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**CENTRAL GOVERNMENT SCHEMES
FOR SCHOOL EDUCATION**

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CENTRAL GOVERNMENT SCHEMES FOR SCHOOL EDUCATION

1. Introduction

Education is the most important lever for social, economic and political transformation. A well-educated population, equipped with the relevant knowledge, attitudes and skills is essential for economic and social development in the twenty-first century. Education is the most potent tool for socio-economic mobility and a key instrument for building an equitable and just society. Education provides skills and competencies for economic well-being. Education strengthens democracy by imparting to citizens the tools needed to fully participate in the governance process. Education also acts as an integrative force in society, imparting values that foster social cohesion and national identity¹.

Before 1976, education was the exclusive responsibility of the States. The Constitutional Amendment of 1976, which included education in the concurrent List, was a far-reaching step. The substantive, financial and administrative implication required a new sharing of responsibility between the Union Government and the States. While the role and responsibility of the States in education remained largely unchanged, the Union Government accepted a larger responsibility of reinforcing the national and integrated character of education, maintaining quality and standard including those of the teaching profession at all levels, and the study and monitoring of the educational requirements of the country.

In order to achieve UEE (Universalisation of Elementary Education, the Government of India has initiated a number of programmes and projects². The Government adopts an integrated approach in the implementation of the various centrally sponsored schemes, in keeping with principles of the National Policy on Education, to ensure that the education of equitable quality for all to fully harness the

¹ India, Planning Commission, Draft Twelfth Five Year Plan (2012-2017) Volume-III, p. 48

² India. Ministry of HRD, Department of Higher Education: Status of Education in India; National Report, prepared by National University of Education Planning and Administration, 2007, p. 18

nation's human resource potential. The common objectives are to enhance access through the expansion of quality school education; to promote equity through the inclusion of disadvantaged groups and weaker sections, and to improve the quality of education.

The following Centrally sponsored programmes are being implemented in the Education Sector under Ministry of Human Resource Development³:

Sl. No.	Name of the Scheme	Budget allocation 2013-14 in crore of Rs.
1.	Sarva Shiksha Abhiyan(SSA)	8079.20
2.	Kasturba Gandhi Balika Vidyalyaya	183938.44 (Rs. in Lakh) (2012-13)
3.	National Programme for Education of Girls at Elementary Level (NPEGEL)	-
4.	Mid Day Meal Scheme(MDMS)	3917.50
5.	Mahila Samakhya	58.00
6.	Rashtriya Madhyamik Shiksha Abhiyan(RMSA)	3647.20
7.	Scheme for setting up of 6000 Model Schools at Block level as Benchmark of Excellence	900.00
8.	Scheme for construction and running of Girl's Hostel for Secondary and Higher Secondary Schools	405.00
9.	Scheme of Vocationalisation of Secondary Education at +2 level	72.09
10.	Scheme of ICT @ School	315.00
11.	Inclusive Education for the Disabled at Secondary School (IEDSS)	45.00
12.	Quality Improvement in School	-
13.	Strengthening of Teachers' Training Institutions	449.39
14.	Adult Education and Skill Development Scheme	514.80
15.	Scheme for Providing a Quality Education in Madarsas (SPQEM)	157.50
16.	National Means cum Merit Scholarship Scheme	63.00
17.	Scheme for Infrastructure Development in Minority Institutions (IDMI)	45.00
18.	National Scheme for Incentive to the Girl Child for Secondary Education	90.00
19.	Appointment of Language Teachers	5.22
20.	Setting up of New Polytechnics and Strengthening of Existing Polytechnics	-
21.	Pre-matric Scholarship Scheme	174.27
22.	Eklavya Model Residential School (EMRS)	-

³ Rajya Sabha Starred Question no.2886 dated 22.3.2013

i) ***Sarva Shiksha Abhiyan:*** Launched in 2001 Sarva Shiksha Abhiyan(SSA) is one of India's major flagship programmes for universalisation of elementary education. Its overall goals include universal access and retention, bridging of gender and social category gaps in elementary education, and achieving significant enhancement in learning levels of children.

SSA is being implemented in partnership with the State Governments and reaches out to **192 million** children in **1.1 million** habitations across the country. SSA Goals are (a) Enrolment of all children in school, Education Guarantee Centres, Alternative school; (b) Retention of all children till the upper primary stage; (c) Bridging of gender and social category gaps in enrolment, retention and learning; and (d) Ensuring that there is significant enhancement in the learning achievement levels of children at the primary and upper primary stage.

Provisions of Right to Education Act are being implemented through SSA. Accordingly, norms have been revised / modified to align them with the requirement of RTE Act, 2009.

Central Government has approved an outlay of **₹2,31,233 crore** for implementation of the combined RTE-SSA programme for the five year period of 2010-11 to 2014-15. The annual requirement of funds for the combined RTE-SSA programme will be approximately in the range of **₹40,000 to ₹49,000 crore** both for the Central and State Governments.

Under SSA India has not only been able to improve access to **99 per cent** of primary level but has also been able to reduce out of school children to 3-4 per cent of the age cohort of 6-14 years. Under this programme, special focus is on girls, children belonging to SC/ST Communities, other weaker Sections, Minorities and urban deprived children⁴.

⁴ India 2013 : A Reference Annual, 2013, p. 234

Details of cumulative progress made under the SSA up to 2011-12 are given in Table below⁵.

Cumulative Progress under SSA up to 2011-12		
Sl. No.	Item	Sanctions
1.	Opening of New Schools	2,09,914
2.	Opening of New Upper Primary Schools	1,73,969
3.	Construction of Primary Schools	1,92,392
4.	Construction of Upper Primary Schools	1,05,562
5.	Construction of Additional Classrooms	16,03,789
6.	Toilets	5,83,529
7.	Drinking Water facilities	2,23,086
8.	Teachers	19,65,207
Source: Ministry of Human Resource Development, Annual Report, 2011-12		

ii) ***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**.

⁵ *op.cit.*, Draft Twelfth Five Year Plan (2012-2017), p. 54

iii) *National Programme for Education of Girls at Elementary Level (NPEGEL):* NPEGEL is implemented in educationally backward blocks (EBB) and addresses the needs of girls who are 'in' as well as 'out' of school. NPEGEL also reaches out to girls who are enrolled in school, but do not attend school regularly.

NPEGEL emphasizes the responsibility of teachers to recognize vulnerable girls and pay special attention to bring them out of their state of vulnerability and prevent them from dropping out.

Both NPEGEL and KGBV are expected to work in tandem to complement efforts under SSA to ensure 'inclusion' of all girls and provide them 'quality' education. While NPEGEL is designed to work through the day schools, KGBV establishes residential schooling facilities for the girls in remote areas that are un-served by upper primary schools or in areas with educational disadvantage amongst certain social groups⁶.

iv) *Mid-Day Meal Scheme (MDMS):* In keeping with the Constitutional provisions to raise the level of nutrition of children and enable them to develop in a healthy manner, the National Programme of Nutritional Support to Primary Education (NP-NSPE) was launched as a Centrally sponsored scheme in 1995. Commonly referred to as MDMS, this was expected to enhance enrolment, retention, attendance of children in schools apart from improving their nutritional levels. This was extended to upper primary (classes VI to VIII) children in **3,479** Economically Backwards blocks (EBBs) in 2007 and then universalised at the elementary level in the year 2008. The scheme is implemented through the States/UTs. MDMS is managed and implemented by School Management/Village Education Committees, Panchayati Raj Institutions, and Self-Help Groups. MDMS now includes madrasas and maktabas supported under the SSA as well as children under the National Child Labour Projects. A detailed survey of implementation of intended nutritional values including calorific value, protein inclusion, additional nutritional supplements and vitamins, as detailed in the scheme,

⁶ India. Ministry of Human Resource and Development, Department of School Literacy and Education, Annual Report, 2011-12, pp. 27-28

needs to be carried out to ensure that the nutrition scheme is implemented in both spirit and letter.

MDMS covered **7.18 crore** primary school children and **3.36 crore** upper primary school children in 2010–11. The coverage of children in the States of Bihar (43 per cent), UP (**57 per cent**) and Jharkhand (**58 per cent**) is below the national average of **72 per cent**, whereas it is well above the national average in Chhattisgarh (**83 per cent**) and Odisha (**82 per cent**). Based on the Annual Work Plan and Budget of the States/UTs for the year 2012–13, the district-wise performance of the MDMS in all the States/UTs has been analysed and the poor performing districts (144) have been identified for focused attention. Of the poor performing districts, 17 are in areas affected by the Left Wing Extremism (LWE); 11 in the North Eastern States (Tripura–3, Meghalaya–4, Assam–4); 17 in tribal districts, and 13 in the hilly areas (Uttarakhand–4, J&K–9)⁷.

Achievement of MDMS during the period 2005-06 to 2011-12							
Components	2005-06	2006-07	2007-08*	2008-09*	2009-10*	2010-11*	2011-12*
Children covered (in Crore)	11.94	10.68	11.37	11.19	11.36	10.46	10.35 up to 30.09.11
Food grain allocated (in lakh MTs)	22.51	21.60	24.79	29.30	27.71	29.40	29.09
Budget allocation (in Crore)	3345.26	5348.00	6678.00	8000.00	7359.15	9440.00	10380.00
Total Exp. (in Crore)	3186.33	5233.47	5835.44	6688.02	6937.79	9128.44	7697.24 up to 29.12.11
*Primary and Upper Primary combined							
Source: Annual Report, 2011-12, Department of School Education & Literacy Department of Higher Education, Ministry of Human Resource Development, Govt. of India, p.42							

v) The Rashtriya Madhyamik Shiksha Abhiyan: A Centrally sponsored scheme with a funding pattern of 75:25 between Centre and States (90:10 for Special Category and North Eastern States), was launched in 2009–10. The major objectives of the

⁷ *op.cit.*, Draft Twelfth Five Year Plan (2012-2017), p. 66

RMSA are to (i) raise the minimum level of education to class X and universalise access to secondary education; (ii) ensure good-quality secondary education with focus on Science, Mathematics and English; and (iii) reduce the gender, social and regional gaps in enrolments, dropouts and improving retention. The interventions supported under RMSA included (i) upgrading of upper primary schools to secondary schools; (ii) strengthening of existing secondary schools; (iii) providing additional classrooms, science laboratories, libraries, computer rooms, art, craft and culture rooms, toilet blocks and water facilities in schools; (iv) providing in-service training of teachers; and (v) providing for major repairs of school buildings and residential quarters for teachers. Despite being launched in the third year of Plan, there was good progress under the RMSA during the Eleventh Plan (Table given below). Against a target of enrolling an additional 3.2 million students, 2.4 million additional students were enrolled in secondary schools during the Eleventh Plan period⁸. Details on numbers of Schools Setup / Sanctioned under SSA / RMSA are given in ***Annexure-I***.

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			

vi) *Scheme for Setting up of 6000 Model Schools at Block Level:* The Scheme envisages providing quality education to talented rural children through setting up 6000 model schools as benchmark of excellence at block level at the rate of one

⁸ *Ibid*, pp. 70-71

school per block. The scheme was launched in 2008-09 and is being implemented from 2009-10. The objectives are:

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

The scheme has two modes of implementation, viz., (i) 3500 model schools are to be set up in educationally backward blocks (EBBs) under State/UT Governments; and (ii) the remaining **2500** schools are to be set up under Public-Private Partnership (PPP) mode in the blocks which are not educationally backward. Presently, only the component for setting up of **3500** model schools in EBBS under State/UT Governments is operational. The component for setting up of **2500** model schools under PPP mode will be operational in 12th Five Year Plan⁹.

vii) *Scheme of Vocationalisation of Secondary Education at +2 level:*

Initiated in 1988, this centrally sponsored scheme of Vocationalisation of Secondary Education provides for diversification of educational opportunities so as to enhance individual employability, reduce the mismatch between demand and supply of skilled manpower and provides an alternative for those pursuing higher education¹⁰.

Hence, it is important and would be implemented from class IX onwards, unlike the present provision for its implementation from class XI, and would be subsumed under RMSA. Vocational Education courses will be based on national occupation standard brought out by the Sector Skill Councils (SSCs) that determine the minimum levels of competencies for various vocations. Academic qualifications would be assessed and certified by educational bodies and vocational skills would be assessed and certified by respective SSCs.

⁹ *op.cit.*, Annual Report, 2011-12, p. 57

¹⁰ *op.cit.*, Reference Annual, 2013 p. 241

In the Twelfth Plan, a mechanism would be created for convergence of vocational courses offered by various ministries, private initiatives and vocational education institutions, and use schools as the outlet for vocational education of young people. A comprehensive repertoire of vocational courses, duration of each course, equipment and facilities, costs and agencies will be developed¹¹.

viii) *Scheme of ICT @ School:* The Information and Communication Technology in School Scheme was launched in December 2004 to provide opportunities to secondary stage students to mainly build their capacity of ICT skills and make them learn through computer aided learning process. The Scheme provides support to States/Union Territories to establish enabling ICT infrastructure in Government and Government aided secondary and higher secondary schools. It also aims to set up Smart schools in KVs and Navodaya Vidyalayas which are pace setting institutions of the Government of India to act as "Technology Demonstrators" and to lead in propagating ICT skills among students of neighbourhood schools¹².

ix) *Inclusive Education for Disabled at Secondary stage:* The Scheme of Inclusive Education for Disabled at Secondary Stage (IEDSS) has been launched from the year 2009-10. This Scheme replaces the earlier scheme of Integrated Education for Disabled Children (IEDC) and would provide assistance for the inclusive education of the disabled children in classes IX-XII.

The aim of the Centrally Sponsored Scheme of IEDSS is to enable all students with disabilities, after completing eight years of elementary schooling, to pursue further four years of secondary schooling (classes IX to XII) in an inclusive and enabling environment¹³.

¹¹ *op.cit.*, Draft Twelfth Five Year Plan (2012-2017) Volume-III, p. 78

¹² *op.cit.*, Reference Annual 2013, pp. 241-42

¹³ *Ibid*, p. 242

x) *Quality Improvement in Schools:* During the 10th Five Year Plan, “Quality Improvement in Schools” was introduced as a composite centrally sponsored scheme having the following components:

- i) National Population Education Project,
- ii) Environmental Orientation to School Education,
- iii) Improvement of Science Education in Schools,
- iv) Introduction of Yoga in Schools, and
- v) International Science Olympiads.

A decision was taken to transfer four of these components to National Council of Educational Research and Training (NCERT) w.e.f. APRIL 2006, except the component of improvement of Science Education in school that was transferred to States¹⁴.

xi) *Strengthening of Teachers’ Training Institutions*

The Right of Children to Free and Compulsory Education (RTE) Act, 2009 poses major challenges for improving the quality of teachers and for expanding institutional capacity in States to prepare professionally trained persons for becoming school teachers. Government has initiated steps to revise the existing Centrally Sponsored Scheme of Restructuring and Reorganisation of Teacher Education. This Scheme was initiated in 1987 pursuant to the formulation of the National Policy on Education, 1986 which emphasised the significance and need for a decentralised system for the professional preparation of teachers, and it was in this context that District Institutes of Teacher Education (DIETs), Colleges of Teacher Education (CTEs) and Institutes of Advanced Study in Education (IASEs) were established.

Analysis shows that there are 5.23 lakh vacancies of school teachers at the elementary level and the provisions under the RTE Act would lead to additional

¹⁴ *Ibid*, pp. 242-43

requirement of around 5.1 lakh teachers. Moreover, around 7.74 lakh teachers are untrained, i.e. they do not possess the prescribed qualification¹⁵.

xii) Adult Education and Skill Development Schemes

Adult Education aims at extending educational options to those adults, who have lost the opportunity and have crossed the age of formal education, but now feel a need for learning of any type, including, basis education (literacy), skill development (Vocational Education) etc. In order to promote adult education and skill development through the voluntary sector, support to Voluntary Agencies (Vas) was so far being extended through two schemes, namely, (i) Assistance to Voluntary Agencies in the field of Adult Education and (ii) Jan Shikshan Sansthan. With effect from 1 April 2009 both these schemes have been merged and a modified scheme, named as "Scheme of Support to Voluntary Agencies for Adult Education and Skill Development" has been put up in place. The Scheme encompasses three components, namely, State Resource Centres, Jan Shikshan Sansthan and Assistance to Voluntary Agencies¹⁶.

xiii) Scheme for Providing Quality Education for Madrsas(SPQEM)

SPQEM seeks to bring about qualitative improvement in madrsas to enable Muslim children attain standards of the national education system in formal education subjects. The salient features of SPQEM scheme are:

- i) To strengthen capacities in Madrsas for teaching of the formal curriculum subjects like Science, Mathematics, Language, Social Studies etc through enhanced payment of teacher honorarium.
- ii) Training of such teachers every two years in new pedagogical practices.
- iii) The unique feature of this modified scheme is that it encourages linkage of madarsas with National Institute for Open Schooling (NIOS), as accredited centres for providing formal education, which will enable children studying in such madarsas to get certification for class 5,8,10 and 12. This will enable them

¹⁵ *op.cit.*, Annual Report, 2011-12, pp. 49-50

¹⁶ *op.cit.*, Reference Annual 2013, pp. 246-47

to transit to higher studies and also ensure that quality standards akin to the national education system. Registration & examination fees to the NIOS will be covered under this scheme as also the teaching learning materials to be used.

- iv) The NIOS linkage will be extended under this scheme for Vocational Education at the secondary and higher secondary stage of madarsas.

xiv) Scheme of Infrastructure development in Minority Institutions (IDMI)

IDMI has been operationalised to augment infrastructure in private aided/unaided minority schools/institutions in order to enhance quality of education to minority children. The salient features of IDMI scheme are:-

- i) 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.
- ii) 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%.
- iii) The scheme will, inter alia, encourage educational facilities for girls, children with special needs and those who are most deprived educationally amongst¹⁷.

xv) Setting up of New Polytechnics and Strengthening of Existing Polytechnics

There are 3716 Polytechnics in the country at present. A scheme "Sub-Mission on Polytechnics under Coordinated Action for Skill Development" has been launched during the 11th Plan. Under the scheme, this Ministry provides one-time financial assistance upto Rs.12.30 crores per polytechnic to the State/UT Governments for setting up of new polytechnics in 300 un-served and under-served districts of the country. The polytechnics are at various stages of construction and in provisioning of land. Central Government has sought progress report from the State Governments from time to time. Based on the progress reports further installment of grant is released. However, no time limit has been fixed for it.

¹⁷ *op.cit.*, Annual Report, 2011-12, p. 201

Under the "Sub-Mission on Polytechnics under Coordinated Action for Skill Development", financial assistance is provided to the existing Government and Government aided polytechnics in the country for construction of Women's Hostel in the country including states of North-East region and Arunachal Pradesh. The number of institutions provided assistance under the scheme in the country including North-East region and Arunachal Pradesh¹⁸.

xvi) *Eklavya Model Residential Schools (EMRSs):* These schools are funded by the Government for the welfare of Scheduled Tribes. Proposals for setting of EMRS are received from the State Government. The Ministry of Tribal Affairs administers special area programme of grant under Art 275 (1) of the Constitution of India. Under this programme State wise allocation to 26 States including 9 Left Wing Extremism (LWE) States is made on the basis of percentage of Scheduled Tribes population in the State with reference to total ST population in the Country. A part of the grant can be used for setting up of Eklavya Model Residential Schools (EMRS). Priority for the development schemes including setting up of EMRS is fixed and executed by the State Government within the allocation depending on the felt need of the local area and its people in accordance with the guidelines issued by the Ministry in June 2010¹⁹.

xvii) *Pre-matric Scholarship Scheme:* Pre-matric is the Scholarship for students from Minorities Communities. The Scholarship at Pre-matric level will encourage parents from minority communities to send their school going children to school, lighten their financial burden on school education and sustain their efforts to support their children to complete school education. The scheme will form the foundation for their educational attainment and provide a level playing field in the competitive employment arena. Empowerment through education, which is one of the objectives of this scheme, has the potential to lead to upliftment of the socio economic conditions of the minority communities²⁰.

¹⁸ Lok Sabha Unstarred Question no.2881 dated 29.08.2012

¹⁹ Lok Sabha Unstarred Question no.2770 dated 30.08.2012

²⁰ www.minoritiesaffairs.gov.in

ANNEXURE-I

Annexure as referred in the reply of part (a) of the Lok Sabha Starred Question No. 594 for 8th May, 2013 asked by Shri Nikhil Kumar Choudhary and Radhe Mohan Singh regarding schools under Sarva Shiksha Abhiyan /Rashtriya Madhyamik Shiksha Abhiyan.

Details on numbers of schools set up/sanctioned under SSA/RMSA.

Sl. No.	Name of State	2010-11		2011-12		2012-13	
		SSA	RMSA	SSA	RMSA	SSA	RMSA
1.	A & N Islands	1	0	17	0	16	0
2.	Andhra Pradesh	25	0	13	102	435	0
3.	Arunachal Pradesh	248	11	166	22	172	0
4.	Assam	3533	0	0	0	0	0
5.	Bihar	2541	447	2203	169	0	0
6.	Chandigarh	14	500	4	623	4	0
7.	Chhattisgarh	404	4	333	0	38	0
8.	D & N Haveli	0	2	0	1	27	0
9.	Daman & Diu	0	0	0	0	0	0
10.	Delhi	0	0	0	0	4	0
11.	Goa	0	0	0	0	0	0
12.	Gujarat	0	72	0	256	0	0
13.	Haryana	291	32	57	5	19	0
14.	Himachal Pradesh	7	45	60	22	0	0
15.	Jammu & Kashmir	1360	182	727	279	0	0
16.	Jharkhand	1388	297	74	297	0	0
17.	Karnataka	525	225	0	0	10	0
18.	Kerala	6	36	118	16	0	0
19.	Lakshadweep	2	0	0	0	1	0

20.	Madhya Pradesh	1330	0	740	603	982	0
21.	Maharashtra	903	0	0	0	219	0
22.	Manipur	180	23	693	49	76	0
23.	Meghalaya	876	25	0	0	0	0
24.	Mizoram	0	32	84	26	0	0
25.	Nagaland	705	67	0	45	0	0
26.	Orissa	733	400	374	9	0	0
27.	Puducherry	0	9	0	2	3	0
28.	Punjab	139	79	0	73	21	0
29.	Rajasthan	0	0	0	0	0	0
30.	Sikkim	52	0	1	0	0	0
31.	Tamil Nadu	507	344	0	710	0	0
32.	Tripura	141	42	0	41	35	0
33.	Uttar Pradesh	1178	58	11660	147	0	0
34.	Uttarakhand	21	318	0	449	69	0
35.	West Bengal	17627	0	0	0	515	0
	Total	34719	3250	17324	3946	2654	0