



**INTERNATIONAL JOURNAL OF
MULTIDISCIPLINARY RESEARCH & REVIEWS**

Journal homepage: www.ijmrr.online/index.php/home

A STUDY ON EVALUATING AWARENESS OF GOVERNMENT SCHOOL SCHEMES IN NORTH MUMBAI REGION

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How to Cite the Article: *Memon Shahid Karim. (2024). A Study on Evaluating Awareness of Government School Schemes In North Mumbai Region. International Journal of Multidisciplinary Research & Reviews, 3(4), 138-144.*

DOI: <https://doi.org/10.56815/IJMRR.V3I4.2024/138-144>

Keywords

Government schemes,
Government school

Abstract

Understanding the level of awareness surrounding these schemes, it becomes possible to identify areas where promotional efforts can be enhanced, leading to increased participation and benefits for the citizens. The study aims to evaluate the awareness of government schemes in North Mumbai Region. The technique applied for the current study is parametric one sample t test. The findings of the study indicated that Rastriya Madhyamika Shiksha Abhiyan, Kasturba Gandhi Balika Vidyalaya, National Talent Search Examination, Ekalavya Model Residential Schools, Rastriya Avishkar Abhiyan, Samagra Shiksha, National Program for the Education of Girls at the Elementary Level, Inclusive Education for the Disabled at the secondary stage, and Mahila Samkhya have low awareness. Further studies can be conducted by evaluating challenges and problems faced by students of government school.

1. INTRODUCTION

A crucial factor in a nation's overall growth is education. The funding for educational institutions in each state is a significant component of what the state governments spend. Despite these efforts, society's diverse socioeconomic realities make the aim of universalizing primary education seem far away and elusive. The constitution requires the government to give children between the ages of 5 and 14 free, compulsory schooling. Most children from low socioeconomic families suffer from malnutrition, and many of them drop out of school early, resulting in a direct impact on their overall mental development. A small child who was hungry would not frequently go to school. Chronic hunger

may lead to malnutrition and a number of illnesses, as well as encourage children to prioritize other things above their education and pay less attention to it. In order to improve enrollment, retention, attendance, and the nutritional quality of children, midday meals are crucial to the community's social, mental, and intellectual growth. (Islam, 2021). Giving school-aged kids nutritional support has a long history in India. To provide school-aged children of various ages (5–14) with meals on all working days, the government launched programmes including the “Integrated Child Development Service (ICDS), Balwadi Nutrition Programme (BNP), Special Nutrition Programme (SNP)”, and others. The Mid-Day Meal Programme, which offers free cooked meals to children in primary and upper elementary schools with the hopes of improving nutritional status, raising enrollment, decreasing dropout rates, and improving educational quality, is funded by the Central Government of India.

The Indian government, in collaboration with the State governments and Local Self Governments, launched the massive flagship program "Sarva Shiksha Abhiyan (SSA)" with a mission mode in the years 2001–2002 to provide elementary education to every child in the nation between the ages of 6 and 14. The basic draught of our constitution committed to providing free and compulsory elementary education and literacy, but it wasn't until recently, through its 86th constitutional amendment in 2002, that the government of India might satisfy the obligation to offer free and mandatory basic education for all children between the ages of six and fourteen years, according to a new Article 21-A that was introduced to Part III of the Indian Constitution. The “Right to Education Act” of 2009 (RTE Act, 2009), which was established as a fundamental right in April 2010, requires "Universal Elementary Education (UEE)" throughout the whole country. It advocates for the notion that every child in the country has a right to access and pursue higher education. (Agrawal & Singh, 2017).

The Right to Education Act went into effect on April 1, 2010. Article 21(A) of our constitution's fundamental rights makes elementary education free and required for children from 6 to 14 years old. The Act also creates a framework or agenda to guarantee that every kid receives an excellent education. The Right to Education Act was created to carry out the goals of the Sarva Shiksha Abhiyan (SSA). It has been determined that SSA, a government initiative with identical goals to universalize primary education, fell short of expectations despite being introduced in 2000–2001. Therefore, the Right to Education Act was necessary to realize the hopes and objectives of the SSA. (Mokale, 2020). There are various other government schemes such as the “National Program for the Education of Girls at the Elementary Level”, “Beti Bachao, Beti Padhao”, “Kasturba Gandhi Balika Vidyalaya Scheme”, “Infrastructure Development in Minority Institutes”, “Rashtriya Madhyamil Siksha Abhiyan (RMSA)”, “National Talent search exam”, “Padhe Bharat Badhe Bharat”, “Samgra Shiksha, Eklavya” “Model Residential School”, etc. all these schemes are available that provides the students with a lot of benefits. The purpose of conducting this research is to evaluate the awareness surrounding government schemes in the North Mumbai region, with the focus of providing solutions towards an increase in the awareness levels of these schemes.

2. REVIEW OF LITERATURE

1. Subramanian, V. K. (2018)

The “Teach for India (TFI)” programme was introduced as a public-private partnership in 2009 in Mumbai and Pune's failing municipal schools. The “Teach for All/Teach for America” worldwide education network has developed TFI as a significant component. Over the last seven years, the group has extended its services to five more cities throughout the nation: Delhi, Bangalore, Hyderabad,

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Chennai, and Ahmedabad. It serves as the focal point of a growing network of urban not-for-profit groups that are working to reform municipal school governance arrangements. The “Social Network Analysis (SNA)” method is used in this article to map the connections between local, national, and international individuals and organizations and the creation of the TFI project in the Indian setting. The research uses SNA to emphasize The increasing amount of private schools in big cities, particularly in Mumbai and Delhi, which are crucial for education reform with a focus on teacher preparation, advocacy, and school administration.

2. Islam, M. N. (2021)

A laudable operation called the Mid-Day Meal Scheme feeds millions of hungry kids every day across the nation. It is a centrally supported program that was introduced on August 15, 1995, at the primary level. In 2004, it was expanded to include the upper primary level. The program intends to aid 5 to 14-year-old malnourished youngsters in overcoming their nutritional insufficiency and promotes their attendance at school on all working days. This essay aims to evaluate the influence of West Bengal's Mid-Day Meal Scheme on enrolment and dropout rates for elementary schools. The analysis reveals that enrolment rates have grown and dropout rates have dropped after West Bengal's Mid-Day Meal Scheme was implemented. Secondary sources of publicly accessible information were utilized for the study. The study concluded that the West Bengal Mid-Day Meal Scheme has a direct impact on enrolment and an inverse impact on dropout rates.

3. Mokale, P. (2020)

After India gained its independence, various social changes occurred that affected everyone's life, either directly or indirectly. The Mahatma Jyotiba Phule-initiated right-to-education campaign, which was just put into effect in 2009, is still not being carried out correctly. One of the fundamental components of development has been identified as education. The RTE Act, which was created in 2009, declared education to be a basic right. All private schools, whether aided or unaided, are required under Section 12 (1) (c) of the Act to reserve 25% of their seats for students from economically underprivileged and weaker sectors of society. Understanding the problems that students under section 12 (1) (c) of the RTE legislation were facing was the main goal of this study. The policy's execution was found to be subpar by the state and local governments, “Sarva Shiksha Abhiyaan”, and schools. It was also discovered that parents are less aware of the program. More and more, the government is focusing on the amount of RTE admissions rather than the quality of education provided. The study's proposals for changing the Act to take into account the sociocultural variety of metropolitan areas and guarantee child-centered implementation mechanisms were offered as its policy conclusions.

4. Dwivedi, S. (2022)

When it comes to offering primary education, Uttar Pradesh is among the worst states in India. As a result, the current study's main objective is to examine how RTE is being implemented in Uttar Pradesh's rural primary schools. To do this, a pilot test was carried out at the public schools in the Sujanganj block of the Uttar Pradesh district of Jaunpur. At this early point, three elementary schools have been visited in total. The exam was administered using an observation schedule created by the researcher while taking into account the key elements of the RTE Act 2009. It was discovered that there are not enough competent instructors for rural schools. Additionally, Shiksha-Mitra and para instructors are strongly present. In one instance, despite being built on a sizable plot of land, the school

only had two classrooms that were in usable shape. Grades I, II, and III were taught simultaneously in one class, while grades IV and V were taught in another. In one school, there were no desks or benches. Every school we visited lacked a computer lab. Newspapers and guidebooks were all that the library possessed. Thus, it became clear that visiting these remote schools would provide exact information about the real world. Finding gaps in RTE policy implementation at the rural level requires a greater knowledge of how RTE is perceived, implemented, and then again perceived among the main stakeholders.

5. Vikhe, M. R. L. (2018)

Every kid up to the age of 14 has the opportunity to get a top-notch basic education thanks to the Sarva Shiksha Abhiyan Mission. The SSA in Maharashtra has been working extremely hard to bring the "out of school" children into the umbrella of education to attain this laudable goal. With a focus on life skills, Sarva Shiksha Abhiyan aims to deliver high-quality primary education. SSA places a particular emphasis on children's academic success. The scope and caliber of the research conducted in this area over the next few years will have a significant impact on the program's ability to provide high-quality, free education to all children in the age range of 6 to 14. The evaluation of SSA and further research on SSA program execution in Ahmednagar district are therefore tied to elements like the number of characteristics that contribute to improving the quality of elementary education under the Sarvshikshaabhiyan.

6. Agrawal, B., & Singh, H. (2017)

Education has intrinsic importance for society's growth and aids in the achievement of a better social structure. An individual can take advantage of available economic and other possibilities more effectively if they have higher literacy and an excellent basic education. As a result, every kid born in the nation has a fundamental right to receive a high-quality education. Since India's independence, numerous initiatives have been done to meet this need. Most significantly, this provision gives all children the chance to receive an elementary education that is equal, high-quality, and based on non-discrimination and equity principles. The establishment of the SSA (Sarva Shiksha Abhiyan) initiative in 2001–2002 and the RTE (Right to Education) Act, 2009 are seen as significant strides in this direction. The endeavour has also significantly increased the number and geographic distribution of primary schools across the country. It's also crucial to understand if the government's attempts to make primary education accessible to all, particularly with regard to the SSA, have been effective in addressing the problem's underlying causes. This work has made an effort to evaluate the problems faced by SSA and build a knowledge of the concept of the programme Using data and information from secondary sources, as well as an analysis of previous research. The report concludes by offering some practical advice and suggestions for improving the program's performance.

3. OBJECTIVES OF THE STUDY

1. To evaluate the awareness around government schemes in North Mumbai Region.
2. To give appropriate suggestions to enhance awareness of government schemes.

Hypothesis:

Ho: The awareness of government schemes is Low (Mean score ≤ 3)

H1: The awareness of government schemes is High. (Mean score > 3)

4. RESEARCH METHODOLOGY:

Descriptive research design is used for the current study. The sample size selected for the study is 135 parents of government school students. Sampling techniques used for the current study is non probability purposive sampling. Both primary and secondary data collection sources have been used. Parametric one sample test has been used using R studio software. (As per Faul et al minimum required sample to run one sample t-test one tailed=45)

Data Analysis and Interpretation:

Table 1: One sample t test

Items	t – statistics	P – value	Ha: mean score of awareness of government school schemes in north Mumbai region > 3
Mid-day meal scheme	18.09	0.000	High awareness
Sarva shiksha abhiyan	19.00	0.000	High awareness
Rashtriya Madhyamik Shiksha Abhiyan	-18.11	1	Low awareness
Kasturba Gandhi Balika Vidyalaya	-17.00	1	Low awareness
National Talent Search Examination	-20.33	1	Low awareness
Eklavya Model Residential Schools	-20.54	1	Low awareness
Rashtriya Avishkar Abhiyan	-20.47	1	Low awareness
Padhe Bharat Badhe Bharat	20.22	0.000	High awareness
Samagra shiksha	-18.65	1	Low awareness
National Program for the Education of Girls at the Elementary Level	-19.44	1	Low awareness
Inclusive Education for the Disabled at Secondary Stage	-19.22	1	Low awareness
Mahila Samakhya	-18.22	1	Low awareness

P(value) is less than 0.05 in case of high awareness of government schemes Mid-day meal scheme, Sarva shiksha abhiyan and Padhe Bharat Badhe Bharat and p(value) is more than 0.05 in case of low awareness of government schemes Rashtriya Madhyamik Shiksha Abhiyan, Kasturba Gandhi Balika Vidyalaya, National Talent Search Examination, Eklavya Model Residential Schools, Rashtriya Avishkar Abhiyan, Samagra shiksha, National Program for the Education of Girls at the Elementary Level, Inclusive Education for the Disabled at Secondary Stage and Mahila Samakhya

5. CONCLUSION:

The study conducted in the North Mumbai Region revealed that certain government school schemes, such as the Mid-day Meal Scheme, Sarva Shiksha Abhiyan Scheme, and Padhe Bharat Badhe Bharat scheme, have high awareness among the people. However, other schemes like Rashtriya Madhyamik Shiksha Abhiyan, Kasturba Gandhi Balika Vidyalaya, National Talent Search Examination, Eklavya Model Residential Schools, Rashtriya Avishkar Abhiyan, Samagra Shiksha, National Program for the Education of Girls at the Elementary Level, Inclusive Education for the Disabled at the secondary stage, and Mahila Samakhya have low awareness. One possible reason for this discrepancy in awareness is the lack of adequate advertising and promotion of these schemes. It is crucial for the government to

ensure that whenever a scheme is launched for the benefit of the people, it is advertised on a large scale to grab the attention of citizens. Conducting awareness programs in schools, colleges, and towns can also help in creating awareness about these schemes. Social media can play a significant role in creating awareness among both urban and rural populations. Utilizing social media platforms effectively can help spread information about these schemes and reach a wider audience. The ultimate goal of these government schemes is to increase the literacy rate and contribute to the overall development of the nation. By creating more awareness surrounding these schemes, more people will be able to take advantage of the opportunities they provide. This, in turn, will lead to the development and progress of the nation as a whole.

6. AUTHORS CONTRIBUTION

The authors agreed to have no connections or engagements with any group or body that provides financial and non-financial assistance for the topics and resources covered in the article.

7. CONFLICT OF INTEREST

The authors declared that no potential conflicts of interest concerning the research, authorship, and/or publication of this article.

8. PLAGIARISM POLICY

The authors declare that any kind of violation of plagiarism, copyright, and ethical matters will be handled by all authors. Journalists and editors are not liable for the aforesaid matters.

9. SOURCES OF FUNDING

The authors received no financial aid to support the study.

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Memon Shahid Karim. (2024). A Study on Evaluating Awareness of Government School Schemes In North Mumbai Region. International Journal of Multidisciplinary Research & Reviews, 3(4), 138-144.

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