues to be relevant even 25 years after its formulation. National Policy on Education (NPE) states:

- In our national perception education is essentially for all. This is fundamental to our all-round development.
- Education has an acculturating role. It refines sensitivities and perceptions that contribute to national cohesion, a scientific temper and independence of mind and spirit - thus furthering the goals of socialism, secularism and democracy enshrined in our Constitution.
- Education develops manpower for different levels of the economy. It is also the substrate on which research and development flourish, being the ultimate guarantee of national self-reliance.
- In sum, education is a unique investment in the present and the future. This cardinal principle is the key to the National Policy on Education.

In 2010 the country achieved a historic milestone when Article 21-A and the Right of Children to Free and Compulsory Education (RTE) Act, 2009 became operative on 1st April 2010. The enforcement of Article 21-A and the RTE Act represented a momentous step forward in our country's struggle for universalizing elementary education. The RTE Act is anchored in the belief that the values of equality, social justice and democracy and the creation of a just and humane society can be achieved only through provision of inclusive elementary education to all.

In keeping with the vision of providing education of equitable quality to fully harness the nation's human potential, the Department has laid down the following objectives to:

- Reinforce the national and integrative character of education in partnership with States/UTs.
- Improve quality and standards of school education and literacy towards building a society committed to Constitutional values.
- Universalize elementary education in keeping with the rights conferred under the RTE Act.
- Universalize opportunities for quality secondary education.

- Establish a fully literate society.

These objectives are intended to be accomplished through the following major programmes of the Department:

- Elementary level: Sarva Shiksha Abhiyan (SSA) and Mid Day Meal (MDM)
- Secondary level: Rashtriya Madhyamik Shiksha Abhiyan (RMSA), Model Schools,
- Vocational Education, Girls' Hostel, Inclusive Education of the Disabled, ICT at School
- Adult Education: Saakshar Bharat
- Teacher Education: Scheme for Strengthening Teacher Education
- Women's education: Mahila Samakhya
- Minority Education: Scheme for Providing Quality Education in Madarsas (SPQEM)
- Infrastructure Development of Minority Institutions (IDMI)

Mission: The Department endeavors to:

- Provide free and compulsory education to all children at elementary level.
- Become a partner with the States and Union Territories to reinforce the national andintegrative character of education.
- Build a society committed to Constitutional values with the help of quality school education and literacy.
- Universalize opportunities for quality secondary education.

Objectives:-

In order to make the dream of secondary education a reality for every deserving student in the country, the Department's objectives are clearly marked. It has to:

- Increase access to quality school education by expanding the network of schools, through existing as well as new institutions.
- Bring equity to the system of secondary education by including disadvantaged groups as well as weaker sections, which were kept deprived hitherto.
- Ensure quality and improved standards of education by supporting the existing institutions and facilitating setting up of new ones.
- **Initiate policy**-level changes in terms of institutional and systematic reforms, which furthercreate a world-class secondary education curriculum that is able to generate brilliance among the children.

The policy at present is to make secondary education of good quality available, accessible and affordable to all young persons in the age group of 14-18.

At present, the following schemes targeted at secondary stage (i.e. class IX to XII) are being implemented in the form of Centrally Sponsored Schemes:

- Rashtriya Madhyamik Shiksha Abhiyan (RMSA) Integrated
- Girls Hostel Scheme
- ICT at Schools
- Inclusive Education for Disabled at Secondary Stage
- Scheme of Vocational Education
- Model Schools Scheme
- National Means-cum Merit Scholarship Scheme
- National Incentive to Girls
- Appointment of Language Teachers

In addition to the above the Central Sector schemes of Kendriya Vidyalaya Sangathan (KVS), Navodaya Vidyalaya Sangathan (NVS), Central Tibetan Schools Administration (CTSA), and Indo-Mangolian Schools are being implemented. (Department of School Education & Literacy Government.)..

In India The adult literacy rate (15+) for male is 78.8 against 59.3 of females in 2011. In 2011, just half of the rural adult females are literate against 76.9 urban females. 88.3 urban adult males are literate against 74.1 rural adult males. Literacy level and educational attainment are vital developmental indicators in a developing nation like India as they are key variable of measure of development as they indicate quality of life, awareness level and also level of skill of people in the society. Better literacy and educational level definitely have a positive impact on the health parameters. Education parameters have an equal weight age in the Human Development Index as well. Considering the importance of education, India has enacted Right to Education to ensure free and compulsory Education forChildren in the age group 6- 14 years**.**

Since the functional literacy is related to the quality, and this is the section which is also part of the National Secondary Education campaign, or we can say that formally, the task of increasing literacy is being done by the government in the form of National Secondary Education. National Secondary Education Campaign is working to provide quality education for students of 15 to 17 years. This is the sequential of that series, where there is a provision of unskilled education under the Right to Education rules for the learners of 14 years. Now since it is a teenage period, and a full mental development, in which only the possibility of future is seen, so quality will also be seen in literacy.

Indian Government has launched ` RMSA ' which stands for Rashtriya Madhyamik Shiksha Abhiyan. It is implemented by Central Government in partnership with State Governments which only aims **at bringing a good, quality education, accessible and affordable to all the desiring students.**

CONCLUSION:

The national standards which were prepared for adult literacy are as follows: -it is based on 3 R, reading, writing, arithmetic's and criteria decide for literate parsons.

Reading: - Read and read any simple paragraphs written on the subject of interest of learners by speaking at 30 words per minute speed. Read short sentences written in simple language 35 words per minute quietly. Considering route signals, irregularities, simple instructions and newspapers printed for novels etc. Ability to understand simple written messages in relation to their low-key and living conditions.

Writing: - Imagine understanding the speed of seven words per minute. Writing the five words per minute speed write exactly at the distance and in the straight line. Fill in the form of everyday forms of learners and writing small letters and application forms.

Mathematics: - Reading and writing numbers from 1 to 100. Compounding, in which the addition and subtraction do not exceed three digits. Knowledge of the work of metric units and time units of weight, measure weights, rupees money, distance and area. Knowledge of ratio and interest and their proportion of their work-today and living-standard usage these numbers are not included in the standard, these standard standards have been prepared. It is for the group that is unable to get formal education due to some reason and unable to take higher education. But there is also a second group, which belongs to the youth but it is related to formal education and some expectations and expectations are more than that.

Now in this time one more R includes**reflection** on education it's the form functional .now example of digital literacy in India. These have been included, because the vision of Digital India was seen and it was announced in 2015, how much awareness is about this about the youth.Lack of digital literacy and awareness: the computer literacy rate in India was reported as 6.5% in 2012. Low digital literacy, especially in rural areas has led to low awareness of theinternet and lack of skills to access internet and lack of skills to access internet and make use of broadband services.(Digital : A revaluationin the making in India)

Digital India was announced on July 1, 2015. Now this announcement has not been made one night, platform has already been prepared for this.Because by 2017, the whole of India is being converted into a digital India, now what will happen in 2 years, India will be completely digital, Is it possible?Will there be digital literacy in 2 years?It is possible, in those circumstances when there is a basis for this, And the basis is, ICT in the field of education. The advent of computer education is at the central level, as well as at the state level. Digital India is the functional form of computer literacy. But, who have learned in the classroom, have it changed in practical terms? Because everywhere Digital India Whether taking e-banking, e-ticking on line exam result etc what is all this, this is digital India. But what are the preparations for this at the school level? Is there any awareness among the students for this, and where is this awareness coming from? For general literacy, work should be done by schools only. Because we know awareness depends on the resources. When person have more resources, they are more aware. If the person computer literate, then how efficient are they in doing it functionally .Because if the basis of literacy, we consider the result of 10th, because then students go to the vocational area, so they should generally conscious that means it should be matured normally. Now a day everything from exam to shopping is done online. If students cannot get the exam due to the online exam, then one year will be wasted. This will bring a new frustration in education. Since ICT was included in RMSA, so we can assume that students are aware of digital literacy, and they can experimentally use it. Because it's time to learn, it's productive age, If he did not learn at this time he would hardly succeed, So it is important to know how much awareness they have.

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