

OUTCOME BUDGET

2011-12

DEPARTMENT OF SCHOOL EDUCATION LITERARY MINISTRY OF HUMAN RESOURCE DEVELOPMENT GOVERNMENT OF INDIA NEW DELHI

CONTENTS

	Page No.
Executive Summary	1-5
Chapter-I	6-33
Mandate, Goals and Policy Framework	
Chapter-II	34-54
Outlays and Projected Outcomes	
Chapter-III	55-63
NewInitiatives, Reforms Measures and Achievements	
Chapter-IV	64-84
Review of Past Performance	
Chapter-V	85-98
Financial Review	
Chapter-VI	99-119
Review of Performance of Autonomous Bodies	

Executive Summary

Right to Education (RTE) Act and Sarva Shiksha Abhiyan (SSA)

Elementary Education Sector is an important part of education system. The Right of Children to Free and Compulsory Education Act, 2009 (RTE Act, 2009) was notified on 27th August, 2009 for general information. The notification for enforcing the provisions of the Act w.e.f. 1.4.2010 was issued on 16th February, 2010. Sarva Shiksha Abhiyan (SSA), which envisages Universalisation of Elementary Education, has been further strengthened by promulgation of RTE Act, 2009 which provides for free and compulsory education for children in the age group of 6-14 years in a neighbourhood school. SSA programme shall be the main vehicle for implementation of RTE Act.

Sarva Shiksha Abhiyan (SSA) is one of India's important social sector 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 covers all States and Union Territories and reaches out to an estimated 19.4 crore children in 12.3 lakh habitations in the country.

The programme is being implemented in partnership with the States to address the children in the age group of 6-14 years. The achievements of SSA till September, 2010 are opening of 309727 new schools, construction of 254935 school buildings, construction of 1166868 additional classrooms, 190961 drinking water facilities, construction of 347857 toilets, supply of free textbooks to 8.70 crore children, appointment of 11.13 lakh teachers. 14.02 lakh teachers received in-service training. There has been a significant reduction in the number of out of school children on account of SSA interventions. The number of Out of School

Children has come down from 134.6 lakh in 2005 to 81.5 lakh in 2009 as per an independent study conducted by the SRI-IMRB.

National Programme Of Mid Day Meal In Schools

The Mid Day Meal programme was launched as a Centrally Sponsored Scheme on 15th August 1995 in 2408 Blocks in the country. By the year 1997-98, the programme was introduced in all Blocks in the country. It was extended in 2003 to cover children studying in Centres of Education Guarantee Scheme (EGS) and Alternative and Innovative Education (AIE)s. From October 2007, it has been extended to children studying in classes VI to VIII in 3479 Educationally Backward Blocks (EBBs) in the country. From 2008-09, the programme has been extended to upper primary stage in all areas across the country. National Child Labour project (NCLP) Shoool are also covered at primary stage norm under Mid Day Meal scheme rom 1st April 2010 . 7.84 crore children at Primary level and 3.20 crore children at Upper Primary level are covered under the Scheme during 2009-10

Mahila Samakhya Scheme

Mahila Samakhya (MS) is an ongoing scheme for women's empowerment that was initiated in 1989 to translate the goals of the National Policy on Education into a concrete programme for the education and empowerment of women in rural areas, particularly those from socially and economically marginalized groups. The critical focus within MS is the centrality of education in empowering women to achieve equality. MS aims to create a collective awareness and understanding of women's subordinate contexts and build their capacities to challenge it. The programme is currently being implemented in ten States viz. Andhra Pradesh, Assam, Bihar, Chhattisgarh, Jharkhand, Karnataka, Kerala, Gujarat, Uttar Pradesh & Uttaranchal spread over 104 districts.

Concurrent and external evaluations have been built into the programme to enable mid-course remedial action and also to inform future planning. The progress of the

programme is also monitored through the Annual Joint Review Missions, Annual Reports received from the State Societies and six-monthly progress reports which are compared with the targets set in XI plan for expansion. The reports of Joint Review Mission in 2008 & 2009 indicate the success of the MS scheme in laying the foundation for empowerment of women at the grassroot level through the Mahila Sanghas. The progress of the programme in term of expansion and coverage, progress data, Aid Memoire of JRM etc are also uploaded on Department of SE&L's website.

Secondary Education

Education being a concurrent subject, secondary education so far has largely been the preserve of State governments. The role of the Central Government has been limited to implementation of a few centrally sponsored schemes and intervention through central sector organisations. The 11th Five Year Plan signals a change in the approach of central government towards secondary education. The plan allocation for secondary education sector has gone up many fold to ₹53,550 crore under 11th Five Year Plan from ₹4,325 crore under 10th Five Year Plan. Keeping in view the success of Sarva Shiksha Abhiyan, which is expected to lead to surge in demand for secondary education, the Ministry of Human Resource Development has launched following three new schemes:-

- a. Rashtriya Madhyamik Shiksha Abhiyan (RMSA) for universalisation of access to and improvement of quality of education at secondary stage,
- b. Scheme for setting up of 6000 Model Schools at Block Level as benchmark of excellence, and
- c. Scheme for construction and running of Girls' Hostel for students of secondary and higher secondary schools.
- 2. The objective of the above mentioned schemes are to make secondary education of good quality, available, accessible and affordable to all young

persons. The above mentioned initiatives together will go a long way in achieving these objectives.

3. The RMSA programme launched in March, 2009 has been targeted to achieve a Gross Enrolment Ratio (GER) of 75% at secondary stage (Classes IX to X) within 5 years, universal access by 2017 (i.e. by the end of 12th Five Year Plan) and universal retention by 2020. The programme is designed to address the quality and equity issues, along with the problem of access. The objective of the Model School programme is to set up one high quality school in each block as benchmark of excellence, which would serve as a pace setting school for other schools in the block. The main objective of the Girls' Hostel scheme is to bring the girl child to school and to retain her in school and thus envisages setting up of hostels with lodging and boarding facilities in the Educationally Backward Blocks (EBBs) so that the girl students are not denied the opportunity to continue their study due to distance to school and other societal factors.

Information And Communication (ICT) In Schools Scheme

The Information and Communication Technology in Schools (ICT in Schools) Scheme was launched on 15th December, 2004 to promote computer education, both ICT based literacy and computer enabled learning, in Government and Government aided Secondary and Senior Secondary schools in the country. The ICT in Schools Scheme is expected to bring innovation in teaching learning process. The implementation of the Scheme has made rapid growth from 2007-08 with coverage of 22833 schools against target of 20000 and 26350 schools against target of 18000 in 2008-09. In 2009 – 10, 9565 schools were covered against the target of 15000 schools. During the year 2010 – 11 against the target of 20000 schools so far 10045 schools have been sanctioned for coverage. Approval for establishment of 44 smart schools has also been given.

Based on the experience gained so far, the scheme was revised in 2010, for implementation during the remaining period of 11th Plan. The elements of the

revised proposal are to increase outreach to all Government and Government aided secondary and higher secondary schools, strengthen teacher capacity, provision of broadband connectivity and e-content development. The guidelines of the revised ICT in Schools Scheme has been circulated to States/UTs and others organisation in July 2010.

To evaluate physical and financial progress of the scheme, monitoring is done at the state level by a separate cell created for this purpose. At the national level, implementation of the scheme is being monitored by appointing external agencies as also personal visits by senior officers to the States/UTs. The States have also been advised to have the implementation of the Scheme so far evaluated through external organisations like IITs, IIITs, NITs etc.

Saakshar Bharat

National Literacy Mission has been recast with prime focus on female literacy in pursuance of the announcement of the Hon'ble President made in joint session of Parliament to make every woman literate in next five years. The Scheme 'Saakshar Bharat' was launched by Hon'ble Prime Minister on the International Literacy Day (8th September, 2009). It envisages to achieve 80% literacy by the end of XI Plan. Towards this goal, 70 million non-literates (inclusive of 60 million females) will be made literate. In order to minimize regional disparities, the programme will strive to achieve 100% female literacy in districts where the adult female literacy rate is 50% or less as per 2001 census. The rural areas will have the first claim on the programme funds. Also districts affected by left wing extremism will be covered by the scheme irrespective of their literacy rate. 10% of the programme budget will be spent on North East region (NER). 365 districts in the country having adult female literacy rate at 50% or less have been identified for implementation of Saakshar Bharat.

Chapter-I

Mandate, Goals and Policy Framework

Right to Education (RTE) Act and Sarva Shiksha Abhiyan (SSA)

- 1.1 Elementary Education sector is an important part of education system. The Right of Children to Free and Compulsory Education Act, 2009 (RTE) Act, 2009 and Article 21-A in the Constitution of India became operational on 1st April 2010. With this elementary education has become a fundamental right for all children in the 6-14 age group.
- 1.2. Ministry of HRD had set up an Expert Committee on the Implementation of the RTE Act and the resultant revamp of Sarva Shiksha Abhiyan (SSA). On the recommendations of the Expert Committee, SSA norms have been revised to conform to the RTE norms and standards, including pupil teacher ratio, teacher classroom ratio, etc. The main changes made in the norms relate to:
 - Opening of new primary and upper primary schools as per neighbourhood norms prescribed by the State Governments in the State RTE Rules.
 - ii) All alternate schooling facilities provided through centres under the EGS to be converted to regular formal schools within a period of two years.
 - iii) Additional teachers to be provided as per pupil teacher ratio prescribed under the RTE Act.
 - iv) Additional classrooms to be provided so that every teacher has a classroom to herself/himself, also provision of a room for head teacher-cum-officer.

- v) Provision of two sets of uniforms annually to all girls and SC/ST children and children from families below poverty line.
- vi) Costs for facilitating transportation for children in schools unserved by regular schools.
- vii) Special Training for out-of-school and drop-out children to facilitate age-appropriate admission in regular schools.
- viii) Provision of Teaching Learning Equipment to facilitate States to move to an eight year elementary education cycle by merging class 5 & class 8 in primary and upper primary cycle stage respectively.
- ix) Residential schools for children in remote isolated areas unserved by regular schools and for children without adult protection in urban areas.
- x) Approval of additional 1073 KGBVs for EBBs.
- 1.3. The SSA programme is being implemented in partnership with the States to address the children in the age group of 6-14 years. The achievements of SSA till September, 2010 include:
 - a. Opening of 3,09,727 new schools
 - b. Construction of 2,54,935 new school buildings
 - c. Construction of 11,66,868 additional classrooms
 - d. Provision of 1,90,961 drinking water facilities
 - e. Construction of 3,47,857 toilets
 - f. Appointment of 11.13 lakh teachers
 - g. In-service training for 14.02 lakh teachers (annually)
 - h. Supply of free textbooks to 8.70 crore children (annually)

- 1.4. There has been a significant reduction in the number of out of school children on account of SSA interventions. The number of out-of-school children has come down from 134.6 lakh in 2005 to 81.5 lakh in 2009-10 as per an independent study conducted by the SRI-IMRB.
- 1.5. The assistance under SSA was on an 85:15 sharing arrangement between the Centre and the States during the 9th Plan. The sharing arrangement during 10th Plan was on 75:25 basis (in respect of NE States during 2005-06 and 2006-07, 15% State share was borne by the Ministry of DoNER). In the 11th Plan, funding pattern was:
 - 65:35 for the first two years of Plan, 60:40 for the third year, 55:45 for the fourth year and 50:50 thereafter. In respect of 8 North Eastern States the funding pattern is 90:10 under the programme with the Central share resourced from the 10% earmarked funds for the NE States in the SSA's Central Budget.
- 1.6. The Central Government has revised the funding pattern in respect of RTE-SSA programme for the period 2010-11 to 2014-15 w.e.f 1.4.2010 and will be as under:
 - (a) For States/Union Territories other than NE States

The funding pattern between the Central Government and States/UTs shall be in the ratio of 65:35.

(b) For 8 North Eastern States

For the 8 North Eastern States the existing fund sharing pattern of 90:10 between the Centre and States would continue.

1.7. The programme covers the entire country and addresses the needs of 19.4 crore children in 12.3 lakh habitations. The programme seeks to open new schools in habitations which do not have schooling facilities and strengthen existing

school infrastructure through provision of additional class rooms, toilets, drinking water, maintenance grant and school improvement grant. Existing schools with inadequate teachers' strength are being provided additional teachers under the programme. The capacity of existing teachers is built by extensive training, provision of grant for developing teaching-learning material and development of academic support structure. SSA has a special focus on girls and children of weaker sections. A number of initiatives, including free uniforms and textbooks, target these children under the programme. SSA also seeks to provide computer education even in rural areas to bridge the digital divide.

1.8. Two additional components, viz., NPEGEL and KGBV focus on girl children in educationally backwards blocks, to promote gender parity. KGBV provides for residential schools at upper primary level for girls belonging predominantly to the SC, ST, OBC and minority communities. 75% of the seats are earmarked for girls belonging to SC, ST, OBC or minority communities and the remaining 25% seats are provided for girls from families below the poverty line. These schools are set up in educationally backward blocks of the country where the female rural literacy is below 30% and in select urban areas where female literacy is below the national average. These residential schools have been set up in 27 States namely: Assam, Andhra Pradesh, Arunachal Pradesh, Bihar, Delhi, Jharkhand, Gujarat, Haryana, Himachal Pradesh, Karnataka, Jammu and Kashmir, Madhya Pradesh, Chhattisgarh, Manipur, Maharashtra, Meghalaya, Mizoram, Nagaland, Orissa, Punjab, Rajasthan, Tamil Nadu, Tripura, Uttar Pradesh, Uttarakhand, West Bengal and the Union Territory of Dadar & Nagar Haveli. 2573 KGBVs were sanctioned by the Government of India up to 30th September, 2010. As on 30th September, 2010, 2567 KGBVs were reported functional (i.e. 99.77%) and 2,38,550 girls enrolled in them: 58,271 SC girls (27.07%); 60,439 ST girls (28.08%); 56,454 OBC girls (26.23%); 21,553 BPL girls (10.01%); 18,547 Minority girls (8.62%).

NPEGEL reaches out to the "Hardest to Reach" girls, especially those not in school. It is an important component of SSA, which provides additional support for enhancing girls' education over and above the investments for girls' education through normal SSA interventions. The programme provides for development of a "model school" in every cluster with more intense community mobilization and supervision of girls' enrolment in schools. Gender sensitisation of teachers, development of gender-sensitive learning materials, and provision of need-based incentives like escorts, stationery, workbooks and uniforms are some of the endeavours under the programme. NPEGEL is also implemented in educationally backward blocks (EBBs) where the level of rural female literacy is less than the national average and the gender gap is above the national average; in blocks of districts which are not covered under EBBs but are having at least 5% SC/ST population and where SC/ST female literacy is below 10%; and also in select urban slums. About 3286 educationally backward blocks are covered under the Scheme in eligible 25 States. Under NPEGEL, 40,322 Model Cluster Schools have been opened, 10,104 ECCE centres are being supported, 26,838 additional classrooms have been constructed, and 2,14,731 teachers have been given training on gender sensitization, remedial teaching has been given to 24,18,036 girls, bridge courses have been conducted covering 4,37,645 girls, additional incentives like uniform etc. have been given to about 1,41,26,572 girls (upto 30th September, 2010).

An outlay of ₹ 21000 crore has been proposed for 2011-12.

Mid Day Meal (MDM)

Mid day meal has a significant effect on school participation in terms of getting more children enrolled and also in terms of regular pupil attendance. Many children reach school on an empty stomach. Even children who have a meal before they leave for school get hungry by the afternoon and are not able to concentrate. Mid day meal can also act as a regular source of "supplementary nutrition" for

children, and facilitates their healthy growth. Mid day meal can also help spread egalitarian values, as children from various social backgrounds learn to sit together and share a common meal. In particular, mid day meal can help to break the barriers of caste and class among children in school. The gender gap in school participation can also narrow, as the programme helps erode the barriers that prevent girls from going to school. The Mid day meal Scheme can help children in cognitive, emotional and social development. A well-organised mid day meal can be used as an opportunity to instill various good habits in children. The Scheme also provides a useful source of employment for women.

- 2. The Mid Day Meal Programme was launched as a Centrally Sponsored Scheme on 15th August, 1995 in 2408 blocks in the country. By the year 1997-98, the programme was introduced in all blocks in the country. It was extended in 2003 to cover children studying in centres of Education Guarantee Scheme (EGS) and Alternative and Innovative Education (AIE). From October 2007, it has been extended to children studying in classes VI to VIII in 3479 Educationally Backward Blocks (EBBs) in the country. From 2008-09, the programme has been extended to upper primary stage in all areas across the country. National Child Labour project Schools are also covered at primary stage under Mid-Day Meal Scheme from 1st April, 2010.
- 3. The objectives of the Mid Day Meal Scheme is to address two of the pressing problems for majority of children in India, viz. hunger and education by:

- (i) Improving the nutritional status of children in classes I VIII in Government, Local Body and Government aided schools, EGS and AIE centres, Madrasas and Maqtabs supported under Sarva Shiksha Abhiyan.
- (ii) Encouraging poor children, belonging to disadvantaged sections, to attend school more regularly and help them concentrate on classroom activities.
- (iii) Providing nutritional support to children of elementary stage in droughtaffected areas during summer vacation.

4. <u>Components of Central Assistance</u>:

Presently, Mid Day Meal Scheme provides the following assistance to State Governments/UT Administrations:

- (i) Supply of free food grains (wheat/rice) @100 grams per child per school day for primary & @150 gram per child per school day for upper primary from the nearest FCI go-down. Cost of foodgrains is reimbursed to the FCI by the Central Government.
- (ii) Transportation assistance effective from 1.12.2009 in the 11 Special Category States (viz. Assam, Arunachal Pradesh, Himachal Pradesh, Jammu & Kashmir, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim, Uttarakhand and Tripura) at par with the PDS rates prevalent in these States. In case of all other States/UTs, reimbursement of the actual cost incurred on transportation of food grains from nearest FCI godown to the school subject to the ceiling of ₹75/- per quintal.
- (iii) Cooking cost from 1.12.2009 (excluding the labour and administrative charges) @ ₹ 2.50 for primary and ₹ 3.75 for upper primary children and to enhance it by 7.5% on 1.4.2010 and again on 1.4.2011. The cooking

cost is to be shared between the Centre and the NER States on 90:10 basis and with other States/UTs on 75:25 basis. Accordingly, the share of the Centre and the minimum share of the State/UTs for the year 2010-11 has become as under:

Stage	Total	Centre-State sharing				
	Cost per meal	Non-NER States(75:25)		NER States (90:10)		
	(in ₹)	Centre	State	Centre	State	
Pry.	2.69	2.02	0.67	2.42	0.27	
U. Pry.	4.03	3.02	1.01	3.63	0.40	

Cooking cost includes cost of pulses, vegetables, cooking oil, condiments, fuel etc.

(iv) Instead of a flat rate of ₹60,000 for construction of kitchen-cum-store per school across the country from 1.12.2009, the construction cost is to be determined on the basis of plinth area norms and State Schedule of Rates prevalent in the State/UT. The cost of construction of Kitchen-cum-stores is to be shared between the Centre and the NER States on 90:10 basis and with other States/UTs on 75:25 basis. This Department vide letter No.1-1/2009-Desk (MDM) dated 31.12.2009 has prescribed 20 sq.mt. plinth area for construction of Kitchen-cum-Store in schools having upto 100 children. For every additional upto100 children, additional 4 sq.mt. plinth area will be added. States/UTs have the flexibility to modify the slab of 100 children depending upon the local conditions.

- (v) Assistance for procurement of kitchen devices at an average cost of ₹5,000 per school. Kitchen devices include:
 - (a) Cooking devices (Stove, Chulha, etc)
 - (b) Containers for storage of food grains and other ingredients
 - (c) Utensils for cooking and serving.
- (vi) Honorarium of ₹ 1000 per month from 1.12.2009 to cook-cum-helper and engagement of one cook-cum-helper for schools upto 25 students, two cooks-sum-helpers for schools with 26 to 100 students and one additional cook-cum-helper for every addition of upto 100 students. The expenditure towards the honorarium of cook-cum-helper is to be shared between the Centre and the NER States on 90:10 basis and with other States/UTs on 75:25 basis.
- (vii) Assistance for Management, Monitoring & Evaluation (MME) of the Scheme to the states/UTs at the rate of 1.8% of the total recurring central assistance for (a) cost of food grains, (b) transportation cost and (c) cooking cost. and (d) honorarium to cook-cum-helpers. 0.2% of the total assistance for (a) food grains, (b) transportation cost and (c) cooking cost and (d) honorarium to cook-cum-helpers is utilized at the National level for management, monitoring and evaluation purposes.

An outlay of ₹ 10380 crore has been proposed for 2011-12.

Mahila Samakhya Scheme

Pursuant to the objectives of the NPE, 1986, the Mahila Samakhya scheme was started in 1989 to translate the goals enshrined in the NPE into a concrete programme for the education and empowerment of women in rural areas particularly those from socially and economically marginalized groups. The

critical focus in MS is recognising the centrality of education in empowering women to achieve equality. To move towards this objective, MS has adopted an innovative approach that emphasises the process rather than mere mechanical fulfillment of targets. Education in MS is understood not merely as acquiring basic literacy skills but as a process of learning to question, critically analyzing issues and problems and seeking solutions. It endeavors to create an environment for women to learn at their own pace, set their own priorities and seek knowledge and information to make informed choices. It seeks to bring about a change in women's perception about themselves and the perception of society in regard to women's "traditional roles". This essentially involves enabling women, especially from socially and economically disadvantaged and marginalized groups, to address and deal with problems of isolation and lack of self confidence, oppressive social customs, struggles for survival, all of which inhibit their learning. It is in this process that women become empowered.

The objectives of the Scheme are: - (i) To enhance the self-image and self-confidence of women, (ii) to create an environment where women can seek knowledge and information which empowers them to play a positive role in society, (iii) to establish a decentralized and participative mode of management, (iv) to enable Mahila Sanghas to actively assess and monitor educational activities in the villages, (v) to provide opportunities for education for women and adolescent girls and (vi) to bring about greater participation of women and girls in both formal and non-formal education programmes.

The MS scheme has been able to lay the foundation for empowerment at the grassroots level through these Mahila Sanghas. The Sanghas in the States have taken initiatives to address issues and problems ranging from those of daily minimum needs, drinking water, improving civic amenities, health and nutrition to ensuring educational opportunities for their children especially girls, entering the political sphere, actively accessing and controlling resources and articulating their concerns and tackling social issues such as violence against women, child marriage, dowry etc. The effectiveness of the Mahila Samakhya strategy in mobilizing women for education has resulted in its close convergence with the Sarva Shiksha Abhiyan (SSA) also.

The programme is currently being implemented in ten States viz. Andhra Pradesh, Assam, Bihar, Chhattisgarh, Jharkhand, Karnataka, Kerala, Gujarat, Uttar Pradesh & Uttaranchal spread over 104 districts and covering approx 32,574 villages. The action has also been taken to start the programme in the State of Rajasthan as well. The 11th Plan budgetary outlay for the scheme is 210.00 crores.

An outlay of ₹ 50 crore has been proposed for 2011-12.

Centrally Sponsored Scheme of Restructuring and Reorganization of Teacher Education

As envisaged in the National Policy on Education (NPE), 1986 and its Programme of Action (POA), a Centrally-Sponsored Scheme of Restructuring and Reorganization of Teacher Education was launched in 1987 to create a sound institutional infrastructure for pre-service and in-service training of elementary & secondary school teachers and for provision of academic resource support to elementary and secondary schools. The Scheme has, inter alia, the following components for which Central Government has been providing financial assistance to States:-

- (i) Setting up of District Institutes of Education and Training (DIETs);
- (ii) Strengthening of Secondary Teachers Education Institutions into Colleges of Teacher Education (CTEs) and Institutes of Advanced Study in Education (IASEs)

(iii) Strengthening of State Councils of Educational Research and Training (SCERTs);

Under the Scheme, non-recurring Central assistance of ₹ 150.00 lakhs and ₹ 90.00 lakhs for new/up-graded DIETs and ₹ 75.00 lakhs and 45.00 lakhs for new/up-graded DRCs is available for Civil works. Non-recurring Central assistance can also be availed of upto 25.00 lakh and 20.00 lakh for equipment for new/upgraded DIETs and ₹ 12.5 lakh and 10.00 lakh for new/Upgraded DRCs. For strengthening of infrastructure, equipment, pre-primary teacher training, an amount of ₹ 20.00 lakh, 6.00 lakh and 5.00 lakh respectively can be availed of for existing DIETs/DRCs.

Recurring Central assistance can also be availed of for salary of faculty of DIETs/DRCs, programmes, faculty development, contingencies and computer consumables.

For Colleges of Teacher Education (CTEs), Central assistance of a maximum of ₹ 1.00 crore per CTE can be availed of during a Plan period for civil works, equipments, salary and programmes.

For Institutes of Advanced Study in Education (IASEs), Central assistance of a maximum of ₹ 2.25 crore can be availed of during the entire Plan period which includes non-recurring Central assistance for civil works and equipment and recurring Central assistance for salary, programmes and Action research.

- 3. The Scheme was revised during the Xth Plan with the following main objectives:-
 - (a) Speedy completion of DIET/CTE/IASE/SCERT projects, which have been sanctioned but not completed up to the end of the IX Plan period.

- (b) Making DIETs, CTEs, IASEs sanctioned (and SCERTs strengthened) upto the IX Plan period, optimally functional and operational.
- (c) Sanction and implementation of fresh DIET/CTE/IASE/SCERT projects to the extent necessary.
- (d) Improvement in the quality of programmes being undertaken by DIETs, etc. especially those of pre-service and in-service training, so as to enable them to effectively play their nodal role of improving quality of elementary and secondary education in their respective jurisdiction, as measured in terms of levels of learner achievement.
- 4. NCERT submitted evaluation report on the Centrally Sponsored Scheme of Teacher Education. Based on the Evaluation Report, the scheme is being revised.
- 5. 571 DIETs, 106 CTEs and 32 IASEs have been sanctioned in various States/UTs of which 555 DIETs, 104 CTEs and 31 IASEs are functional.
- 6. For the year 2011-12, budget allocation of ₹ 500.00 crore has been proposed for the scheme.

Schemes for Development of Educationally Backward Minorities

The National Policy on Education (NPE) has adopted the concept of national system of education, implying that up to a certain level all students irrespective of caste, creed, language or sex have access to education of comparable quality.

The National Policy on Education commits itself to providing all possible means for the development of the educationally backward minorities. A large

number of children of the educationally backward muslim minorities attend Maktabs/Madrassas/Darul-Ulooms. In order to provide them with access to education in modern subjects, the Central Government has been implementing two schemes, namely (a) Scheme for Providing Quality Education in Madrassas (SPQEM) and (b) Scheme for Infrastructure Development of Private Aided/Unaided Minority Institutes (Elementary Secondary/Secondary Schools) (IDMI).

(a) Scheme for Providing Quality Education in Madrassas (SPQEM)

The objective of the SPQEM is to provide financial assistance and encourage traditional institutions like Madrasas and Maktabs to introduce Science, Mathematics, Social Studies, Hindi and English in their curriculum so that children studying in these institutions gain academic proficiency for class I-XII. SPQEM also provides for accreditation of Madarassas to NIOS and vocational education for children in the 14+ age group. In addition, it provides for assistance for computer and science laboratories in Madrassas of Secondary and Higher Secondary level, as also assistance for book banks and science kits at all levels.

An outlay of ₹ 150 crore has been proposed for 2011-12.

(b) Scheme for Infrastructure Development of Private Aided/Unaided Minority Institutes (Elementary Secondary/Secondary Schools) (IDMI).

The objective of IDMI is to facilitate the education of minorities by augmenting and strengthening school infrastructure in Minority Institutions (elementary/secondary/senior secondary schools) in order to expand facilities for formal education to children of minority communities. The scheme aims at inter alia encouraging education facilities for girls, children with special needs and those who are educationally most deprived amongst minorities.

An outlay of ₹ 50.00 crore has been proposed for 2011-12.

Rashtriya Madhyamik Shiksha Abhiyan:

Since universalisation of elementary education has become a Constitutional mandate, it is absolutely essential to push this vision forward to move towards universalisation of secondary education, which has already been achieved in a large number of developed countries and several developing countries. As part of the Central Government's commitment to make secondary education of good quality available, accessible and affordable to all young persons, the Government of India has launched a centrally sponsored scheme to universalise access to and improve quality of education at secondary stage, called Rashtriya Madhyamik Shiksha Abhiyan (RMSA) during the 11th Five Year Plan. The objective of the scheme is to achieve an enrollment ratio 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, socioeconomic and disability barriers, universal access to secondary level education by 2017, i.e., by the end of 12th Five Year Plan and universal retention by 2020. Broad physical targets include improving the enrolment ratio for classes IX-X to 75% within 5 years from 52.26% as in 2005-06, providing facilities for estimated additional enrolment of 32.20 lakh students by 2011-12 through, strengthening of about 44,000 existing secondary schools, opening 11,000 new secondary schools, appointment of 1.79 lakh additional teachers and construction of 80,500 additional classrooms. The Central Government shall bear 75% of the project expenditure during the 11th Five Year Plan, with 25% of the cost to be borne by State Governments. Sharing pattern will be 50:50 for the 12th five-year plan. For both the 11th and 12th Plans, funding pattern will be 90:10 for North Eastern Sates. ₹ 20,120 crore has been allocated for this scheme during the 11th Five Year Plan.

In the year 2010-11, which is the second year of the programme, annual plan proposals have been received from 34 States/UTs. Opening of 1257 new

schools and strengthening of 6635 schools in 13 States have been approved till 31.12.2010. An amount of ₹1700.00 crore has been provided in the budget 2010-11 and an amount of ₹2423.90 crore has been proposed in the budget 2011-12.

Scheme for setting up of 6000 Model Schools at Block Level as benchmark of excellence

First phase of a new centrally sponsored scheme to establish high quality model schools under State Governments in educationally backward blocks throughout the country to serve as benchmarks of excellence had been launched in 2008-09. The salient features of the scheme are,

- i) **Location:** 3500 Model schools will be set up in Educationally Backward Blocks (EBBs).
- ii) **Land:** Land for these schools will be identified and provided by the State Governments free of cost.
- iii) **Medium of instructions:** The medium of instructions will be decided by the State Governments. However, special emphasis will be given on teaching of English & spoken English.
- iv) Classes: The schools will have classes from VI to XII, or IX to XII.
- v) **Management:** These schools will be run by State Government societies similar to Kendriya Vidyalaya Sangathan

The sharing pattern would be 75:25 for both recurring and non-recurring cost for schools with two sections of class VI to XII or class IX to XII. The sharing pattern would be 90:10 for special category States. ₹12, 750 crore has been allocated for the scheme during the 11th Five Year Plan.

Another 2500 schools will be set up under PPP Mode; details of modalities for setting up these schools are under consideration.

In the year 2010-11, 401 model schools have been sanctioned in five states and an amount of ₹372.42 crore has been released to these States as on 31.12.2010. 128 model schools have been operationalised in 04 States in 2010-11. An amount of ₹1200.00 crore has been proposed in the budget 2011-12.

<u>Scheme for construction and running of Girls' Hostel for students of secondary and higher secondary schools</u>

A centrally sponsored scheme to set up Girls' Hostels each with 100 seats in about 3,500 educationally backward blocks was launched in October, 2008. The scheme replaces the earlier NGO driven Scheme for construction and running of Girls' Hostels for Students of Secondary and Higher Secondary Schools, under which assistance was provided to voluntary organisations for running Girls' Hostels. The main objective of the revised scheme is to retain girl child in secondary school so that the girl students are not denied the opportunity to continue their study due to distance to school, parents' financial affordability and other connected societal factors. The girl students in the age group 14-18 studying in classes IX to XII and belonging to SC, ST, OBC, Minority communities and BPL families will form the target group of the scheme. The hostels are to be constructed in KGBV compound wherever space is available. Students passing out of KGBV will be given preference in admission in hostel. In blocks without any KGBV, students in all government/aided schools in the vicinity of the hostel will be eligible for admission. 50% of girls admitted will belong to SC, ST, OBC, Minority communities. ₹ 2000 crore has been allocated for the scheme during the 11th Five Year Plan. Central government will bear 90% of the recurring and nonrecurring project cost.

In the year 2010-11, 159 hostels have been sanctioned in Rajasthan and an amount of ₹ 40.58 crore has been released. For the year 2011-12, an amount of ₹250.00 crore has been provided in the budget 2011-12.

<u>Information And Communication Technology (ICT) In Schools Scheme</u>

The scheme of Information and Communication Technology(ICT) in Schools has been revised in January, 2010 with the following objectives:

- i) To establish an enabling environment to promote the usage of ICT especially in Higher Secondary and Secondary Government Schools in rural areas. Critical factors of such an enabling environment include widespread availability of access devices, connectivity to the Internet and promotion of ICT literacy.
- ii) To ensure the availability of quality content on-line and through access devices both in the private sector and by SIETs.
- iii) Enrichment of existing curriculum and pedagogy by employing ICT tools for teaching and learning.
- iv) To enable students to acquire skills needed for the Digital world for higher studies and gainful employment.
- v) To provide an effective learning environment for children with special needs through ICT tools.
- vi) Promote critical thinking and analytical skills by developing self-learning. This shall transform the classroom environment from teacher-centric to student-centric learning.
- vii) To promote the use of ICT tools in distance education including the employment of audio-visual medium and satellite-based devices.

viii) To promote computer education in all secondary and higher secondary classes and to introduce computer-related elective subjects in the higher secondary classes.

An outlay of ₹ 500.00 crore has been proposed for 2011-12.

National Means-cum-Merit Scholarship Scheme

As per Finance Minister's Budget Announcement of 2007-08, the Government of India launched a Centrally Sponsored Scheme called National Means-cum-Merit Scholarship Scheme in 2008-09. One lakh scholarships of ₹ 6,000/- per annum(₹500/- per month) per student are to be awarded to the selected students each year for study in classes IX to XII. Students, whose parental income from all sources is not more than ₹ 1,50,000/- are eligible to avail of the scholarship. The objective of the scheme is to award scholarships to meritorious students of economically weaker sections to arrest their drop-out at class VIII and encourage them to continue in the secondary stage i.e. up to class XII.

An outlay of $\stackrel{?}{\stackrel{?}{\sim}} 60.00$ crore has been proposed for 2011-12.

National Scheme of Incentive to Girls for Secondary Education

The Government of India launched a Centrally Sponsored Scheme called 'Incentive to Girls for Secondary Education' in 2008-09. According to the scheme, a sum of ₹ 3,000/- is deposited in the name of eligible girls under 16 years of age and unmarried as fixed deposit and she would be entitled to withdraw it alongwith interest thereon on reaching 18 years of age and she should have passed 10th class examination. The scheme will cover (i) all girls belonging to SC/ST communities, who pass class VIII and (ii) all girls who pass VIII from Kasturba Gandhi Vidyalayas (irrespective of whether they

belong to SC/ST) and enroll in class IX in government, Government aided and local Body schools.

The objective of the Scheme is to establish an enabling environment to reduce the drop-outs and to promote the enrolment of girl child mainly belonging to SC/ST communities in secondary schools and ensure their retention to the 18 years of age.

An outlay of ₹ 50.00 crore has been proposed for 2011-12.

Appointment of Language Teachers

The scheme has three components:-

- 1. Appointment and training of Hindi teachers in non-Hindi speaking States,
- 2. Appointment of Urdu teachers and grant of honorarium for teaching Urdu. Financial assistance is provided to State Governments/UTs for appointment of Urdu teachers to any locality where more than 25% of the population is from Urdu speaking community
- 3. Appointment of Modern Indian Language Teachers (other than Hindi) in Hindi Speaking States.

The main objective of the scheme is to assist States/UTs in implementing Three Language Formula. The scheme has been revised to make it more effective.

An outlay of ₹ 5.00 crore has been proposed for 2011-12.

Inclusive Education for Disabled at Secondary Stage (IEDSS)

The Scheme of Inclusive Education for Disabled at Secondary Stage (IEDSS) was launched in 2009-10. This Scheme replaces the earlier scheme of

Integrated Education for Disabled Children (IEDC) and provides assistance for the inclusive education of the disabled children in classes IX-XII.

The aim of the Scheme 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 environment.

The components of the scheme include: i) assessment of medical / educational needs, ii) provision of student specific facilities, iii) development of learning material, iv) support services like special educators, v) construction and equipping of resource rooms, vi) training of general school teachers to build their capacity to fulfill the needs of children with special needs vii) make schools barrier free. Setting up of Model inclusive schools in every State is also envisaged.

The scheme covers all children passing out of elementary schools and studying at secondary stage in Government, local body and Government-aided schools, with one or more disabilities as defined under the Persons with Disabilities Act (1995) and the National Trust Act (1999) in the age group 14+ to 18+ (classes IX to XII), namely, i) Blindness, ii) Low vision, iii) Leprosy cured, iv) Hearing impairment, v) Locomotor disabilities, vi) Mental retardation, vii) Mental Illness, viii) Autism, and ix) Cerebral Palsy, and eventually cover Speech impairment, Learning Disabilities, etc.

Girls with disabilities receive special focus and efforts made under the scheme to help them gain access to secondary schools, as also to information and guidance for developing their potential. There is a provision of a monthly stipend of ₹200/- for the disabled girls.

Central assistance for all items covered in the scheme is on 100 per cent basis. The School Education Department of the State Governments/ Union Territory (UT) Administrations would be the implementing agency. They may

involve NGOs having experience, in the field of education of the disabled, in the implementation of the scheme.

At the central level, a Project Monitoring and Evaluation Group (PMEG) has been constituted to appraise the proposals from the State Governments and also for monitoring and evaluation. This has several experts in the field of inclusive education.

Financial assistance is given to States / UTs and other Institutions on the basis of proposals as per the prescribed format and is approved by the PMEG chaired by Secretary (School Education & Literacy)

An outlay of ₹ 100.00 crore has been proposed for 2011-12.

Vocationalisation of Secondary Education

The scheme of Vocationalisation of Secondary Education was launched in 1988. Under the scheme since its inception, 10,000 schools have been covered with an intake capacity of about 10 lakh students. As per the evaluation study carried out in 1995-96, about 4.8% students were diverted to vocational stream, 28% of Vocational pass outs were employed/self-employed and 38.3% vocational pass outs were pursuing higher studies.

Under the Scheme an enrollment capacity of about ten-lakh students in about 10000 schools with about 21000 sections approximately have been created so far. The total Central assistance provided under the Scheme since inception in 1987-88 is ₹765 crores.

Based on recommendation of various review Groups/Committees, the scheme is being revised.

An outlay of ₹ 25.00 crore has been proposed for 2011-12.

ADULT EDUCATION

Saakshar Bharat

It was on 4th June, 2009 that the Government had announced its decision to recast the National Literacy Mission. Saakshar Bharat, new variant of NLM has been launched by the Prime Minister on 8th September, 2009. It has been operationalised w.e.f. 1st October, 2009. Saakshar Bharat has adopted volunteer based approach to impact basic literacy. It envisages to (i) achieve 80% literacy by the end of XI Plan, (ii) to minimize regional disparities, in literacy and (iii) to reduce gender gap in literacy.

The saakshar Bharat will confine to the districts having adult female literacy rate of 50% or less, as per census 2001. 365 districts covered under the criteria have been identified in 25 States and one UT. Besides, 35 districts affected with worst left wing extremism are also to be covered, irrespective of their adult female literacy rate. Prime focus of saakshar Bharat is women but does not exclude men from its ambit.

Saakshar Bharat has been operationalized within a period of six months from the decision of the Govt. to literate every women in the country i.e. by December, 2009. In view of the 73rd Constitutional amendment, Saakshar Bharat has to be implemented through Panchayati Raj Institutions. It has also been decided to implement the programme during the 11th Plan period in a phased manner. Accordingly, the Mission has been rolled out in 167 districts in 19 States, covering over 81,000 Gram Panchayats during 2009-10. In all, 3.83 crore non-literate adults are expected to be benefited in these districts. The Government of India's share of ₹325.98 crore, as the first installment, has been released by March, 2010. During 2010-11, 118 more districts have been brought under its umbrella to cover over 1.77 crore non-literates in about 40000 gram panchayats.

For smooth and effective implementation and monitoring, Saakshar Bharat provides for:

- ≅ Constitution of Saksharta Samities at Gram Panchayat, Block and District level, apart from SLMA at state level
- ≅ Opening of one Saving Bank account at state (SLMA) level and subsidiary accounts at district, Block and Gram Panchayat level;
- ≅ Auto swift of balance in the account to the fixed deposit to earn high interest rate.
- ≅ A household survey is required to be conducted by the States to identify the potential learners
- ≅ Apart from identifying the potential learners, the States are also required to identify the voluntary teachers for conducting the literacy class, batch matching during the survey.
- ≅ Merger of erstwhile Nodal Continuing Education Centers (NCECs)/ Continuing Education Centers (CECs) to establish one AEC in each Gram Panchayat.
- ≅ Setting up of new AEC, where there was no NCECs/CECs under the erstwhile CE programme.

An outlay of ₹ 488.50 crore has been proposed for 2011-12.

Scheme of Support to Voluntary Agencies for Adult Education and Skill Development

In order to promote adult education & 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 Sansthans. With effect from 1st April, 2009, both these schemes have been merged and a modified scheme, namely, "Scheme of Support to Voluntary Agencies for Adult Education and Skill Development" has

been put up in place. The main objective of this Scheme is to secure extensive as well as intensive involvement of the voluntary sector in the endeavor of the Government to promote functional literacy, skill development and continuing education among adults, under the overall umbrella of Saakshar Bharat. The Scheme encompasses three components, namely, State Resource Centres, Jan Shikshan Sansthans and Assistance to Voluntary Agencies.

i) State Resource Centres (SRCs)

The State Resource Centres (SRCs) are mandated to provide academic and technical resource support to adult and continuing education through development and production of material and training modules. Currently, there are 29 SRCs in different parts of the country.

The main functions of State Resource Centres are as follows:

- ≅ Development of teaching-learning and training material for literacy programmes.
- ≅ Production and dissemination (including translation) of literature for adult education.
- \cong Training of literacy functionaries.
- ≅ Undertaking motivational and environment building activities for adult education.
- ≅ Multimedia works.
- \cong Running of field programmes.
- ≅ Action research, evaluation and monitoring of literacy projects.
- Undertaking innovative projects to identify future needs of literacy programmes.
- ≅ SRCs in Category A and B are provided annual recurring grant up to ₹100
 lakh and ₹70 lakh respectively

- ≅ Three new SRCs in Category B, one each in the States of Andhra Pradesh, Arunachal Pradesh, and Rajasthan have been sanctioned.
- ≅ Four SRCs namely SRC at Bhopal , Rohtak, Guwathi and Shimla have been upgraded from Category B to Category A.
- ≅ SRCs have taken up special programmes for capacity building of their own academic staff through professional institutions.
- ≅ In the context of launch of Saakshar Bharat, 13 SRCs developed new primers for the programme. These primers have since been approved by the Expert Committee constituted to ensure quality of the teaching-learning material developed for Saakshar Bharat programme.

ii) Jan Shikhshan Sansthans (JSSs)

Jan Shikhshan Sansthans (JSSs) are established to provide vocational training to non-literate, neo-literate, as well as school drop outs by identifying skills as would have a market in the region of their establishment. They are categorized into Category 'A', 'B' and 'C' and are entitled to an annual grant up to ₹40 lakh, ₹35 lakh and ₹30 lakh respectively. JSSs impart skill development training in nearly 394 vocational courses in Cutting and Tailoring, Beauty Culture and Health Care, Fashion Designing, Electrical and Electronics, Automobiles Repairs, Soft Toys Making, Agriculture Allied Courses, Cottage Industry Courses, Handicrafts, Bakery and Confectionery, Textile Technology, Leather Technology and Building Technology. In selection of beneficiaries, priority is given to women, SC,ST and OBC groups, minorities and other economically weaker sections. In order to improve functioning of JSS, standardization of curriculum of Vocational Courses has been undertaken through NIFT and other reputed agencies. The principal objective of these efforts is to improve the quality of training imparted which in turn depends on the curriculum, quality of instructors and infrastructure available. All JSSs will adopt the curriculum developed by NIFT. In all, 5.88

lakhs beneficiaries are expected to be covered under different vocational training programmes.

A Web based Monitoring System for JSSs / SRCs is being developed through NIC. NIC has taken up to develop the Web Based Management and Monitoring System for JSSs which is the major component of the scheme 'Support to Voluntary Agencies for Adult Education & Skill Development'. The system for the JSSs is designed to include the important functionalities. i.e. details of expenditure, MIS, Skill Development courses and feedback mechanism.

An outlay of ₹ 100.00 crore has been proposed for 2011-12.

New Initiatives

The National Literacy Mission Authority has taken up the following new initiatives:

- ≅ Standardization of curriculum of vocational courses through competent Institutions like NIOS, IGNOU and NIFT.
- ≅ Annual Action plan of JSSs has been systematically computerized.
- ≅ Exhibitions of material have been organized at regional level to promote the products of JSSs.
- ≅ Performance Audit of JSSs has been entrusted to identified expert agencies like IPAI, CSMS, FMRRS to undertake the performance audit of JSSs
- ≅ Region wise workshops have been held with JSSs for standardization of cost estimates of vocational training programmes.
- ≅ NLMA, TRIFED and NSTFDC (National Scheduled Tribes Finance and Development Corporation) have entered into a Memorandum of Understanding (MoU) with the objective to improve literacy levels and quality of life of the tribal adults, impart training in skills that have a

- market demand, extend marketing support to the beneficiaries and extend credit facility.
- ≅ An interactive meeting was organized with CEOs of major Public Sector Undertakings & Banks on 19th May, 2010 to associate PSUs and Banks on promoting Saakshar Bharat as part of their Corporate Social Responsibility.
- ≅ As a part of Public Private Partnership under Saakshar Bharat, an interactive meeting between MOS (HRD) and CEOs of corporate houses & companies of Southern Region was held on 8th September, 2010 in Hyderabad. Consequently, it is expected that the private sector will come forward to join hands with NLMA for promotion of Saakshar Bharat.
- ≅ As a part of Public-Public Partnership, NLMA and Container Corporation of India have entered into a Memorandum of Understanding for collaboration in the following areas:
 - i) Sponsoring of multi-tier awards for literacy educators, literacy managers, neo literates and other stake-holders;
 - ii) Building of Adult Education Centres (AECs) in Gram Panchayats and villages that perform exceedingly well;
 - iii) Sponsoring of model AECs that may have TVs, Computers and Solar energy back up besides other essentials;
 - iv) Joint advertising and publicity to effectively carry out message to the beneficiaries and motivate them in other areas of collaboration;
 - v) Skill Development/Vocational training;
 - vi) Seminars and Exchange Programme;

Chapter- II

OUTLAYS AND PROJECTED OUTCOMES 2011-12

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₹ in crore	Remarks/Risk Factors		Availability of land by State Government for schools/classrooms	Institutional capacities in States/UTs to carryout quality improvement programs.	Teacher unions attitudes towards measures for teacher accountability.
Sarva Shiksha Abhiyan (SSA)	Processes/ Timeline		Annual		
	Projected		Improved access to girls, SC, ST, OBC and minorities.		
	Quantifiable Deliverables /physical outputs		Opening of 1000 primary schools & 5000 upper primary schools.	Recruitment of 2.0 lakh teachers.	Construction of 5.0 lakh additional classrooms.
	Outlay 2011-12	Comple- mentary Extra- Budgetary Resources	ı		
		Plan Budget	21000		
		Non-Plan Budget	I		
	Objective/ Outcome		Improving access, enrolment, retention and quality of elementary education.		
Sarva Sl	Name of Scheme/ Progra- mme		Sarva Shiksha Abhiyan (SSA)		

National Programme of Mid Day Meal in Schools

Processes/ Remarks/Risk factors Timeliness		Regular delivery of cooking cost and food grains at school level by States and UTs to ensure that good quality meal is served to children without any interruption - Compliance of scheme guidelines in letter and spirit by State Governments and UTs. - Assessment of the implementation of the scheme
Proc Time		
Projected outcomes		Regular provision of cooked mid-day meal to all children in classes I- VIII in Govt. and Govtaided elementary schools and EGS/AIE Centers including recognized Madrasas and Maqtab as well as children of National Child Labour Projects, in a hygienic situation so
Quantifiable deliverables		i) Regular provision of cooked midday meal to 11.36 Crore Children (7.97 crores at Primary level and 3.39 Crores at Upper Primary level) in Govt. and Govt. and Govt. and Govt. and Madaras and
11-12	Complimen tary/ Extra budgetary resources	īZ
Outlay 2011-12	Plan	10380
	Non Plan	ĪZ
Objective/Outcome		Implementation of the programme for children of elementary stage (classes I to VIII) studying in Govt., local body & Govt. aided schools, EGS/AIE Centers and recognized Madrasas and Maqtabs as well as children of National Child Labour Projects and serving mid day meal during summer vacations in drought affected areas with the following objectives: - (i) To improve nutritional status of children, belonging to disadvantaged sections, to attend school more regularly and help them concentrate on classroom activities.
Name of Scheme/ Programme		National Programme for Mid Day Meal in Schools

Remarks/Risk factors																			
Processes/ Timeliness		progress of the	construction of	kitchen-cum-	stores through	Quarterly	Progress	Report,	National and	Regional	Review	Meetings and	Review	Missions					
Projected outcomes		that	nutritional	status of	children is	improved													
Quantifiable deliverables		Child	Labour	Projects.		(ii)	Construction	of Kitchen-	cum-Stores	in 1.80 lakh	schools		(iii)	Procurement	of kitchen	devices in	1.35 lakh	school.	
1-12	Complimen tary/ Extra budgetary																		
Outlay 2011-12	g																		
Outla	Plan																		
Outle	Non Plan																		
Objective/Outcome Outla		Child Labour	Projects.		(ii) Construction of	Kitchen-cum-Stores	in 1.80 lakh schools		(iii) Procurement of	kitchen devices in	1.35 lakh school.								

Mahila Samakhya

(₹ in crore)

Objective/Outcome		Outlay 2011-12	1-12	Quantifiable Deliverables/ Physical outputs	Projected Outcomes	Processes/ Timelines	Remarks/ Risk Factors
B	Non- Plan Budget	Plan- Budget	Complimentary Extra- Budgetary Resources				
Education and empowerment of women in rural areas, particularly of women from socially and economically marginalized groups. The main objective are: - To facilitate empowerment of rural women through education To enhance self image and self confidence of women To create an environment where women can seek knowledge and information to play a proactive role in society To provide opportunities for education for women and adolescent girls To bring about greater participation of women and girls in formal & non-	IÏ.	*50.00	īZ	- Expansion within existing districts to increase No. of Sanghas and women members Consolidation of existing work through achievement of autonomy by existing federations, as also withdrawal from autonomous 20 federations blocks.	The MS programme works for the education and empowerment of women in rural areas, particularly those from socially and economically marginalized groups. The Sanghas provide the women a space to meet, discuss issues & problems, seek knowledge and information and make informed choices.	Education and empowerm ent through the MS Programme is an ongoing and continuous process.	State level implementation

* This amount includes 45.00 crores as Externally Aided Component, as MS programme is being funded by Department for International Development (DFID) on the basis of a 90:10 funds sharing pattern with GOI.

Centrally Sponsored Scheme of Restructuring and Reorganization of Teacher Education

Remarks/Risk Factors			Competent Authority				- Timely receipt of		States/UTs.		-															
Processer/ Timeline			recurring and	assistance to	the State	Govern-ments	through	ξį	process and	periodical	monitoring of	physical and	financial	targets/	output.											
Projected Outcomes 2010-11		S	professionally skilled	the Teacher Training	institutions of the	country. Towards this	end, the Scheme	provides support for	payment of salaries to	the teacher educators	of IASEs and CTEs.		(ii) To improve the	professional	competence of in-	service teachers, head	masters along with	their skill development,	on an ongoing basis.	Towards this end,	Central assistance is	provided for in-service	training of teachers,	head masters and	officers of Education	Department, etc. It is expected that over 3.50
Quantifiable Deliverables /Physical Outputs		ceipt of	Plan from	time	assistance to	them.		2. Establishment	IET/C	every district	&up-gradation of	CTEs/IASE as per	norms & actual	needs of	States/UTs.		3. Strengthening	of SCERTs based	on proposals	received from	them.	4.	Implementation	of the following :-		(a) stablishment of Block Institute
11:	Complimentary Extra- Budgetary Resources	,																								
Outlay 2010-11	Plan Budget	200																								
	Non- Plan Budget	ı																								
Objective/Outcome		To create a sound	institutional	pre-service and in-	service training of	elementary and	secondary school	teachers through:		i) Establishment of	District Institute of	Education & Training	(DIETs) in every	district.		ii) Up-gradation of	selected Secondary	Teacher Education	Institutions into	Colleges of Teacher	Education	(CTE)/Institutes of	Advanced Study in	Education (IASEs).		iii) Strengthening of State Councils of
Name of Scheme/ Programme		Centrally	Sponsored	Restructuring	and	Reorganization	of Teacher	Education																		

lakh teachers, head	masters, etc would be	provided training.		(iii) To improve the	infrastructural and	transactional	environment in teacher	educational institutions	of the country. Towards	this end, the Scheme	provides infrastructural	grant for civil works and	equipment on need-	based criteria subject to	financial caps laid down	in the Scheme.		(iv) To create a supply	of professionally skilled	teachers for all levels of	school system. Towards	this end, the Scheme	supports payment of	teacher educators in	the DIETs and DRCs,	apart from over 4,000	para-academic staff in	these institutions.					
of Teacher	Education	(b) Training of	Untrained	Teachers;	(c) Professional	Development of	Teacher	Educators:	(d) Technology	in Teacher	Education;	(e) Integrating	Elementary	Teacher	Education with	Higher Education	(f) Preparation	of Teacher	Educators	(g) Public Private	partnership (PPP)	in Teacher	Education										
Educational Research	& Training (SCERTs).		iv) Implementation	of the following :-	(a) Establishment of	Block Institute of	Teacher Education	(b) Training of	Untrained Teachers;	(c) Professional	Development of	Teacher Educators:	(d) Technology in	Teacher Education;	(e) Integrating	Elementary Teacher	Education with	Higher Education	(f) Preparation of	Teacher Educators	(g) Public Private	partnership (PPP) in	Teacher Education.										

(v) To upgrade skills of	teacher educators. This	is supported by	providing Central	assistance for faculty	development	programmes for the	teacher educators in	DIETs, CTEs and IASEs.	(vi) To initiate	preliminary activities on	implementation of the	following :-	(a) Establishment of	Block Institute of	Teacher Education	(b) Training of	Untrained Teachers;	(c) Professional	Development of	Teacher Educators:	(d) Technology in	Teacher Education;	(e) Integrating	Elementary Teacher	Education with Higher	Education	(f) Preparation of	Teacher Educators	(g) Public Private	partnership (PPP) in	Teacher Education

Scheme for providing Quality Education in Madrassa (SPQEM)

Sr. No.	Name of	Objective/				Quantifiable	Projected	Processes	Remarks/Risk Factors
	Scheme/ Programme	Outcome	Č	Outlay 2011-12	1-12	Denverables /physical outputs	outcomes	/Timeline	
			Non- Plan Budget	Plan Budget	Complimen tary Extra- Budgetary Resources				
-i	Scheme for providing Quality Education in Madrassa (SPQEM)	honorarium to teachers teaching Modern subjects in Madrassas like English, Math, Social Studies, Science, Languages Madrassas may opt for Accreditation to NIOS and also vocational education to 14+ age students. Assistance to Madrassas of Secondary & Higher Secondary level for computer/Science lab Assistance for all levels of Madrassas for book bank and science kits.		150		Madrasas will be assisted by the State Governments to appoint teachers in English /Math /Science subjects. Choice of subject and teachers are made by Madrasas Managements. It is estimated that 6000 Madrasas (approx) including renewal cases of Madrasas will be assisted under the Scheme through the State Governments.	Students enrolled in the targeted Madrasas and join main stream education at higher levels of Madrassas and higher education	Within the current financial year.	Dependent on Madrasas seeking assistance and its proper implementation. Approval of concerned State Government.

2.	Scheme for To	To facilitate	ı	50	ı	About 30-35 private Students of	Students of	Within two	Within two Dependent on minority	on	minority
	Infrastructure education	education of				minority	minority	years after	institutions seeking assistance	seeking	assistance
_	Development	minorities by				aided/unaided	community	the release	and its proper implementation.	implemer	ntation.
	of Private	augmenting and				institions would be	studying in	of funds			
	aided/ unaided	strengthening school				assisted by creating	schools would				
	Minority	infrastructure in				infrastructure like	be benefited.		,		
	Institutes	minority institutions.				classrooms, science			Approval of concerned State	concerr	ed State
	(Secondary/Se					rooms, toilets,			Government.		
	nior	Encourage education				drinking water					
_	Secondary	facilities for girls,				facilities and hostels					
	Schools	,									
_	(IDMI)	children with special									
		needs and those who									
		are most deprived									
_		educationally									
_		amongst minorities.									

Rashtriya Madhyamik Shiksha Abhiyan(RMSA)

S. S.	Name of Scheme	Objective/ Outcomes		Outlay 2011-12	-12	Quantifiable Deliverables/ Physical Outputs	Projected Outcomes	Processes/Timelines	Remarks/Risk Factors
			Non-	Dlan	Compli- mentary				
			Plan	Budget	Extra-				
			Budget	0	Budgetary Resources				
-	Rashtriya	1.		2423.90	1	1. No. of	1. Sanctioning of	1. Proposals to be	1. This is relatively a
	Madhyamik	Universalising				schools:	3000 new secondary	formulated by the	new centrally
	Shiksha	access to				upgraded/stre	schools.	State	sponsored scheme
	Abhiyan	improvement				ngthened.	2. Sanctioning	Governments, after	which is only in third
	(RMSA)	and of quality				2. No. of	strengthening of	identifying gaps	year of its
		of education at				classrooms	about 10000 existing	through district	implementation.
		secondary				sanctioned.	secondary schools	level planning and	
		stage by 2017				3. No. of	through provision for	project forwarded	2. Projected out-
		through				laboratories,	additonal class	to central	comes are tentative.
		providing a				libraries for	rooms, laboratories,	Government.	
		secondary				construction	libraries, computer		3. Timely receipt of
		school within 5				sanctioned.	room, toilets,	2. On approval of	complete and viable
		kilometer of				4. No. of	drinking water	the project/propo-	project proposals from
		every				toilet blocks	facilities, etc.	sal from State	the State
		habitation.				sanctioned.	3. In service training	Governments, the	Governments is a pre-
						5. No. of	of about five lakh	Central	requisite for fund
		provir				teachers	secondary teachers	Government will	release.
		quality of				provided in	4. Provision for lab	release tund to	:
		secondary				service	accessories, books,	implementating	4. Limited availability
		education.				training.	minor repair, water,	Societies.	of funds.
		,				6. No. of	electricity etc. for		,
		3. Addressing				teachers	about 60,000 govt.	3. State share is	5. Receipt of
		equity issues				appointed.	secondary schools	also to be released	UC/Audited Accounts
							through school	to State Societies.	in respect of past
							annual grant.		grant from the State
									miplementing societies

Scheme for Setting up of 6,000 Model Schools at Block level

Name of Scheme	Objective/ Outcomes	0	Outlay 2011-12	-12	Quantifiable Deiverables/ Physical Outputs	Projected Outcomes	Processes/Timelines	Remarks/Risk Factors
		Non-Plan Budget	Plan Budget	Complime- ntary Extra- Budgetary Resources				
Scheme for Setting up of 6000 Model Schools at Block Level as Bench Mark of Excellence (First phase for setting up of 2,500 schools under State Govt. has been approved)	1. To have at least one good quality secondary school in every block. 2. Model school to have a pace setting role. 3. To try out innovative curriculum and pedagogy. 4. To be a model in infrastructure, curriculum evaluation and school governance.	1	1200	1	1. No. of schools sanctioned. 2. No. of blocks covered. 3. Enrollment in such schools	Sanctioning of around 1000 schools.	1. Proposals to be formulated by the State Governments, after identifying land in blocks covered and project forwarded to central Government. 2. Land for construction of the schools to be provided/facilitated by the State Governments. 3. On receiving proposals from implementing agencies, the Central Government will release funds to the concerned implementing agencies. 4. State share is also to be released by the State Govt. to implementing	1. This is a relatively new centrally sponsored scheme and this will be only third year of its implementation. 2. Projected outcomes are tentative. 3. Timely receipt of complete and viable proposals from the State Govts. and availability of funds. 4. Limited availability of funds. 5. Receipt of UC/Audited Accounts in respect of past grant from the State implementing societies

Scheme for Construction and Running of Girls' Hostel for Students of Secondary and Higher Secondary Schools

(₹ in crore)

Name of Scheme	Objective/Outc omes		Outlay 2011-12	1-12	Quantifiable Deliverables / Physical Outputs	Projected Outcomes	Processes/Timelines	Remarks/Risk Factors
		Non-Plan Budget	Plan Budget	Complimentary Extra-Budgetary Resources				
Scheme for Construction and Running of Girls Hostels for Students of Secondary & Higher Secondary Schools.	Construction of girls hostels in educationally backward blocks for girl students of class IX to XII with a view to increase access to secondary education and increase the enrolment of girls students.	1	250	1	No. of girls' hostels sanctioned under the scheme-(State-wise). Number of beneficiaries/ girls availing of the hostel facilities. No. of SC/ST/ Minority beneficiaries.	Taking up construction of around 300 girls' hostels in educationally backward blocks through State Governments.	1. On approval of the project proposals from State Governments, the Central government will release funds to States for construction of hostels 3. The first installment of 50% of the total grant is released immediatety after approval of the project. 4. Grant is to be released to State Governments, who in turn will release it to the implementing	This is a new centrally sponsored scheme which is only in third year of its implementation. Projected outcomes are tentative. Timely receipt of complete and viable proposals from the State Governments. Implementation is through State Governments. Non availability of land, delay in construction etc.
							society or the scheme.	

Information and Communication Technology in Schools Scheme(ICT)

Name of Scheme / Programme	Objective / Outcomes		Outlay 2011-12	.12	Quantifiable Deliverables /Physical Outputs	Projected Outcomes	Processes/ Timeliness	Remarks / Risk factors
					candino			
		Non Plan Budget	Plan Budget (proposed)	Compliment ary Extra- Budgetary Resources				
	4) To enable students to acquire skills needed for the Digital world for higher studies and gainful employment.				2. To provide induction training to 3 lakh teachers.			
	5) To provide an effective learning environment for children with special needs through ICT tools.				3. Refresher			
	6) Promote critical thinking and analytical skills by developing				training for 5 lakh teachers.			
	self-learning. This shall transform the classroom environment from teacher-centric to student-centric				4. Set up smart Schools in States.			
	ıming.				5. Sanction for e-content			
	tools in distance education including the employment of audio-visual medium and satellite-based devices.				developed by Central Institute of Educational Technology, Regional Institutes of			
	8) To promote computer education in all secondary and higher secondary classes and to introduce computer-related elective subjects in the higher secondary classes.				Education of NCERT, State Institute of Educational Technology and other wings of Central and State Government and outsourcing to private sector			
					private sector.			

National Means-cum-Merit Scholarship Scheme

Name of the Scheme/Programme	Objective/ Outcome	Outlay 2011-12	11-12		Quantifiable Deliverables/Physical Outputs	Projected Outcomes	Proce ssess/ Timel -ines	Remarks/Risk Factors
		Non Plan Budget	Plan Budget	Complime ntary Extra Budgetary Resources				
National Means-cum-	To award	N. I.	90.09	1	To disburse about1 lakh With the award	With the award	1	The corpus fund for the
Merit Scholarship	scholarship to				fresh scholarships to	of scholarship it		National Means-cum-
Scheme	meritorious				meritorious students passing	is expected that		Merit Scholarship
	students of				out of Class VIII and to	meritorious		Scheme created with the
	economically				continue about 79349	students of		State Bank of India for
	weaker sections				scholarships. In addition	economically		disbursement of
	to arrest their				continuation of scholarship	weaker sections		Scholarships has been
	drop out at Class				to students of 3rd ^d batch would continue	would continue		wound up and
	VIII and to				who would have passed Xth	their education		scholarships are
	encourage them				class and reached the XIth	upto Secondary		disbursed from the
	to continue in				class, and of 2 nd batch .of	stage.		annual budget provision
	the Secondary				2008-09 and 2009-10 who			made for the scheme
	Stage upto Class				have passed class IXth and			during 2010-11.
	XII.				reached class Xth.			

National Scheme of Incentive to Girls for Secondary Education Scheme

Name of the Scheme/Pro gramme	Objective /Outcome	Out	Outlay 2011-12		Quantifiable Deliverables/ Physical Outputs	Projected Outcomes	Process/Time lines	Remarks/Risk Factors
		Non Plan Budget	Plan Bud- get	Compli- mentary Extra Budgetary Resources				
National	To promote	Nii	50.00	ı	About 2.50	lt is	.Proposals received from	1
Scheme of	enrolment of				lakh girl	expected to	the States/UTs are	
Incentive to	Girls belonging				students are	promote	placed before the Grant-	
Girls for	to weaker				expected to	enrolment	in-Aid Committee set up	
Secondary	sections of the				be covered	of girls of	for the purpose and	
Education	society in				for incentive	weaker	sanctioned after getting	
Scheme	secondary				-/000€ ≩ @	sections of	approval of IFD or in	
	schools and to				each.	society in	cases, where the	
	reduce their					Secondary	proposal could not be	
	drop out at					Schools	placed before GIAC,	
	secondary and						proposals were	
	higher						sanctioned with the	
	secondary						approval of IFD and	
	stage.						Chairperson, GIAC i.e.	
							Secretary(SE&L)	

Appointment of language Teachers

Name of the Scheme/ Programme	Objective/ Outcome		Outlay 2011-12	1-12	Quantifiable Deliverables/ Physical Outputs	Projected Outcomes	Processes/ Timelines	Remarks/ Risk Factors
		Non- Plan Budget	Plan Budget	Complimen- tary Extra Budgetary Resources				
heme of Financial Assistance for Appointment of Language Teachers	To assist the States/UTs to implement Three Language Formula	ı	5.00	1	Sanction and appointment of 4000 Hindi Teachers, 150 Urdu Teachers and 50 Regional language teachers to various State Govt./UTs.	To implement Three Language Formula effectively	1	The scheme is demand driven. The scheme depends on the proposals from the State Govt/UTs.

<u>Inclusive Education for the Disabled at Secondary Stage (IEDSS)</u>

Name of	Objective				Quantifiable	Projected	Processes/	Remarks/
Scheme /	/Outcome		Outlay 2011-12	11-12	Deliveries/	Outcomes	Timeliness	Risk Factors
Programme					Physical			
					Outputs			
		Non-Plan	Plan	Compli-				
		Budget	Budget	mentary				
				Extra				
				Budgetary Resources				
Inclusive	To enable all	ı	100	1	1.No. of children	2.00 lakh	Subject to	1. Projected
Education for	students with				covered.	disabled	receipt of	outcomesare
the Disabled	disabilities, after				-	children	timely Viable	highly tentative
at Secondary	completing eight				2. No. of schools	(approx)	Proposals,	and depend on
Stage (IEDSS)	years of elementary				covered.	proposed to	Progress	State
	schooling, to pursue				3. No. of	be covered	Reports,	Government's
	further four years of				resource		Expenditure	projections.
	secondary schooling				teachers		Statement,	-
	(classes IX to XII) in				annointed		Utilisation	2.Implementation
	an inclusive and))))		Certificate	of the Scheme
	enabling						from the	depends on timely
	environment.						\cap	receipt of viable
							•	and complete
								proposals from
								the State
								Governments

Centrally Sponsored Scheme of Vocationalism of Secondary Education

Remarks/ Risk Factors		7 2% ~	Minutes have been approved.					
Processes/ H		Receipt of . proposals from restance.	of by	PSSCIVE and Boards in collaboration	with industry and Sector Skill Councils (SSCs).	Assessment and certification procedures will be developed.		
		100 Re	no O O O O O O	50 PS Bc	1 wi	500 pr	2000	200
Quantifiable Deliverables/ Physical Projected Outputs Outcomes		(i) No. of new/Vocational schools	(ii) No. of existing schools to be strengthened	(iii) Monitoring bodies established for the new scheme.	(iv) Establishment of Central Board of Vocational Education	(v) to cover schools under Public Private Partnership (PPP) mode.	(vi)to provide 7 days in service training to teachers per year	(vii) to provide 30 days per year induction training to teachers.
	Compleme ntary Extra- Budgetary Resources							
Outlay 2011-12	Plan Budget	25						
0	Non-Plan Budget							
Objective/ Outcome		Diversification of educational opportunities so as to enhance individual employability, reduce	the mismatch between demand and supply of skilled manpower and to provide an alternative for those pursuing higher	education				
Name of Scheme/ Programme		Centrally Sponsore d Scheme	of Vocational istion of	Secondar y Education				

ADULT EDUCATION

Name of Scheme/ Programme	 Objective/Outcome		Outlay 2011-12	1-12	Quantifiable Deliverables Physical Output	Projected Outcomes	Process/ Timelines	Remarks / Risk Factor
		Non- Plan Budget	Plan Budget	Complimen -tary Extra- Budgetary Resources				
Adult Education and Skill Development ent (Saakshar Bharat)	Target has been fixed to attain 80% literacy in by 2012	N. N. I.I.	488.50		Setting-up of Adult Education Centres for Adult Education and Continuing Education to impart basic literacy to targeted non-literates and to conduct Assessment of neo-literate. Equivalency programmes through NIOS for those dropouts neo-literates who want to continue their education.	The proposed physical targets are as under:-Adult Education Centres to cover 2.50 crore nonliterates and coverage of 1.32 crore learners under Equivalency Programme.	Annual	
Scheme for Support to NGOs/Instit utions/ SRCs for Adult Education and Skill Develop-ment	Providing academic and technical resource support for literacy prgrammes/implementing literacy programmes and to improve the occupational skills and technical knowledge of the neo-literates and to raise their efficiency and increase productive ability.	N.I.	100.00	1	Release of Annual grant to 271 JSSs and 29 SRCs to meet the objectives of JSSs/SRCs.	To cover the 7.00 lakhs beneficiaries under Vocational courses. During the year 2011-12 five new SRCs are proposed to be set up.	Annual	
National Literacy Mission Authority	To formulate policies and programme of NLMA though its Council, Executive committee and Project Approval Committee		2.00		 ≡ Council Meeting-1 ≡ Executive Committee Meeting-2 ≡ Grant-in-Aid Committee Meeting -2 	To fulfill the objectives of the NLMA	Annual	

Annual	
According to the Annual Action Plan, various programmes on account of Annual Action Plan meeting of JSS and workshop for preparation of IPCL material and Developing the Teaching Learning Material will be organized, Similarly, the Directorate of Adult Education has to under take following activities: 1) Training of Key Resource Persons/ Master Trainer. 2) Production of material for neo-literates. 3) Broardcast/ Tellecast of Audio/ Video spots on AIR and Doordarshan relating to Saakshar Bharat programme. 4) Monitoring of SRCs/ JSSs. 5) Evaluation of SRCs/ JSSs and NGO's. 6) Printing of Publications on Adult Education. Accordingly, annual plan for the year 2011-12 has been formulated.	
For extending the resource support, the Directorate of Adult Education organize seminars/workshops on various aspects and components of the literacy programmes for the benefit of the implementers, key resource persons. State Resource Centres, Jan Shikshan Sansthans and other agencies engaged in Literacy activities 50 programmes on the activites have been proposed to be organized during the year 2011-12 which includes (ii) organizing seminars/workshops on various aspects (iii) Telecast/Broadcast of literacy programmes produced by the Dtc. On AIR/Doordarshan channels and production of audio/video programme on literacy and programme on Seebration of Celebration of Celebration of CE Scheme/JSS/SRC by the Evaluating of monthly Iournal Saakehar Rharat	t c t
9.50	
2.95	
Directorate of Adult Education is functioning as the National Resource Centre for providing academic and technical resource support to the National Literacy Mission and the various literacy and adult education programme including the newly launched Saakshar Bharat in the country.	
Directorate of Adult Education	
4	

CHAPTER – III

NEW INITIATIVES, REFORM MEASURES AND ACHIEVEMENTS

Right to Education (RTE) Act and Sarva Shiksha Abhiyan (SSA)

The RTE Act bestows legal rights for elementary education on all the children of the country. State Governments will need to gear up their official machinery to take up the challenge of free and compulsory elementary education of all children in the 6- 14 age group. The Sarva Shiksha Abhiyan (SSA), norms have been modified to conform with the RTE mandate. The SSA covers all districts in the country in order to ensure access, retention and quality improvement in elementary education.

The improved access and focused attention towards enrolment of children have led to the reduction of out of school of children over time, as follows:

(In Crores)

2001-02	2004-05	2009-10
(census)		
3.20	1.35*	0.815*

^{*}As per National Report of SRI-IMRB - 2009

Consequent to improvement in access by opening of 3,09,727 schools, construction of 11,66,868 additional class rooms and recruitment of 11.13 lakh teachers, there has been significant increase in Gross Enrolment Ratio and decline in dropout rates, particularly at primary level

(i) Gross Enrolment Ratio has been increasing.

	2001-02	2008-09	Remarks
Primary	96.3	114.37	18.07
Upper Primary	60.2	76.23	16.03
Elementary	82.4	99.80	17.40

(Source: SES)

(ii) The dropout rate at primary and elementary level is as follows:

SES	2001-02	2008-09	Remarks
Overall (Pry.)	39.00	24.93	14.07
Girls (Pry.)	39.90	22.90	17.00
Overall (Ele.)	54.60	42.25	12.35
Girls (Ele.)	56.69	38.86	17.83

The key elements of the Annual Plan 2011-12 include:

- i. Provisioning of 2,00,000 new teachers to meet the country's requirement for (a) new primary schools; (b) new upper primary schools, especially to meet the subject wise requirement of teachers for Science & Math, Language, Social Science; (c) integration of class V and VIII in primary and upper primary stage for the States of Kerala, Karnataka, Maharashtra, Gujarat, Orissa, Andhra Pradesh, Mizoram which follow a seven year EE cycle; (d) head teachers; (e) part time instructors for Art Education, Work Education, Health and Physical Education.
- ii. Special Training facility for out-of-school children: As per SRI IMRB there are 81.5 lakh children out of school; provisions pitched at 25 lakh only.
- iii. Textbooks for 10.47 crore children
- iv. Uniforms: 8.34 crore children
- v. IED for 32 lakh children this represents 1.68% of children in the total child population
- vi. Civil Works include (a) 4.5 lakh additional classrooms, (b) 0.50 lakh classrooms for integrating class 8 with the elementary cycle, (c) 597 residential schools in remote, far-flung areas and for urban deprived children, (d) 1,00,000 separate toilets for girls, (e) augmentation of training facility in 4124 BRCs, (f) furniture for upper primary schools estimated for one crore children, (g) Libraries now mandatory as per RTE schedule: 2 lakh primary + 1 lakh upper primary, (h) other requirements of new primary and new upper primary schools, drinking water, etc.
- vii. KGBV will now cover all Educationally Backward Blocks of the country. 1073 additional KGBVs have been approved. In the Annual Plan 2011-12, the recurring cost for existing 2570 and 1073 new KGBV has been included.

viii. Transport facility for 2.66 lakh children.

ix. External Funding during 2011-12 estimated at ₹1890 crore.

Mid Day Meal (MDM)

During the year 2009-10 the following changes were made to improve the implementation of the scheme:-

- a) Food norms have been revised to ensure balanced and nutritious diet to children of upper primary stage by increasing the quantity of pulses from 25 to 30 grams, vegetables from 65 to 75 grams and by decreasing the quantity of oil and fat from 10 grams to 7.5 grams. There is no change in food norm for children of primary stage.
- b) Cooking cost (excluding the labour and administrative charges) has been revised from ₹1.68 to ₹ 2.50 for primary and from ₹ 2.20 to ₹ 3.75 for upper primary children from 1.12.2009 to facilitate serving meal to eligible children in prescribed quantity and of good quality. The cooking cost will be shared between Centre and State on 90:10 basis for NER States and on 75:25 for other States / UTs.
- The honorarium for cooks and helpers was paid from the labour and other administrative charges of ₹0.40 per child per day provided under the cooking cost. In many cases the honorarium was so little that it became very difficult to engage manpower for cooking the meal. A separate provision for payment of honorarium @ ₹ 1000 per month to cook-cumhelper since 1.12.2009 has been made and engagement of one cook-cumhelper for schools upto 25 students, two cooks-cumhelpers for schools with 26 to 100 students and one additional cook-cumhelper for every addition of upto 100 students will act as a motivating force for cook-cumhelper who is the backbone of the programme. This cost will be shared

between Centre and States on 90:10 basis for NER States and on 75:25 for other States / UTs.

- d) A common unit cost of construction of kitchen shed @ ₹60,000 for the whole country was impractical and also inadequate. Now the cost of construction of kitchen-cum-store will be determined on the basis of plinth area norm and State Schedule of Rates. The Department of School Education & Literacy vide letter No.1-1/2009-Desk(MDM) dated 31.12.2009 has prescribed 20 sq.mt. plinth area for schools having upto 100 children. For every additional upto 100 children additional 4 sq.mt plinth area will be added. States/UTs have the flexibility to modify the Slab of 100 children depending upon the local condition. The cost of construction of kitchen-cum-store will be shared between Centre and States on 90:10 basis for NER States and on 75:25 for other States / UTs.
- e) Due to difficult geographical terrain of the Special category States the transportation cost @ ₹ 125 per quintal was not adequate to meet the actual cost of transportation of foodgrains from the FCI godowns to schools in these States. On the request of the North Eastern States the transportation assistance in the 11 Special Category States (Northern Eastern States, Himachal Pradesh, Jammu & Kashmir, and Uttarakhand) have been made at par with the Public Distribution System(PDS) rates prevalent in these States.
- f) The existing system of payment of cost of foodgrains to FCI from the Government of India is prone to delays and risk. Decentralization of payment of cost of foodgrains to the FCI at the district level from 1.4.2010 will allow officers at State and National levels to focus on detailed monitoring of the Scheme.

Following new initiatives have been undertaken during the current year:

- i) Introduction of Real Time Monitoring Information System embedded with Integrated Voice Response System (IVRS)
- ii) Providing good quality mid day meal at Primary norms to the children under National Child Labour Projects
- iii) Engaging Department of Home Science of various Universities for monitoring the scheme.

Mahila Samakhya

Convergence remains important in that while sangha members, federations & the State programmes are not to be seen as mechanisms/personnel for other large government programmes' service-delivery/implementation, nevertheless as workers and advocates they continue to insert the gender agenda in all areas — whether PRI, public health systems, education etc. e.g. sangha members' work as ASHA & anganwadi workers, and MS' collaboration with SSA is demonstrating best practice in running KGBV & NPEGEL programmes. Convergence is more important as the means through which rural women may access their rights and entitlements, influence accountability & transparency in large government programmes and also implement programmes as per their own needs and agendas.

Secondary Education

- 1. Secondary education is one of the focused areas under 11th Five Year Plan. Plan allocation for this sector has been enhanced several fold to ₹53,550 crore from ₹4,325 crore under the 10th Five Year Plan.
- 2. The major new initiatives include,
 - (i) A new centrally sponsored scheme to universalise access to and improve quality of secondary education,

- (ii) Setting up of one high quality Model School in 6,000 blocks throughout the country as benchmark of excellence.
- (iii) Scheme for construction and running of Girls' Hostel for students of secondary and higher secondary schools

Information and Communication Technology(ICT) in Schools

The scheme has been revised in January 2010. The elements of the revised proposal are to increase outreach to all Government and Government aided secondary and higher secondary schools, ensure ICT literacy for all secondary school students and strengthen teachers capacity. There is more emphasis on development of appropriate e-content and ensuring internet connectivity

Scheme of Inclusive Education for the Disabled at Secondary Stage (IEDSS)

1. The Centrally Sponsored Scheme of IEDC was implemented till 2008-09 which integrated children with mild to moderate disabilities in normal schooling system. The scheme was being implemented through the Education Departments of State Governments and UT Administrations. State Governments and UTs were allowed to take the help of Non-Governmental Organisations in implementing the Scheme. Under the Scheme, 100% assistance was being provided under various components for education of children suffering from mild to moderate disabilities in common schools. The components included educational aids, assistive equipment, salaries for special teachers and facilities for children with disability. The scheme covered both elementary as well as secondary level children. As at elementary level disabled children are covered under Sarva Shiksha Abhiyan scheme also, a need was felt to replace this programme with a new programme covering the secondary level children only with enhanced budgetary support.

- 2. The Union Minister of HRD made a Policy Statement in the Rajya Sabha on 21.03.2005 committing the government towards inclusion of children and youth with disabilities in mainstream education. He announced the formulation of a National Action Plan for the Inclusive education of children & Youth with Disabilities. He also stated that in place of the present IEDC scheme there would be a revised scheme of Inclusive Education for Children and Youth with Disabilities, with an enhanced outlay of ₹ 1000 crore which would provide for modifying the existing physical infrastructure and teaching methodology to meet the needs of all children, including children with special need.
- 3. Accordingly, a new scheme of 'Inclusive Education for the Disabled at Secondary Stage (IEDSS)' has been launched from 2009-10 to enable all students with disabilities completing eight years of elementary schooling to complete four years of secondary schooling (classes IX to XII) in an inclusive and enabling environment. Sarva Shiksha Abhiyan (SSA), the flagship programme of the Ministry of HRD (Department of School Education & Literacy) already supports the inclusion of children with special needs (CWSN) at the elementary education level i.e. children in the age group 6-14+ (classes I to VIII). Hence, the scheme of IEDSS is launched for covering children with disabilities in the secondary education sector (classes IX to XII) in Government, local body and Govt aided schools.

Appointment of Language Teachers

The Centrally Sponsored Scheme of Financial assistance for Appointment of Language Teachers has been revised to make it more effective. Under the Scheme financial assistance of ₹799.15 lakh was sanctioned to the State Governments of Andhra Pradesh, Himachal Pradesh, Chhattisgarh and Mizoram for appointment of 1926 Urdu teachers, 687 Hindi teachers and 100 Punjabi teachers in 2007-08.

During 2008-09, ₹3.08 lakh were sanctioned to Meghalaya for appointment of 22 Hindi Teachers.

During 2009-10, ₹9,95,98,500/- were sanctioned to the State Governments of Punjab, Mizoram and Arunachal Pradesh for appointment of 2473 Hindi teachers, 42 Urdu teachers and 36 Bhoti language teachers.

During 2010-11 (upto December, 2010) ₹2,48,90,000/- have been sanctioned to Government of Assam for construction, repairs, renovation and additional construction of Hindi Training College, Guwahati.

National Means-cum-Merit Scholarship Scheme and National Scheme of Incentive to Girls for Secondary Education

National Means-cum-Merit Scholarship Scheme and National Scheme of Incentive to girls for Secondary Education were launched in 2008-09

Corpus fund for the National Means-cum-Merit Scholarship scheme created with the State Bank of India has been wound up and annual budget provision has been made for disbursement of scholarships to selected students. 54579 scholarships have been sanctioned to the selected students of 34 States/UTs for 2008-09 and 24536 scholarships have been sanctioned to the selected students of 28 States/UTs for 2009-10. Proposals for 2010-11 have been received from 21 States/UTs and 17990 students have been sanctioned scholarships so far.

₹ 40.02 **crore** have been sanctioned for depositing the amount of incentive in the accounts of 125789 eligible girls of 11 States/UTs during 2010-11.

Saakshar Bharat

It was on 4th June, 2009 that the Government had announced its decision to recast the National Literacy Mission. The Prime Minister launched Saakshar Bharat Scheme on 8th September, 2009 and it was operationalised w.e.f. 1st October, 2009. It envisages to achieve 80% literacy by the end of XI Plan. To minimize regional disparities, the programme, in its first phase, i.e. during the 11th

Plan period will remain confined to 365 districts with adult female literacy rate of 50% or less, as per the 2001 Census. Besides, 35 districts affected with left wing extremism will also be covered, irrespective of the existing literacy rate, in those districts. It aims to further accentuate Adult Education, especially women in the age group of 15 and above. By 31st December, 2009, i.e. within six months of the Government's decision, the Mission had been rolled out in rural area of 167 districts in 19 States, covering over 81,000 Gram Panchayats. In all, 3.83 crore non-literate adults are expected to be benefited in these districts. The Government of India's share of ₹325.98 crore, as the first installment, has been released.. During 2010-11, 118 more districts has been covered, to cover over 1.77 crore non-literates in about 40000 gram panchayats under basic literacy programme. 10% of the programme budget will be spent on North East Region (NER). The Total 11th Plan outlay of the scheme is ₹5257 crore.

Chapter- IV

Review of Past Performance

Sarva Shiksha Abhiyan (SSA)

(a) Cumulative Targets and Achievements 2009-2010

SI.	Items	Cumulative Targets including 2009-10	Achieve (up to 31.0	
1.	Opening of Schools	332333	Opened	302872 (91.1%)
2.	Construction of school buildings	263015	Completed and in Progress	242608 (92.24%)
3.	Construction of additional classrooms	1105125	Completed and in Progress	1077729 (97.52%)
4.	Drinking water facilities	198154	Completed and in Progress	192486 (97.13%)
5.	Construction of Toilets	334916	Completed and in Progress	319607 (95.42%)
6.	Supply of Free Textbooks	9.78 crore (Annual)	Supplied	9.64 crore (98.56%)
7.	Teacher appointment	12.82 lakh	Completed	10.30 (80.34%)
8.	Teacher training (20 days)	40.59 lakh	Completed	35.09 (86.44%)

(b) Cumulative Targets and Achievements 2010-2011

Sl. No.	Items	Cumulative Targets including 2010-11	Achiever (up to 30.0	
1.	Opening of Schools	366559	Opened	309727 (84.49%)
2.	Construction of school buildings	281943	Completed and in Progress	254935 (93.42%)
3.	Construction of additional classrooms	1277072	Completed and in Progress	1166868 (91.37%)
4.	Drinking water facilities	210529	Completed and in Progress	190961 (90.71%)
5.	Construction of Toilets	430881	Completed and in Progress	347857 (80.73%)
6.	Supply of Free Textbooks	9.93 crore (Annual)	Supplied	8.70 crore (88%)
7.	Teacher appointment	14.12 lakh	Completed	11.13 lakh (78.79%)
8.	Teacher training (20 days)	39.48 lakh	Completed	14.02 lakh (36%)

NATIONAL PROGRAMME FOR MID DAY MEAL IN SCHOOL

2009-10 (₹ in crore)

Scheme	Target Set		Target achieved		Reasons for variation
	Financial (₹ in crore)	Physical	Financial	Physical	
Mid-Day Meal Scheme	BE - 8000.00	No. of children covered. 8.41 crore at Primary	6937.26	No. of children actually availed. MDM:	i) Central assistance is released to States/UTs on the basis of number of children. In the States of North Eastern Region, the

RE –	Stage and	7.84	number of children
	3.36 crore at	crore at	covered under the scheme
7359.15	Upper	primary	is only about 5% of the
	Primary	and 3.20	total number of children
	Stage.	Cr.	covered all over the
		Upper	country, whereas 10% of
		Primary	the total fund is earmarked
		stage.	for NER States. As a result
		(0.407	about 5% of the funds
		(94%	remained unutilized
		overall)	::\ There was unspent
			ii) There was unspent balance of ₹ 1030.63
			crores available with the
			States/UTs as on 31.3.2009
			which was adjusted
			against the admissible
			central assistance for 2009-
			10.

(a) 2010-11 (₹ in Crores)

BE 2010-11	RE 2010-11	Central Expenditure till 31.12.2010	Reasons for low expenditure
9440.00	9440.00	7529.40	Expenditure is 79.76%. The NER States have been allocated 10% of the allocation ie. ₹944.00 crores. Some savings will accrue under this head of account because the population to be covered under the scheme is only 5.6% of the total coverage approved by PAB-MDM. This saving is proposed for utilization for creation of Capital Assets for NER States, ₹4001 lakhs has been re-appropriated for creation of capital assets in NER States.

(b) **Targets and achievement 2010-11**

(₹ in Crores)

S. No.	Items	Targets	Achievement	Reasons for low achievement
1	No. of Children covered under the scheme	11.36 crore children (7.97 crores at primary level and 3.39 crores at upper primary level)	7.59 Crore at primary level and 2.98 crore at upper primary as on 30.9.2010. (90% overall)	Achievement is dependent on the attendance of children in schools.
2	Construction of Kitchen-cum-Stores	1,70,353	Nil	No budget provision has been made either at BE or RE stage for this component. However, ₹ 40.00 crores have been reappropriated for NER States against which proposal for the construction of 446 kitchen-cum-stores in Nagaland at a cost of ₹1452.00 lakh has been concurred. Similarly, ₹245.30 crores have been re-appropriated for this component for Non NER States, Proposal for the release of ₹200.00 crores to Jharkhand for construction of kitchen cum stores on plinth area norms is under consideration.
3	Procurement of Kitchen Devices	37,536	Nil	No budget provision has been made either at BE or RE stage for this component

<u>Mahila Samakhya</u>

<u>2009-10</u> (₹ in Crore)

Scheme/ Programme	Target Set		Target achie	Reasons for variation	
	Financial	Physical	Financial	Physical	
Mahila Samakhya	BE - 38.00 RE - 42.00	To expand the MS activities like coverage, formation of more Sanghas and Kishori Sanghas etc. in existing and new States	41.84	Mahila Samakhya has been able to lay the foundation for women's empowerment at the grassroot level. Programme has expanded in 7 new Districts, 1363 villages in 17 new EBBs. This involves the formation of 2289 new Mahila Sanghas, with 60,770 new women members. Similarly 1088 new Kishori & Bala Sanghas have been formed with 16,416 new children & adolescent girls as members.	

<u>2010-11</u>

Scheme/ Programme	Target Set		Target achie	Reasons for variation	
Mahila Samakhya	Financial BE - 46.00 RE - 46.00	Physical To expand the coverage in	Financial (As on 31.12.10) 36.85	Physical Mahila Samakhya has been able to lay	
		at least 4 new Districts, to increase the programme activities like formation of more Sanghas and Kishori Sanghas etc. in existing and new States		the foundation for women's empowerment at the grassroot level. Programme has expanded in 2 new Districts, 966 villages in 24 new EBBs. This involves the formation of 3277 new Mahila Sanghas, with 95,199 new women members. Similarly 575 new Kishori & Bala Sanghas have been formed with 29,847 new children & adolescent girls as members during this period so far.	

<u>Centrally Sponsored Scheme of Teacher Education</u>

<u>2009-10</u> (₹ In Crore)

Scheme	Target		Target Achieved		Reasons for variation
	Financial	Physical	Financial	Physical	
Centrally Sponsored Scheme of Teacher Education	BE - 500 RE - 325	Under the Scheme Central Assistance is released to States /UTs for funding of DIETs/CTEs/IASEs to carry out their functions effectively	326.13	Central assistance is utilized by DIETs/CTEs/IASEs in imparting preservice and inservice training to teachers, leading to improvement in the overall quality of education.	The Scheme could not be revised and also States/UTs could not fill up the vacancies of Academic/Non-Academic Posts

<u>2010-11</u> (₹ in Crores)

Scheme	Target		Tai	get Achieved	Reasons for variation
	Finan- cial (₹ in Crore)	Physical	Financial As on 31.12.10	Physical	
Centrally Sponsored Scheme of Teacher Education	BE – 500 RE - 375	Under the Scheme Central Assistance is released to States /UTs for funding of DIETs/CTEs/IASE to carry out their functions effectively	286.76 till 31-12- 2010	Central assistance is utilized by DIETs/CTEs/IASEs in imparting preservice and in-service training to teachers, leading to improvement in the overall quality of education.	The Scheme could not be revised and also States/UTs could not fill up the vacancies of Academic/Non-Academic Posts

Rashtriya Madhyamik Shiksha Abhiyan

2009-10 (₹ in crores)

Scheme	Target set		Targe	t achieved	Reasons for variation	
	Financial	Physical	Financial	Physical	- variation	
Rashtriya Madhyamik Shiksha Abhiyan	BE 1353.98 RE 550.00	 Sanctioning /upgradation of about 1500 upper primary schools. Sanctioning strengthening of about 5000 existing secondary schools 		2478 new /upgraded schools sanctioned. 7264 schools sanctioned for strengthening	Physical targets were achieved. However, it was not possible to utilize the entire BE due to reduction in budget provision at RE stage. Hence the shortfall in financial target.	

2010-2011 (₹ in crores)

Scheme	Scheme Target set		Target achieved		Reasons for variation
	Financial	Physical	Financial as on 31.12.10	Physical	variation
Rashtriya Madhyamik Shiksha Abhiyan	BE 1700.00 RE 1500.00	 Sanctioning of 1000 new secondary Schools. Sanctioning strengthenin g of 3000 existing secondary schools In-service training of 5 lakh existing secondary teachers 	614.35	 Sanctioning of 1257 new secondary Schools. Sanctioning strengthening of 6635 existing secondary schools In-service training of 4.5 lakh existing secondary teachers 	Both financial and physical targets are likely to be achieved by the end of financial year.

<u>Scheme for setting up of 6000 Model Schools at Block Level as benchmark of excellence</u>

2009-10 (₹ in crores)

Scheme	Target set	Farget set		eved	Reasons for
	Financial	Physical	Financial	Physical	variation
Scheme for setting up of 6000 Model Schools at Block Level as benchmark of excellence	BE - 350 RE - 280	Sanctioning of around 250 schools	251.71	327 model schools sanctioned in 11 States.	Budget provision has been reduced at RE stage. It would have been possible to utilize the entire allocation, if adequate no. of viable proposals had been received from NER States.

2010-11 (₹ in crores)

Scheme	Target set		Target achieved		Reasons for variation
	Financial	Physical	Financial (As on 31-12-2010)	Physical	- variation
Scheme for setting up of 6000 Model Schools at Block Level as benchmark of excellence	BE – 425 RE - 489	Sanctioning of around 300 schools	372.42	401 schools sanctioned.	Utilization of the allocation for NER States will depend on receipt of viable proposals from that region.

<u>Scheme for construction and running of Girls' Hostel for students of secondary and higher secondary schools</u>

2009-2010 (₹ in crores)

Scheme	Target set		Target achie	Reasons for variation	
	Financial	Physical	Financial	Physical	variation
	BE – 60				No variation
Scheme for construction and running of Girls' Hostels for students of secondary and higher secondary schools	RE - 80	Taking up construction of around 300 girls' hostels in educationally backward blocks through State Governments.	65.15	379 Girls' Hostel sanctioned in 11 States.	

2010--2011 (₹ in crores)

Scheme	Target set		Target achie	eved	Reasons for variation
	Financial	Physical	Financial (as on 31.12.2010	Physic al	
	BE - 100				
Scheme for construction and running of Girls' Hostels for students of secondary and higher secondary schools	RE – 66.88	Taking up construction of around 300 girls hostels in educationally backward blocks through State Governments.	40.58	159 girls' hostels sanctio ned.	State Govts. have reported difficulty in constructing hostels within the financial norms stipulated in the scheme. A revision has therefore been undertaken in this regard. It has been decided not to approve fresh proposals till a decision is taken.

ICT in Schools Scheme(ICT)

Name of the Scheme	Physical ta year:	rget for the	Physical achievements	Reasons for variations	
	2009-10	2010 - 11	2009-10	2010 - 11	
ICT in Schools Scheme	Coverage of 15,000 schools.	Coverage of 20000 schools	As against the target of 15000 schools, sanctions have been accorded for 9565 schools to 10 states and 1 UT. Of this 7200 schools have been approved under BOOT Model and 2365 under Out right purchase. Sanctions have been accorded for 1400 Audio / Video production and also 300 development of learning objects by 3 SIETs.	As against the target of 20000 schools, sanctions have been accorded for 10045 schools to 15 states and 4 UTs. Of this 9935 schools have been approved under BOOT Model and 110 under Outright Purchase. Sanctions have accorded for 380 Audio / Video production.	The shortfall in achievement of target is due to non-receipt of CEP, lack of adequate budget provision in the State Budget, non settlement of accounts and progress report of previous
					year.

National Means-cum-Merit Scholarship (2010-11)

(₹ In crore)

Scheme	Target set			Reasons for variation	
	Financial		Financial	Physical	
National Means- cum-Merit Scholarship Scheme	BE - 90.50 RE - 60.50	One lakh scholarships and continuation of earlier sanctioned scholarships to 79349 of 2008-09 and 2009-10	(The mid year scheme correction relating to source of funds from corpus fund to annual budget provision delayed processing of proposals and issue of sanctions)	Scholarships could be disbursed to 17990 selected students for 2010-11 only. The proposals for release of scholarships to 79349 students for continuation of 3 rd batch of selected students of 2008-09 and 2 nd batch of selected students of 2009-10 are under process.	This Ministry received proposals from 20 States/UTs for the year 2010-11 and 3 States/UTs for 2008-09 in 2009-10. The remaining States/UTs did not send their proposals or sent incomplete proposals. The State Governments/UTs are requested to send their proposals.

National Scheme of Incentive to Girls for Secondary Education 2010-11

(₹ In crore)

Scheme	Target set	Physical	Target Achieved upto 31-12-2010		Reasons for variation
	Financial		Financial	Physical	
National Scheme of Incentive to Girls for Secondary Education	BE - 50 RE - 80	An amount of ₹3000/- was to be deposited in the accounts of each of all eligible girls of the all the States/UTs.	39.92	Incentive was sanctioned to 125789 eligible girls of 11 States/UTs during 2010-11 This includes girls selected in 2009-10 but sanctioned in 2010-11.	There are pending proposals of ₹70 crore of seven States/UTs for 3032316 eligible girls of 2008-09,2009-10 and 2010-11 which could not be processed for want of funds. This Ministry did not receive proposals from the remaining States/UTs inspite of repeated reminders.

Assistance for Appointment of Language Teachers

<u>**2010-11**</u> (₹ In crore)

Scheme	Target set	Physical	Target	Achieved	Reasons for variation
Scheme of Financial	Financial BE – 15	The scheme	Financial (As on 31-12-2010)	Physical Released to	Proposal for appointment of
Assistance for Appointment of Language Teachers	RE - 15	is demand driven.		Government of Assam for construction, repairs. Renovation and additional construction of Hindi Training College, Guwahati.	appointment of 1379 Hindi teachers of Nagaland, 34 Urdu teachers of Rajasthan and 2337 Hindi teachers of Punjab is under process. Further, the scheme is demand driven. Enough viable proposals have not been received from the States/UTs.

Inclusive Education for the Disabled at Secondary Stage (IEDSS)

2009-10 (₹ in crore)

Scheme	Target Set		Target Set Target achieved		Reasons for variation
	Financial	Physical	Financial	Physical	
Inclusive Education for the Disabled at Secondary Stage (IEDSS)	BE - 70	All the disabled children all over India studying in Classes IX to XII in Govt. and Govt. aided schools and subject to viable proposals received from State Govts.	₹ 55.13 Cr.	As per the data provided by the States/UT Governments, over 1,15,363 disabled children covered under the Scheme with the help of 2565 teachers in 5,590 schools.	Implementation of the scheme depends on timely receipt of viable and complete proposals from the State Governments.

2010-11 (₹ in crore)

Scheme	Target Set		Targe	Target achieved		
	Financial	Physical	Financial (as on 31.12.2010)	Physical		
Inclusive Education for the Disabled at Secondary Stage (IEDSS)	Be - 70 RE - 95	All the disabled children all over India studying in Classes IX to XII in Govt. and Govt. aided schools subject to viable proposals received from State Govts	39.87	Over 1.30 lakh disabled children, 3000 teachers in 20,000 Govt. Secondary & higher secondary schools are proposed to be covered during 2010-11 under the Scheme.	Implementatio n of the Scheme depends on timely receipt of viable and complete proposals from the State Governments.	

Adult Education

(2009-10) (₹ in Crore)

Sr. No.	Name of Scheme/ Programme	Objective/ Outcome	Outlay 2009- 10	Quantifiable Deliverables	Process/ Timelines	Remarks
1.	2.	3.	4.	5.	6.	7.
	Saakshar Bharat (Revised Scheme of Adult Education and Skill Developme nt)	To impart functional literacy to adult illiterates in the 15-35 age group and provide life long learning opportunities to neoliterates.	BE – 315 RE - 345	Introduction of new scheme of Adult Education and Skill Development with three programme components of Basic Literacy and Continuing Education in continuum.	Annual	1) The Scheme of Saakshar Bharat as approved by the Government has been launched by Hon'ble Prime Minister on 8 th September 2009. 2). Saakshar Bharat Programme has been launched in 167 districts in 19 States to cover 3.83 crore illiterates. 3). First instalment of grant has been sanctioned for establishment of 325.98 crore Adult Education Centres.
2.	Support to NGOs/ Institutions /SRCs for Adult Education and Skill Developme nt.	Providing academic and technical resource support for literacy programmes/ implementing literacy programmes and to improve occupationa l skills and technical knowledge of the neoliterates and to raise their efficiency and increase	BE 121.58 RE 91.58	Release of Annual grant to eligible JSSs out of 271 sanctioned including 50 new JSSs and 26 SRCs	Annual	Grant was released to the 259 JSS including 50 new JSSs sanctioned in 2008-09 and set up during the year.

		productive ability				
3.	National Literacy Mission Authority	To formulate policies and programmes of NLMA though its council, Executive committee and Project Approval Committee.	BE 2.42 RE 2.42	To fulfill the objectives of NLMA	Annual	Meeting of Council held on 21.8.2009 (meeting of Executive committee could not be held) as term was over.
	Total		BE – 451 RE - 451			

Adult Education

2010-11 (₹ in Crore)

S No.	Name of Scheme/ Programme	Objective/ Outcome	Plan Outlay	Quantifiable Deliverables	Process/ Timeline	Remarks
1	2	3	4	5	6	7
		-			-	
1.	Adult Education and Skill Development (Saakshar Bharat)	To obtain 80% literacy by 2012 i.e. during 11 th Plan Period	BE - 1167 RE 388.50	Setting-up of Adult Education Centres for Adult Education and Continuing Education to impart basic literacy to targeted non-literates and to conduct equivalency programmes. The progress of implementation of Saakshar Bharat in 167 districts of 19 States is as follows:	Annual	

	≅ Bank
	authorizations at
	the district/block/
	G.P. levels have
	been made by
	twelve states,
	remaining seven
	states to issue
	Bank
	authorizations are
	Assam, Gujarat,
	·
	Haryana,
	Maharashtra.
	Rajasthan, Uttar
	Pradesh & West
	Bengal.
	≅ 3680 New Adult
	Education Centres
	(AECs) and 61879
	renewed AECs
	from old CECs
	have been setup in
	65559 Gram
	Panchayats and
	68687 Preraks
	have been
	appointed in these
	AECs.
	≅ Out of 66255 Key
	Resource Person
	(KRPs) and Master
	Trainers (MTs),
	49191 KRPs/MTs
	have been trained.
	So far 9934
	Preraks and
	188374 Voluntary
	teachers have been
	trained.
	≅ 1189651 Primers
	& Teaching
	Learning Material
	(TLM) have been
	distributed to GPs
	≅ 50,62,566 non-
	literates are
	identified in nine
	states and after
	batching matching
	25990 classes have
01	·

				been started in these states. ■ PRI functionaries have been trained and oriented: at State level 43, at District level 388, at Block level 10234 and at GP level 69193. ■ 151 districts have been covered under first round of assessment of learners conducted by NIOS in August, 2010 in which 674795 learners appeared.		
2.	Scheme for Support to NGOs/Institu tions/SRCs for Adult Education and Skill Development	Providing academic and technical resource support for literacy programmes and to improve the occupational skills and technical knowledge of the neo-literates and to raise their efficiency and increase productive ability.	BE - 121 RE - 100	Release of Annual grant to 271 JSSs and 29 SRCs to meet the objectives of JSSs/SRCs Three new SRCs in Category B, one each in the States of Andhra Pradesh, Arunachal Pradesh, and Rajasthan have been sanctioned.	Annual	
3.	National Literacy Mission Authority	To formulate policies and programme of NLMA though its Council, Executive Committee and Project Approval Committee	BE – 2 RE - 2	 ≅ Council Meeting- not convened ≅ Executive Committee Meeting held -2 (One planned on 8-2-2011) ≅ Grant-in-Aid Committee Meeting held -1 (One more likely to be held in 2010-11) 	Annual	•
4.	Directorate of Adult	Directorate of Adult Education	BE -10 RE -9.5	Extending the resource support, to National	Annual	

				1	· · · · · · · · · · · · · · · · · · ·
Ec	ducation (a	is functioning as	Literacy Mission		
su	ıbordinate	the National	Authority and		
of	ffice of the	Resource Centre	implementation of		
	I/o Human	for providing	newly launched		
	esource	academic and	Saakshar Bharat		
		technical			
	evelopment		Programme, specifically		
		resource support	designed for female		
		to the National	literacy. Directorate of		
		Literacy Mission	Adult Education		
		Authority and	organized seminars		
		the various	/workshops		
		literacy and adult	/conference/meetings		
		education	etc. in different parts of		
		programmes	the country on various		
			· ·		
		including newly	aspects and components		
		launched	of the Saakshar Bharat		
		Saakshar Bharar	programme for		
		Programme	orientation of key		
		focusing on	resource persons.		
		female literacy	Stakeholders, SLMAs,		
		in the low female	SRCs, JSSs and other		
		literacy districts.	agencies engaged in the		
		interacy districts.	programme. Print		
			advertisements have		
			been released through		
			DAVP on various		
			occasions to make		
			society aware about the		
			newly launched		
			Saakshar Bharat		
			programme. Literacy		
			spots are		
			telecast/broadcast		
			through Prasar Bharti		
			9		
			and AIR.		
			Advertisements are		
			released on the occasion		
			of International Literacy		
			Day etc. and other		
			important events		
			relating to the literacy		
			programme. A monthly		
			newsletter comprising		
			activities/		
			programmes/success		
			stories relating to		
			implementation of the		
			Saakshar Bharat		
			Programme is published.		
			The State Resource		

		I	T	
		Centres and Jan		
		Shikshan Sansthans are		
		operational in various		
		parts of the country and		
		they are providing		
		support for		
		implementation of the		
		Saakshar Bharat/literacy		
		programme in the field.		
		The SRCs/JSSs are		
		monitored and		
		evaluation is conducted		
		by Directorate of Adult		
		Education through		
		empanelled evaluating		
		agencies. Accordingly,		
		a sum of ₹ 5.61 crore &		
		₹ 2.11 crore (Plan &		
		Non Plan) has been		
		incurred to achieve the		
		objectives of the		
		Saakshar Bharat		
		Programme. The		
		balance amount		
		available under Plan and		
		Non Plan is likely to be		
		incurred on the ongoing		
		programmes which have		
		been formulated in the		
		annual plan. Similarly,		
		to undertake the ongoing		
		activities of the		
		Directorate of Adult		
		Education, annual plan		
		for the year 2011-12 has		
		been formulated to the		
		extent of ₹10.00 crore		
		for supporting the		
		Saakshar Bharat		
		programme.		
Grand	BE			
Total:	1300			
	RE 500			

CHAPTER V

FINANCIAL REVIEW

Keeping in view the priority of Government of India for social sector programmes, the Department of School Education & Literacy was provided an allocation of ₹31036.00 crore (Plan) and ₹2178.00 crore (Non Plan) during the year 2010-11. Later, in the first batch of supplementaries an additionality of ₹4,000 crore was provided to meet the reimbursement of Sarva Shiksha Abhiyan (SSA).

Plan & Non-Plan allocation and the Expenditure incurred during the year 2009-10 and 2010-11 and actual expenditure up to December 2010 for the Department of School Education and Literacy is given in the table below.

(₹ In crores)

Year	Bu	ıdget Estimat	tes	Revi	ised Estima	ates	Act	ual Expendit	ure
	Plan	Non-Plan	Total	Plan	Non- Plan	Total	Plan	Non-Plan	Total
2009-10	26800.00	2299.21	29099.21	*24500.00	2609.00	27109.00	21858.59	2607.48	24466.07
2010-11	31036.00	2178.00	33214.00	34036.00	2306.00	36342.00	26048.25**	2037.83**	28086.07**

^{*}Includes additionality of ₹1771.00 crore of Prarambhik Siksha Kosh for utilization during the year.

Detailed scheme-wise Plan and Non-Plan allocation and expenditure incurred are indicated at **Annexure -I** (Plan) & **Annexure-II** (Non-Plan).

The Revised Estimate for the year 2010-11 under Plan was fixed at to ₹ 34036.00 crore against the BE of ₹31036.00 crore whereas under Non-Plan the RE has been enhanced by ₹ 128.00 crore and fixed at ₹ 2306.00 crore. The additionality under Non-Plan is on meeting the requirement of payment of revised pay etc. on the recommendation of the Sixth Pay Commission.

^{**} upto 31st December, 2010

The total expenditure of the Department has also been analysed Object Head wise and the percentage expenditure budget Head-wise is placed at (Annexure- III). As can be seen from the Statement about 95% of the expenditure is incurred in the form of Grants-in-aid. It may be noted that since many of the programmes of the Department are implemented through the autonomous bodies and other agencies under the Department through grants-in-aid, all the expenditure incurred by these autonomous bodies and organizations including the capital expenditure is shown as Grants in aid in the revenue section of the Demand for Grants.

Department has been making efforts for incurring expenditure as evenly as possible keeping in view the unspent balances lying with the institutions, their pace of expenditure and their requirement of funds. With effect from 1st October, 2005 the Department has been covered under the Monthly Expenditure Plan (MEP) and Quarterly Expenditure Allocation (QEA). The Department had projected a cash requirement of 22.39%, 19.61%, 25%, & 33% for Plan funds during the four quarters respectively, besides indicating a requirement of 25.00% for each quarter for Non-Plan funds during 2010-11 for the four quarters respectively. While all efforts had been made to spend according to this target during 2010-11 there has been some variation as may be seen from Annex-IV in Actuals viz-a-viz the target fixed. On the Plan side, the actual expenditure has been higher than the target in view of higher releases to the extent of 60% of the approved Annual Work Plan and Budget after adjustment of unspent balances.

The Department is also regularly monitoring the receipt of Utilization Certificate from the Grantee institutions. A data base has been created and necessary steps have been taken to ensure that no fresh grants are released to the Institutions against whom the Utilization Certificates for the past grants are still pending. As regards grants released upto 31.03.2010 there were 21822 Utilization Certificates outstanding for an amount of ₹7833.03 crore. Due to persistent efforts

at the Departmental level and through CCA's office, 20212 Utilization Certificates worth ₹7156.15 crore were obtained as on 31.12.2010. Utilization Certificates for an amount of ₹ 676.87 crore are still pending as on 31.12.2010. The status of outstanding Utilization Certificates is given in **Annexure-V.**

Unspent Balances with various Grantee Institutions under the Department are being reviewed from time to time. Review of unspent balances with State Governments and autonomous bodies is monitored in the Department every quarter. Release of further grants is subject to utilization of grants released earlier and also on the basis of progress of expenditure. The unspent balances are taken into consideration while releasing the further Grants to these institutions. The position of unspent balance as on 1st April and 30th September during 2009 and 2010 is given in **Annexure-VI**.

DEPARTMENT OF SCHOOL EDUCATION

AND LITERACY

Annexure-I PLAN

₹ in Crore

Plan		2009-2010			2010-2011	
NAME OF THE SCHEME/ PROGRAMME/PROJECT	B.E. #	R.E. #	ACTUALS # as on 31.03.2010	B.E. #	R.E. #	ACTUALS # as on 31.12.2010
1	2	3	4	5	9	7
1. ELEMENTARY EDUCATION	21700.01	20887.45	20182.15	25061.00	29005.00	23442.65
2. SECONDARY EDUCATION	4648.99	3161.55	3099.12	4675.00	4531.00	2513.33
3. ADULT EDUCATION	451.00	451.00	426.45	1300.00	500.00	92.26
4. TRANFER TO PRARAMBHIK SHIKSHA KOSH			12257.67			
5. AMOUNT MET FROM PRARAMBHIK SHIKRLA SHIKSHA KOSH			(—) 13998.11			
TOTAL: SCHOOL EDUCATION & LITERACY	26800.00	24500.00	21967.28	31036.00	34036.00	26048.24
Actual Recoveries			108.69			
Total	26800.00	24500.00	21858.59	31036.00	34036.00	26048.24
BE- Budget Estimates						
RE- Revised Estimates						
NER- North Eastern Region						
# Inclusive of NER						

Plan		2009-2010			2010-2011	
NAME OF THE SCHEME/ PROGRAMME/PROJECT	B.E. #	R.E. #	ACTUALS # as on 31.03.2010	B.E. #	R.E. #	ACTUALS # as on 31.12.2010
1	2	3	4	5	9	7
ELEMENTARY EDUCATION						
Strengthening of Teachers Training Institutions	500.00	325.00	326.13	500.00	375.00	286.76
Mahila Samakhya (EAP)	38	42	41.84	46	46	36.86
National Bal Bhawan, New Delhi	7	6.3	6.3	14.25	14.25	60.6
District Primary Education Programme (EAP)	0.01	0	0	0	0	0
National Programme of Mid Day Meal in Schools (previusly) (National Programme of Nut. Support to Primary Education)	8000	7359.15	6931.73	9440	9440	7529.4
Sarva Siksha Abhiyan	13100	13100	12825.44	15000	19000	15550.55
Scheme for Providing Quality Education in Madrassas(SPQEM)	50	50	46.23	50	104	25.02
Scheme for Infrastructure Development in Minority Institutions (IDMI)	5	5	4.48	10.75	25.75	4.97
	21700.01	20887.45	20182.15	25061	29005	23442.65

₹ in Crore

Plan		2009-2010			2010-2011	
NAME OF THE SCHEME/ PROGRAMME/PROJECT	B.E. #	R.E. #	ACTUALS # as on 31.03.2010	B.E. #	R.E. #	ACTUALS # as on 31.12.2010
1	2	3	4	5	9	7
# Including lump sum provision for North Eastern Areas	tern Areas and Sikkim	kkim				
SECONDARY EDUCATION						
NCERT	40.00	25.00	25.00	40.00	40.00	13.00
KVS	300.00	340.00	340.00	350.00	450.00	325.21
NVS	1300.00	1300.00	1300.00	1385.00	1285.00	823.58
ICT IN SCHOOL	300.00	200.00	184.60	400.00	400.00	227.46
IEDSS	70.00	00.09	55.13	70.00	95.00	39.87
NATIONAL INSTITUTE OF OPEN SCHOOLING	15.00	15.00	15.00	15.00	15.00	7.50
ACCESS & EQUITY	0.01	0.05	0.51	0.50	0.62	0.50
CTSA	00.9	00'9	5.84	8.00	8.00	2.00
VOCATIONALIZATION OF EDUCATION	37.00	1.00	0.00	25.00	25.00	00:00
NATIONAL SCHEME FOR INCENTIVE TO GIRLS FOR SECONDARY EDUCATION (SUCCESS)	50.00	35.00	45.94	50.00	80.00	39.92

Plan		2009-2010			2010-2011	
NAME OF THE SCHEME/ PROGRAMME/PROJECT	B.E. #	R.E. #	ACTUALS # as on 31.03.2010	B.E. #	R.E. #	ACTUALS # as on 31.12.2010
1	2	3	4	5	9	7
Contruction of Runing of Girls Hostels for the Students of Secondary and Higher Secondary Schools	60.00	80.00	65.15	100.00	66.88	40.58
National Means -Cum-Merit Scholarship Scheme	750.00	253.00	250.70	90.50	60.50	4.20
Sectriat	0.00	0.00	0.00	0.00	0.00	
Rashtirya Madyamik Shiksha Aabhiyan (RMSA)	1353.98	550.00	549.08	1700.00	1500.00	614.35
Scheme for Setting up 6000 Model Schools at Block Level as Bench Mark of Wxcellence	350.00	280.00	251.71	425.00	489.00	372.42
Appointment of Language Teachers	16.00	16.00	96.6	15.00	15.00	2.49
Other Programme (Joint Indo Mangolian Schools	1.00	0.50	0.50	1.00	1.00	0.25
Less Amount met from Social Infrastructure Development fund	0	0		0	0	0
TOTAL SECONDARY EDUCATION	4648.99	3161.55	3099.12	4675.00	4531.00	2513.33

Plan		2009-2010			2010-2011	
NAME OF THE SCHEME/ PROGRAMME/PROJECT	B.E. #	R.E. #	ACTUALS # as on 31.03.2010	B.E. #	R.E. #	ACTUALS # as on 31.12.2010
1	2	3	4	w	9	7
# Including lump sum provision for North Eastern Areas	ern Areas and Sikkim	ckim				
ADULT EDUCATION						
Adult Education & Skill Devlopment	315.00	345.00	333.90	1167.00	388.50	43.35
Support to Non-Governmental Organisations in the field of Adult Education	121.58	91.58	82.36	121.00	100.00	46.32
National Literacy Mission Authority	2.42	2.42	1.42	2.00	2.00	0.19
Directorate of Adult Education	00 61	00 C1	77.8	00 01	0 2 0	07.0
Directolate of Adult Education	12.00	12.00	00	10.00	00.4	7:40
Total - Adult Education	451.00	451.00	426.45	1300.00	200.00	92.26
# Including lump sum provision for North Eastern Areas	ern Areas and Sikkim	Kkim				

DEPARTMENT OF SCHOOL EDUCATION

AND LITERACY

Annexure-II NON-PLAN

₹ in Crore

		2009-2010			2010-2011	
NAME OF THE SCHEME/ PROGRAMME/PROJECT	B.E.	R.E.	ACTUALS # as on 31.03.2010	B.E.	R.E	ACTUALS # as on 31.12.2010
1	2	3	4	5	9	7
BAL BHAWAN SOCIETY	5.23	6.10	6.10	5.70	6.30	4.28
TOTAL-ELEMENTARYEDUCATION	5.23	6.10	6.10	5.70	6.30	4.28
SECONDARY EDUCATION						
NCERT	97.41	97.41	97.41	107.30	119.17	65.00
KVS	1812.83	2085.44	2085.44	1652.00	1764.79	1652.00
NVS	341.29	376.20	376.20	370.40	370.40	277.80
CTSA	32.00	34.33	34.33	31.82	35.08	31.82
NATIONAL AWARD TO TEACHERS	2.60	1.98	1.69	3.08	2.00	1.74
TOTAL	2286.13	2595.36	2595.07	2164.60	2291.44	2028.36
ADULT EDUCATION						
Directorate of Adult Education	3.18	3.11	2.95	2.80	2.80	2.14

2037.83	2306.00	2178.00	2607.48	2609.00	2299.21	TOTAL: SCHOOL EDUCATION & LITERACY
2.70	4.78	4.22	2.86	3.80	4.02	
2.49	3.48	3.48	3.45	3.74	3.83	
0.00	0.07	0.07	0	90.0	0.07	NLMA TA/DA to Non-Official Members
0.35	0.61	0.61	0.50	0.57	0.58	Jan Shikshan Sansthan Polyvalent Adult Education Centre, Delhi

DEPARTMENT OF SCHOOL EDUCATION AND LITERACY

Annexure-III

OBJECT HEAD-WISE EXPENDITURE 2009-10

(Amount in crore of ₹)

Object Head	Plan	Non-Plan	Total
Salaries	3.66	4.45	8.11
Wages	0.03	00.00	0.03
OTA	0.01	0.03	0.04
Medical Treatment	0.03	0.14	0.17
Domestic Travel Expenses	0.27	0.59	98.0
Foreign Travel Expenses	0.03	0.30	0.33
Office Expenses	0.81	0.65	1.46
Publication	0.38	0.03	0.41
Banking Cash Transaction Tax	00.0	00.00	0.00
Other Administrative Expenses	2.10	00.0	2.10
Advertising & Publicity	19.25	00.0	19.25
Professional Services	6.94	00.00	6.94
Grant in Aid	23423.51	2599.59	26023.10
Scholarship & Stipendes	00.0	00.00	0.00
Other Charges	0.70	1.70	2.40
Loans & Advances	250.00	00.00	250.00
Inter Account	12257.67	00.00	12257.67
Deduct Recovery	-13998.11	00.00	-13998.11
Total	21969.28	2607.48	24574.76
Actual Recovery	-108.69	1	-108.69
Total	21858.59	2607.48	24466.07

DEPARTMENT OF SCHOOL EDUCATION & LITERACY

STATEMENT SHOWING QUARTERLY EXPENDITURE PLAN AND ACTUAL EXPENDITURE FOR THE VEAD 2010 11

		THE YEAR 2010-11		
	BE(Plan	Plan) Rs.31036.00	BE (Non-Plan	BE (Non-Plan) Rs.2178.00
	RE (Plan	RE (Plan) Rs. 34036.00	RE (Non-Plan	RE (Non-Plan) Rs.2306.00
	Target	Actual Expendutre/ % of BE	Target	Actual Expendutre/ % of BE
Upto June	6948.96 (22.39%)	12386.37 (39.91%)	544.50 (25%)	519.37 (23.85%)
Upto September	13035.12 (42%)	17101.96. (55.10%)	1089.00 (50%)	1103.81 (50.68%)
Up to December	20794.12 (67%)	26048.25 (83.93%)	1633.50 (75%)	2037.82 (93.56%)
Upto March	31036.00 (100%)	27433.97 (88.39%) (as on 31.01.2011)	2178.00 (100%)	2068.15 (94.95%) (as on 31.01.2011)

Annexure-V

Utilization Certificates Outstanding in respect of Grants/ Loans released

Upto 31st March, 2010

Amount Involved in outstanding UCs (In crores of ₹)	9	676.87.
No. of UCs outstanding as on 31.12.2010	5	1670
Amount Involved in respect of UCs received (In crores of ₹)	4	7156.15
No. of UCs received.	8	20212
Amount Involved (In crores of ₹)	2	7833.03
No. of UCs Outstanding in respect of Grants released up to 1st April 2010	1	21822

Annexure- VI

POSITION OF UNSPENT BALANCES WITH STATE GOVERNMENTS/UTs & OTHER IMPLEMENTING AGENCIES

₹ in Crore

		As on 1-04-2009			As on 30-00-2000	
		7007-E0-T IIO 8W			7007-70-0C IIO SV	
	Plan	Non Plan	Total	Plan	Non Plan	Total
Unspent balances with State Governments/ UTs	1380.99	0.00	1380.99	1568.20	00.00	1568.20
Unspent balances with Other Implementing Agencies	3249.39	179.47	3428.86	3166.26	1.62	3167.88
TOTAL	4630.38	179.47	4809.85	4734.46	1.62	4736.08
		As on 1-04-2010			As on 30-09-2010	
	Plan	Non Plan	Total	Plan	Non Plan	Total
Unspent balances with State Governments/ UTs	1748.96	0.00	6872.35	3333.47	0.00	3333.47
Unspent balances with Other Implementing Agencies	5123.39	52.01	52.01	13970.34	86:989	14657.32
TOTAL	6872.35	52.01	6924.36	17303.81	86.989	17990.79*

^{*} Includes release of funds up to 30.9.2010 in certain Schemes

Chapter VI

Review of Performance of Autonomous Bodies

Kendriya Vidyalaya Sangathan (KVS)

The Scheme of Kendriya Vidyalayas (Central Schools) was approved in November 1962 by Government of India based on the recommendations of the Second Central Pay Commission with the aim to provide uninterrupted education to the wards of transferable Central Government employees. Consequently, Central Schools Organization was started as a unit of the Ministry of Education (now Ministry of Human Resource Development) of the Government of India. Kendriya Vidyalaya Sangathan (KVS) was registered as a Society in December 1965 to establish and manage the Kendriya Vidyalayas (KVs). The number of KVs has increased from 20 in 1963-64 to 1068 in 2010-11. (as on 27.12.2010).

2. **ORGANIZATION**

The Board of Governors is the executive body through which the Sangathan discharges its responsibilities to fulfill the objectives set forth in the Memorandum of Association. The board is headed by the Minister of Human Resource Development as Chairman. The Minister of State in the Ministry of Human Resource Development is the Deputy Chairman. The day-to-day affairs are looked after by the Commissioner who is the Chief Executive Officer. He is supported by two Joint Commissioners, five Deputy Commissioners and four Assistant Commissioners. There are three Committees viz – Academic Advisory Committee, Finance Committee and Works Committee which advise the Board of Governors in their respective areas. There are 18 regional offices which oversee the working of the KVs coming under their jurisdiction. At the Vidyalaya level, a Management Committee assists the Principal in the day to day functioning of the school. The Vidyalaya Management Committee (VMC) has 13 members including the Chairman.

3. **SET UP OF KVs**

The sector wise distribution of KVs is as follows:-

S1.	Sector	2010-11 (as on Dec.,
No.		2010)
1	Civil	591
2	Defence	352
3	Public Sector Undertakings	109
4	Institutes of Higher Learning	21
	TOTAL	1073

Due to the heavy demand for admission in KVs, second shift is being run presently in 39 existing Kendriya Vidyalayas.

4. **HOSTEL FACILITY**

KVs are basically day schools. Only in 9 Kendriya Vidyalayas, hostels facilities have been made available.

5. **ADMISSION POLICY**.

In the 78th meeting of BOG dated 3.12.2007 the eligible age for admission to class- I has been amended. Now a child must be 5 years old as on 31st March for admission to class I, 6 years for Class II and 7 years for Class III, for remaining classes the eligible age will be calculated as on 30th September for 2011-12.

6. ZONAL INSTITUTES OF EDUCATION AND TRAINING (ZIET)

Kendriya Vidyalayas Sangathan has established four ZIETs at Gwalior, Mumbai Mysore and Chandigarh which started functioning w.e.f., 2002-03, 2003-04, 2004-05& 2009-10 respectively.

7. SMART SCHOLS & TECHNOLOGY LABS

31 KVs have been declared as Smart Schools. Each of these Schools has been provided ₹25.00 lakhs to enrich the infrastructure and to enhance the quality of education through optimum use of I.T. and Multimedia. As many as 951 KVs have computer labs, 978 KVs have their schools websites and 967 KVs have internet facilities with broadband connectivity. ICT infrastructure is being strengthened further. The pupil: computer ratio has improved considerably and now it is 25:1. The broad band connectivity is available in 933 KVs.

8. **CONSTRUCTION ACTIVITIES**

At present there are 1068 functional K.Vs, (130 project sector,03 abroad and 940 civil and defence sector KVs). Out of 1068 KVs, 791 KVs (including 130 project KVs & 03 abroad) are functioning in permanent buildings. Construction work is going on in 75 KVs & in respect of 16 Kendriya Vidyalayas where land has been leased/provided on permanent grant basis, buildings are under construction. In 70 Kendriya Vidyalayas, land identified by the sponsoring authorities has been accepted by Kendriya Vidyalaya Sangathan but in 116 Kendriya Vidyalayas land is yet to be identified. 06 new school building and 180 units of staff quarters have been sanctioned upto 07.12.2010.

9. IMPLEMENTATION OF OFFICIAL LANGUAGE POLICY

Official Languages Implementation Committees are functioning in KVS (Hqrs.) and its Regional offices. Similar Committees have also been functioning at the KV level.

10. BUDGET AND ACCOUNTS

During the year 2010-11, Ministry of Human Resource Development sanctioned ₹350.00 crore under Plan for construction of school buildings and

provision of infrastructural facilities and ₹1652.00 crore under Non-Plan. Additionally of ₹100.00 crore has been projected under Non-Plan and ₹ 202.00 crore under Plan in RE 2010-11 under the Scheme 'Kendriya Vidyalaya Sangathan.'

11. Gender Budget and Schemes for development of SC & ST

There is no specific scheme for girls/women and development of SC & ST in Kendriya Vidyalaya Sangathan. However, all these categories are equally benefited under all the activities conducted/performed by KVS from time to time.

Navodaya Vidyalaya Samiti (NVS)

The Navodaya Vidyalaya Samiti, an autonomous organization, under the Ministry of Human Resource Development, Department of School Education and Literacy, runs Navodaya Vidyalayas. These Vidyalayas are fully residential, co-educational institutions, providing education upto senior secondary stage. Education in NVS including boarding and lodging, textbooks, uniform etc., is free for all students. The Samiti has 8 regional offices in different parts of the country for the administration and monitoring of JNVs under their jurisdiction. As on 31.12.2010, 576 JNVs have been sanctioned and 569 JNVs are functional. Besides, 18 JNVs have also been sanctioned in districts having large concentration of SC/ST population of which 14 are functional. Tamil Nadu has not so far opted for the Scheme. JNVs are co-educational residential schools primarily for the children from rural areas.

2.2 Admission in Navodaya Vidyalayas

Admission in Navodaya Vidyalayas is made at the level of Class-VI through a test conducted in the concerned districts in which children, who have passed Vth Class from any of the recognised school of any tehsil/block in the

district, are eligible to appear. The Year-wise detail regarding percentage of rural, SC, ST & girl students admitted and total children on the rolls is as under:-

Number of Students (In Percentage)

Year	Rural	SC	ST	Girls	Total Children on the Rolls
For XI Plan 2007-08	77.18	24.19	16.19	35.70	199843
2008-09	77.93	24.19	17.18	36.15	205931
2009-10	77.85	24.23	17.53	36.68	210138
2010-11*	77.00	24.00	15.00	35.00	228539

^{*}Figures for the year(s) 2010-11 are anticipated.

2.3. <u>National Integration</u>

To promote National Integration, the Scheme provides for migration of 30% students for a period of one year at class-IX level from Vidyalayas in Hindi speaking States to Vidyalayas in Non-Hindi speaking States and viceversa. The number of students who have migrated between Hindi Speaking to Non-Hindi Speaking districts and vice-versa during the X Plan Period and for the first four years of XI Plan (i.e. 2007-08, 2008-09,2009-10 and 2010-11) is as follows:

Year	Anticipated	Actuals	Percentage
Upto X Plan	38600	34438	89.22%
For XI Plan			
2007-08	8500	7228	85.04%
2008-09	8700	7269	83.55%
2009-10	9500	6358	67.00%
2010-11	9500		

2.4. <u>Computer Education Programme</u>

At the beginning of VIII Plan, Computer Education Programme for all the students from class VI onwards was initially introduced in 103 Vidyalayas and this is continuing. Consequently, with a view to provide modern inputs in education and further strengthening the teaching learning process, this programme has been extended to 371 JNVs by the end of IX Plan and it was targeted to extend to 543 JNVs till the end of X Plan Period(i.e upto the year 2006-07). During the year 2008-09, this programme has been extended to another 11 JNVs bringing the total number to 554 Vidyalayas at the end of 2009-10. For the year 2010-11 this has been proposed to be increased by 24 more JNVs.

2.5. Academic Performance

The performance of Navodaya Vidyalaya students at All India Secondary School and Senior Secondary School Examinations has been very encouraging. The pass percentage of Navodaya Vidyalayas as compared with that of the overall CBSE pass percentage for the last 5 years is as given below:

<u>Year</u>	Clas	ss-X	<u>C</u>	class-XII
	NVS	CBSE	NVS	CBSE
2006	91.13%	77.16%	90.24%	79.55%
2007	96.41%	84.44%	90.11%	80.64%
2008	97.54%	87.08%	92.44%	80.91%
2009	97.84%	88.84%	94.09%	81.00%
2010	98.55%	89.28%	95.32%	79.87%

2.6 Pace Setting Activities

Navodaya Vidyalayas have undertaken several pace-setting activities for establishing better interaction with the society around them and for the community education of district in which they are situated. Some of the pace-setting activities being undertaken by Navodaya Vidyalayas are as under:-

- o Interaction of staff and students of Navodaya Vidyalayas with the teaching staff and students of neighbouring schools;
- Participation of Navodaya Vidyalayas and local teachers of neighborhood schools in Workshops and Seminars organized by Navodaya Vidyalayas;.
- O Use of services of the school nurse for promotion of health & hygiene of the local community.
- Interaction with State Council of Educational Research & Training(SCERT), District Institute of Education and Training (DIET) and other district sports and educational agencies for sharing educational facilities;
- Celebrating Library Week and promotion of library facilities for the community.
- O Provision and sharing of audio-visual facilities, conduct of adult literacy, population and environmental education, tree plantation, starting of coaching classes in some Vidyalayas for entrance examination to professional courses, etc.

2.7. <u>Construction Activities</u>

The year-wise position of building works of Vidyalaya's complexes sanctioned, works completed and works-in-progress at the end of IXth and Xth Plan period and for the first four years of XIth Plan period is as detailed below:-

(Number of Building Works)

Year(s)	Works already Sanctioned/ to be Sanctioned during the year	Works completed / to be completed during the year	Works in progress at the end of the year
Upto IXth Plan	407	332	75
For Xth Plan			
2002-03	9(416)	7(339)	77
2003-04	2(418)	13(352)	66
2004-05	32(450)	18(370)	80
2005- 2006	34(484)	18(388)	96
2006-2007 Phase 'A' Phase 'B'	30(514) 37(380)	18(406) 16(291)	108 89
For XIth Plan 2007-08 Phase 'A' Phase 'B'	36(550) 13(393)	15(421) 11(302)	129 91
2008-09 Phase 'A' Phase 'B'	8(558)'A' 38(431)	21(442) 27(329)	116 102
2009-10 Phase 'A' Phase 'B'	13(570) 'A' 46(475)	24(466) 26(355)	104 120
2010-11* Phase 'A' Phase 'B'	13(583) 16(491)	25(491) 30(385)	92 106

'A' 1 No. of Phase 'A' & 2 Nos. of Phase 'B' works withdrawn subsequently in the year 2009-10.

^{*}Figures for the years 2010-11 are anticipated.

As on 31.12.2010, the administrative approval for the construction of 573 buildings has been accorded. Phase 'A' building works have been completed for 425 Vidyalayas & these Vidyalayas have also been shifted to permanent buildings. Phase 'B' works in 361 buildings have also been completed and another 130 are in progress.

The National Council of Educational Research and Training (NCERT)

The National Council of Educational Research and Training (NCERT) was set up in 1961 as an autonomous organization registered under Societies Registration Act (Act XXI of 1860) to advise and assist the Ministry of Human Resource Development, Government of India and Departments of Education in States/Uts in formulation and implementation of their policies and major programmes in the field of education, particularly for qualitative improvement of school education. For the realization of its objectives, the NCERT:

- Undertake, aid, promote and coordinate research on areas related to school education;
- Organise pre-service and in-service training of teachers;
- Organise extension services for institutions that are engaged in educational research, training of teachers or have extension services to schools;
- Develop and disseminate improved educational techniques, practices and innovations;
- Collaborate, advise and assist State Education Departments, Universities and other educational institutions;
- Act as a clearing-house for ideas and information to all matters relating to school education;
- Undertake the preparation and/or the publication of books, materials,
 periodicals and other literature to achieve its objectives;
- Act as a nodal agency for achieving goals of universalization of elementary education.

In addition to research, development, training, extension, publication and dissemination activities, the NCERT acts as a major agency for implementing the bilateral Cultural Exchange Programmes with other countries in the field of school education. The NCERT also interacts and works in collaboration with the international organizations, visiting foreign experts/delegations and offers various training facilities to educational personnel from developing countries.

2. NCERT functions through following 08 constituent Units:

- (i) National Institute of Education (NIE), New Delhi
- (ii) Central Institute of Educational Technology (CIET), New Delhi
- (iii) Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE), Bhopal
- (iv) Regional Institute of Education (RIE), Ajmer.
- (v) Regional Institute of Education (RIE), Bhopal.
- (vi) Regional Institute of Education (RIE), Bhubaneshwar.
- (vii) Regional Institute of Education (RIE), Mysore
- (viii) North-East Regional Institute of Education (NE-RIE), Shillong.

Performance of National Council of Educational Research and Training (NCERT) is reviewed by its Executive Committee and Hon'ble Minister of Human Resource Development is the Chairman of Executive Committee of NCERT. The members of the committee include inter-alia Minister of State (Ministry of Human Resource Development), Secretary, Department of School Education & Literacy etc. The Annual Report and Audited Accounts of Council are laid on the Table of Both the Houses of Parliament after the approval of Executive Committee of NCERT i.e. Governing Body.

National Institute of Open Schooling (NIOS)

Backdrop

Initiated as a project in 1978 by the Central Board of Secondary Education, the Open Schooling programme has now taken shape as an independent system of education in India. The National Institute of Open Schooling (NIOS), formerly National Open School (NOS), with approximately 1.85 million learners on roll, has emerged as the largest Open Schooling Organization in the world. Keeping in view the diversified needs of the target groups, NIOS offers Open and Distance Learning programmes ranging from Basic Education to Senior Secondary Education and a large number of Vocational Education Courses. In 1990, the Government of India through a Gazette. Notification vested in NIOS the authority to examine and certify learners registered with it up to Pre-Degree level.

The Vision Document of the organization envisages that NIOS will act mainly as a Resource Organisation in Open Schooling at national as well as at international level with its usual programme delivery role. It has been proposed that the State Open Schools (SOSs) may assume major responsibility for expansion of Open Schooling in India, since the prospective learners would generally prefer opting regional languages as medium for their courses of study.

Vision of NIOS

The National Institute of Open Schooling, with international recognition and presence, provides access to sustainable and learner-centric quality school education, skill upgradation and training through open and distance learning and ensures convergence of open schooling organizations, resulting in an inclusive learning society, human resource development, national integration and global understanding

Mission of NIOS

The National Institute of Open Schooling:

- Promotes a system of open learning for providing quality education which results in a dynamic inclusive learning society.
- Provides a dynamic flexible system of open schooling for development of a knowledge society.
- Acts as a national resource centre to set a proactive role model for learner centric open and distance learning system at school education stage.
- Develops professional support network using current technologies.
- Provides education and training for skill upgradation and lifelong learning for all.
- Provides need based Vocational Education for making the students entrepreneurs and not simply job seekers.
- Establishes action oriented research for strengthening the Open and Distance Learning System at school level.
- Achieves excellence in matters such as quality of learning material, student support services, system of assessment and professional development of staff.
- Identifies and reaches out to prioritized client groups viz., school drop-outs and marginalized groups such as rural youth, urban poor, girls and women, scheduled castes, scheduled tribes, backward classes, minorities, differently abled and ex-servicemen to universalize education.
- Promotes national integration and integrated development of people.
- Strives for promotion of open schooling at national and global level through advocacy and consultancy programmes, by providing forum for exchange of ideas and information, and capacity building of open schooling functionaries by way of training and attachment programmes.

Undertakes continuous self-assessment and self-improvement for systemic improvement.

NIOS works through its five Departments and two Units at headquarters and 13 Regional Centres located at Hyderabad, Pune, Kolkata, Guwahati, Chandigarh, Delhi, Allahabad, Patna, Jaipur, Kochi, Bhopal, Bhubaneswar, Deharadun and one Sub-Centres of the Regional Centres of NIOS have been set up at Vishakhapatnam.

Courses of Study offered by NIOS

The National Institute of Open Schooling (NIOS) provides opportunities to interested learners by making available the following Courses/Programmes of Study through open and distance learning (ODL) mode.

- Open Basic Education (OBE) Programme for children (upto 14 years), and for adolescents and adults at A,B and C levels that are equivalent to classes III, V and VIII of the formal school system.
- Secondary Education Course
- Senior Secondary Education Course
- Vocational Education Courses/Programmes
- Life Enrichment Programmes

Significant Programmes of NIOS during 2010-11

Acknowledging the fact that the young entrepreneurs will be wealth of the nation, the learner friendly Vocational Education programmes of NIOS provides excellent prospects for the learners. It offers about 85 Vocational Education Courses in the areas such as Agriculture, Business and Commerce, Engineering and Technology, Health and Paramedical, Home Science and Hospitality Management, Teacher Training, Computer and IT related Sectors.

Revision of Courses of Study

The Self Instructional Material (SIMs) in subject like Hindi, English, Urdu, Mathematics, Psychology, Biology, Physics, Chemistry, Accountancy, Commerce at the Senior Secondary stage are being revised in the light of the provisions of the National Curriculum Framework (NCF-2005) and latest developments. The new material will be made available to the NIOS learners from the year 2010-11.

Tutor Marked Assignments

A fresh set of Tutor Marked Assignment (TMA) in all subjects at Secondary and Senior Secondary stage was developed in English and Hindi Versions for the year 2009-10. TMAs were also developed in regional language.

Formulation and Implementation of NIOS Programmes

NIOS has set up an elaborate mechanism for formulation and processing of educational programmes. Based on the identified and perceived needs, the constituents of NIOS deliberated their programmes in the meetings of their respective Advisory Boards. The inputs from the Advisory Boards for the Programmes for the year 2009-10 were considered further by the Academic Council. The programmes approved by the Academic council are being implemented by all the Constituents of NIOS.

NIOS Admission and Examinations

NIOS admitted 3.05 lakh students as on 24.01.2011 during 2010-11 in Secondary, Senior Secondary and Vocational Education Courses. Orientation programmes for the Coordinators of Study Centres and the Academic Facilitators were organized. NIOS continued organizing Secondary, Senior Secondary and Vocational Education Examinations in October-November and April-May and On Demand Examinations at NIOS Headquarters. In April 2010 examination, 407452 students appeared in NIOS examination (Sec. 1,96,882, Sr. Sec. 1,99,682 and Voc.

10,888). In October 2009 examination 2,34,147 (Secondary 1,10,536 Senior Secondary 1,13,187 and Vocational 10424) students appeared.

Special Programmes

Adolescence Education Programme

The aim of MHRD-UNFPA Adolescence Education Programme (AEP) is to increase students' awareness about AEP concerns and develop among them positive attitude and necessary skills enabling them to take informed decisions.

Multimedia Programmes

Production of Interactive Multimedia Programmes on the subject of Chemistry was initiated by NIOS for the Educational Portal of MHRD – "Sakshat". A few Multimedia programmes have been produced and uploaded on the Educational Portal of MHRD – "Sakshat" for Class XII. It is proposed to produce Multimedia Programmes for Sakshat Portal in the subject area of Chemistry for Class X.

Training Modules for ODL Functionaries

National Institute of Open Schooling in collaboration with the Commonwealth of Learning has developed a series of six Training Modules for the Open Distance Learning (ODL) functionaries viz., Tutors, Coordinators and Academic Facilitators. These modules are being translated in Hindi.

NIOS is identified as a lead institution by National Monitoring Committee for Minority Education (NMCME) for providing linkage of minority educational institutions like Madarsas Maktabs and Darul Uloom with educational mainstream. NMCME and its sub-committee on this subject alongwith NIOS was able to take a major initiative for relaxing the norms for granting accreditation to Traditional Educational Institutions of Muslims like Madarsas and Maktabs.

Media programmes: an overview

One of the major activities of the NIOS is to make use of modern means of Communication and Educational Technology in distance learning.

Video programmes:

Except for the programmes related to language courses (Hindi, English, Urdu), most of the video programmes have been produced in English and Hindi versions by using documentary, docu-drama and other formats. These video programmes attempt to present topics in a simple, interesting and engaging manner, so that the learners get a clear understanding and insight into the subject matter. The duration of each video programme varies from 15 to 20 minutes. Till date, 302 video programmes have been developed.

Besides, producing curriculum based video programmes, Documentary films on NIOS, and Video Spots etc., have also been produced for publicity purpose.

Audio programmes:

Media Unit has produced 336 Audio programmes and tutorials on several topics/themes from NIOS curriculum, including Hindi, English and Urdu language courses. Audio programmes on Adolescent Education Project (AEP) with funding from UNFPA have also been produced.

17 Multimedia programmes have been produced till date and 8 programmes have been submitted for uploading on the Educational Portal of MHRD.

Broadcast/Telecast of Media Programmes:

NIOS provided support to the learners through Personal Contact Programmes(PCP) at the Study Centres and through Media Programmes inputs. In this context NIOS programmes are broadcast on "Gyan Vani" from 8.30 a.m.

to 9.00 a.m and repeat broadcast from 4.30 p.m. to 5.00 p.m. every Friday, Saturday and Sunday.

NIOS video programmes are telecast on DD-1 every Friday from 5.02 a.m. to 5.25 a.m. and on Gyan Darshan channel from 6.30 p.m. to 7.00 p.m. every day.

EDUSAT:

The Education Satellite (EDUSAT) facility set up at NIOS is specially configured towards providing two way Audio and video conferencing.

Workshops/Training Programmes:

The Media Unit has been organizing workshops to orient the NIOS faculty in scripting/content development of Audio and video programmes.

National Bal Bhavan

1. The National Bal Bhavan is an autonomous organisation fully funded by the Ministry of Human Resource Development, Government of India. The first Prime Minister of India, late Pt. Jawahar Lal Nehru, dreamt of a place for children where they could come and participate in activities of their choice and learn at their own pace. From its humble beginning in 1956 till the present time the Bal Bhavan movement has spread across the length and breadth of the country. Recent efforts to further spread the Bal Bhavan methodology in different parts of the country have borne many fruitful results with 60 New Bal Bhavans and Bal Bhavan Kendras being started in the years 2008 - 2010. Presently there are 178 Bal Bhavans and Bal Kendras across the country. In addition there are 54 Bal Bhavan Kendras at Delhi as also a rural unit at Mandi village at Delhi. They conduct varied creative activities for all children specially for the children from deprived sections of society and also rural children. A Children's Creativity Centre – the first International centre on the pattern of National Bal Bhavan is functioning in Mauritius.

- 2. The National Bal Bhavan has been contributing to enhancing, sustaining and nurturing creativity amongst children in the age group 5-16 years. The focal point of the activities is the child and the programmes are so designed as to ensure all round personality development of the child and to inculcate in them a scientific temper and spirit to challenge, experiment, innovate and create. These objectives are achieved through myriad activities encompassing a wide spectrum of subjects like science, creative arts, performing arts, photography, games, literacy activities, museum related activities, home management related activities etc. Learning by doing and hands-on exercises make the centre very popular with children.
- 3. To galvanise the National Bal Bhavan movement 4 New Bal Bhavans were opened iin the states of Orissa, Andhra Pradesh, Uttrakhand and Uttar Pradesh.
- 4. International community recognized the role of National Bal Bhavan as a premier children's Organisation working for the all round development of children and appreciated the real essence of Bal Bhavan philosophy. Over the years, National Bal Bhavan ahs been invited by several countries for cultural exchange programme. Bal Bhavan has thus established linkages with Mongolia, Kyrghyz Republic, Mauritius, China, Norway, Kazakhstan, Russia & Sri Lanka. National Bal Bhavan received invitations from National Centre for Child Culture Egyptian Ministry of Culture to send entries for International Handmade Toy Competition and Photography Competition during April 2010 and also in November 2010. The work for sending entries for handmade toys, photography and painting for the International competition of 2011 is still in progress. 15 children's best art work was also sent for participation in International Children's Picture Biennele "Joy of Tashkent" from 27th November to 3rd December 2010.
- 5. The National Training Resource Centre of National Bal Bhavan imparts teacher training with an objective to reach out to children through teachers who are well trained in creative teaching methodology. The National Training Resource Centre undertook Integrated Training Programme from 13th 30th April

2010 in which 115 teachers from affiliated Bal Bhavans and Bal Kendras participated.

- 6. National Bal Bhavan organised several innovative programmes/workshops for children during summer and otherwise too. Football Training Camp for children was organised at JBB Mandi on 4th, 11th, 18th, 25th April 2010 and 4th, 11th 18th and 25th July in which 140 children participated. The objective was to impart training to children in various techniques involved in playing Football. Research and Rescue Training on Disaster Management programme was organised in National Bal Bhavan on 16th April 2010 in which 280 Children participated. To make children understand the importance of Bird Watching and how this lead to love for birds and nature a 'Bird Count Club' was launched in 2009. A meeting of Bird Count Club was held on 24th April, 2010 in which 78 Children and 5 teachers participated. Culture Craft Conservation Convention was organised from 19th May - 18 June 2010. To mark the Common Wealth Games 2010 and help children learn its significance and importance of physical fitness a Minithon was organised on 12th June 2010 in which 438 children participated. National Bal Bhavan children presented a Ballet and a Drama, a programme organised by the Ministry of Social Justice and Empowerment at Mavlankar Hall on 26th June, 2010 to mark International Day against Drug Abuse and Illicit trafficking.
- 8. The Bal Shree Scheme was initiated by National Bal Bhavan in 1995 to identify the exceptionally creative and innovative children of country in the fields of Arts, Performance, Writing and Scientific Innovation.
- 10. All India Bal Bhavan's Chairpersons' and Directors' Conference will be held in March wherein the Chairperson and Director of affiliated Bal Bhavans and Bal Kendras will meet on a common platform to deliberate on issues related to Bal Bhavan and formulate child centre programmes.

Activities for 2011-12

- 11. It is estimated that during 2011-12 more then 42,000 children would be enrolled in National Bal Bhavan, Bal Bhavan Kendras and JBB, Mandi and atleast 80 schools would become institutional member and more than 15 institutes would be given free institutional membership. It is also expected that 225 workshops and programmes will be conducted for children and 4 New Bal Bhavans will be opened in various parts of the country in North Eastern Region i.e. Assam, Arunachal Pradesh, Tripura and Meghalaya.
- 12. National Bal Bhavan proposes to have following National Programme/Workshops during the year 2011-12
 - Children's Assembly and Integration Camp 2011
 - Bal Shree Selection Camps 2011 (Local, Zonal and National)
 - 22nd National Conference of Young Environmentalists
 - Culture Craft Conservation Convention 2011
 - The Education for All Meet 2011
 - 31st All India Chairpersons' and Directors' Conference
 - Integrated Training Programme
 - Mandi Divas
 - Bal Kendra Divas
 - Environment Week Programme
 - Science Day Programme

Central Tibetan Schools Administration (CTSA)

Introduction: The Central Tibetan Schools Administration was set up as an autonomous organization by a resolution of Govt. of India, Ministry of Education (Now Ministry of Human Resource Development, Department of School Education and Literacy(on 05 Sep., 1961 and Registered under the Societies registration Act XXI of 1860). The GOI provides 100% financial assistance to CTSA.

- 2. Presently 68 schools which include 8 Sr. Secondary Schools, 06 Secondary Schools, 07 Middle Schools, 07 Primary Schools 32 Pre-primary Schools and 08 Grant-in-aid schools with an approximate number of 8988 students and 700 Teaching and Non-Teaching staff are being run by the Administration.
- 3. Out of these 68 schools, 08 are Grant-in-aid schools run by the Department of Education, CTA of H.H. the Dalai Lama, Dharamsala and their autonomous bodies/Trust. Only grants limited to salary for some teachers, text books and stationery etc. are provided by CTSA to these schools. Most of the Primary and Pre-Primary schools are run as satellite schools with main schools and administered by the Head of the main schools.