

Centrally Sponsored Education Schemes in India

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DOI:10.36348/jaep.2021.v05i05.003

| Received: 13.04.2021 | Accepted: 23.05.2021 | Published: 27.05.2021

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Abstract

Development of the country is possible only through education. The better the education system of the country, the better progress of the country will be. The development of the country depends on education. Education is the solution to all problems. Many reforms have been made in the field of education since India became independent. However, we have not yet got the expected result. Various schemes are being implemented by the State and Central Governments to strengthen the foundation in education. There were some vital schemes of Central and State government of education in India before 1990 such as Andhra Pradesh Primary Education Programme (APPEP), Shiksha Karmi Project (SKP), Mahila Samakhya (Education for Women's Equality) Programme, Bihar Education Project, Lok Jumbish Project etc. These schemes had given impressive results. So after 1990, the Government of India implemented centrally sponsored schemes in education such as District Primary Education Programme (DPEP), Sarva Shiksha Abhiyan (SSA), and Samagra Shiksha.

Keywords: District Primary Education Programme, Sarv Shiksha Abhiyan, Samagra Shiksha.

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INTRODUCTION

When India became independent in 1947, the educational, social and economic situation of the country was not known. So it was the prime responsibility of the state government to provide primary education to every child in the state. As well as the Central Government in coordination with the State Government continued to accept responsibility for the maintenance of appropriate standards in educational facilities, higher education and research. And that lasted until 1994.

The foundation of education needs to be very strong to create quality of education. The foundation of education is primary education. Therefore, our country has placed more emphasis on primary education in the reform of post-independence education. India's future will be brighter as primary education becomes more effective.

The development of the country was not possible without education. Only through education was the social, economic and cultural development of the country possible. Thus, after independence, the emphasis was on primary education. Various

government schemes were implemented to make primary education effective.

District Primary Education Programme (DPEP)

Origin of DPEP

Prior to 1990, there were a few large scale foreign funded projects in education. The four main projects on rural education in India are as follows:

1. Andhra Pradesh Primary Education Programme (APPEP), 1984

- **Aims:** Human Resource Development Programme (HRDP) and School Building Construction Programme (SBCP).
- **Phase – I:** 1984-1987
- **Phase – II:** 1989-1996
- **Funded By:** Overseas Development Administration (ODA, U.K.), now rename as Department for International Development (DFID, U.K.), both technically and financially.

Note: APPEP merge with DPEP after 1995.

2. Shiksha Karmi Project (SKP), 1987

- **Aims:** Universalisation and qualitative improvement of primary education in the remote and socio-economically backward villages of Rajasthan, with the primary focus on girls.

The Shiksha Karmi Project functions by constituting Village Education Committees (VECs) to promote community involvement in primary education and encourage village level planning. The role of VEC is to mobilize resources for maintenance, repair and construction of school infrastructure, and also in determining the school calendar and timing, in consultation with the local community and Shiksha Karmis.

The Shiksha Karmi Project also runs non-formal classes called Prehar Pathshalas- schools of convenient timings. For girls' education, Angan Pathshalas are being run in three blocks.

- **Funded By:** Swedish International Development Agency (SIDA).

Mahila Samakhya (Education for Women's Equality) Programme, 1989

- **Aims:** To translate the goals of National Policy on Education (1986) and Programme of Action (1992) into a concrete programme for the education and empowerment of women in rural areas, particularly of women from socially and economically marginalized groups [3].
- **1989**, Launched as a pilot project in 10 districts of Karnataka, Gujarat, Uttar Pradesh
- **1992**, Andhra Pradesh
- **1998-99**, Kerala
- **2002**, bifurcation of Uttar Pradesh, Uttarakhand
- **2003-04**, State of Bihar, Jharkhand, Assam
- **2006-07**, Chhattisgarh and Madhya Pradesh
- **Funded By:** Dutch Government

3. Bihar Education Project, 1991

- **Aims:** Improving Elementary Education System in Bihar, quantitatively and qualitatively. To emphasize on Scheduled Castes, Scheduled Tribes and women. Bihar Education Project, Rename as a Bihar Education Project Council (BEPC).
- **Funded By:** United Nations International Children's Emergency Fund (UNICEF) and World Bank

Note: First programme funded by the World Bank in Uttar Pradesh prior to DPEP, was referred to as a safety net programme.

4. Lok Jumbish Project, 1992

- **Aims:** Education for All in Rajasthan
- **Phase – I:** 1992-1994, Two Years
- **Phase – II:** 1998-2000, Two Years
- **Funded By:** Expenditure shared between Swedish International Development Agency (SIDA), Govt. of India and Govt. of Rajasthan in ratio 3:2:1.

Note: International Labor Organization (ILO) had funded in some non-formal education centers in India. The European Union is also a large donor.

Purpose of DPEP

The District Primary Education Programme (DPEP) was designed to help achieve the objective of Universal Elementary Education (UEE) outlined within the policy framework of the revised National Policy on Education 1986 (as updated in 1992) and the Programme of Action, 1992. The purpose of DPEP is stated clearly in the Programme Guidelines [2].

In 1993, the MHRD, GoI, conceived the DPEP as an umbrella scheme under which the support from all the different funding agencies would be channeled (MHRD 1993) [1].

History of DPEP

- Apr, 1993 – District Primary Education Programme formulated.
- Dec, 1993 – Cabinet approval for scheme
- Jan, 1994 – Planning Commission approved DPEP as a centrally sponsored scheme
- Dec, 2002 – DPEP Phase-I, Completing their project cycle
- Jun, 2003 – DPEP Phase-II, Completing their project cycle
- 2007-08 – Up to some DPEP implemented in some district

Major characteristics of DPEP

- Holistic View
- Decentralized Planning
- Participatory Process
- Equity
- Community Ownership

Below table 1 shows the implementation of district primary education programme in India with state wise and district wise summary [5].

Table-1: DPEP Coverage, 1999

State	Total District	DPEP Coverage (Districts)					
		Phase I	Phase II	Phase III	Phase IV	In the Pipeline	Total
Assam	23	4	5				9
Haryana	16	4	3				7
Karnataka	20	4	7				11
Kerala	14	3	3				6
Madhya Pradesh	45	19	15				34
Maharashtra	30	5	4				9
Tamil Nadu	21	3	3				6
Andhra Pradesh	23		5		14		19
Bihar	42			27			27
Gujarat	19		3				3
Himachal Pradesh	12		4				4
Rajasthan	31				10	9	19
Orissa	30		8			8	16
Uttar Pradesh	83		22			38	60
West Bengal	17		5			5	10
Total	426	42	87	27	24	60	240

After the assessment of DPEP Phase-I the authors concluded that its net impact on minority children was impressive, while there was little evidence of any impact on the enrolment of girls. So investment in DPEP was not a waste, because it introduced a new approach to primary school interventions in India[6]. In DPEP from 1993 to 2001, 50 million children covered in its ambit.

Sarv Shiksha Abhiyan (S.S.A)

Sarva Shiksha Abhiyan (SSA) is Government of India's flagship programme for achievement of Universalization of Elementary Education (UEE) in a time bound manner, as mandated by 86th amendment to the Constitution of India making free and compulsory Education to the Children of 6-14 years age group, a Fundamental Right.

SSA is one of the comprehensive approaches to achieve the universalisation of elementary education in India as a holistic and convergent approach. It is comprehensive because it is implemented in all the districts of India.

Universalization of Elementary Education (UEE) includes three things.

1. Universalisation of Provision
2. Universalisation of Enrolment
3. Universalisation of Retention

Basic details of SSA

- **Launched:** 2001
- **Motto:** Education for All
- **Poem:** "School Chalen Hum" written by Mehboob to promote S.S.A

Aims:

1. Universalisation of Primary Education "in a time bound manner".
2. To provide elementary education for all children between the ages 6 to 14 by 2010.
3. To bridge social, regional and gender gap with active participants of community in school management.
4. To allow children to learn in their natural environment to develop their spiritually and materially.
5. To provide value-education
6. To provide quality basic education all over country.
7. Opportunity for promoting social justice through basic education.
8. Coordination and partnership between the central, state and the local government for better elementary education in school.

Aspects of SSA

1. Provide wide coverage framework for implementation of Elementary Education Scheme.
2. Provide budget to achieve Universalisation of Primary Education

Objectives of SSA

1. Back-To-School Camp by 2003.
2. All children complete five year of primary education by 2007.
3. All children complete Elementary Education by 2010.
4. Emphasis on Education for Life, during elementary education.
5. Bridge all gender gap and social category gaps at primary stage by 2007 and elementary level by 2010.

Functional Ares of SSA

1. Teachers Training
2. Planning and Management
 - School improvement & maintenance grant
 - Manpower for Academic support structure at Cluster, Block and District level
 - Computer Education to reduce gap between rural and urban area.
3. Tribal Education
4. Gender Education
 - New KGBV with residence, Free transportation
5. Civil works
 - School construction, additional classroom, repairing, toilets, drinking water, etc.
6. Finance and Accounts
 - Annual work planning and budget
 - All financial transaction must be through PFMS
7. Media & Documentation
 - Project report
 - Detailed advertisement of schools facilities for Enrollment
8. Management Information System
 - UDISE, Teacher Portal, Online Teacher & Student Attendance
 - Coordination, Monitoring, Evaluation of Project/Task assigned by SSA
9. Integrated Education for Disable

Some Schemes under SSA

- **NPEGEL Scheme** || July, 2003 : **National Programme for Education of Girls at Elementary Level**
- To reach the “**Hardest to Reach**” girls, especially those not in school.
- Primarily the program was implemented in Educationally Backward Block. Where,
 1. Rural Female Literacy < National Average, 46.13%).
 2. At least 5% SC/ST population and below 10% ST/SC female literacy
- In July, 2007 programme was extended for the girls at risk/difficulties in life.

Unique features of NPEGEL

1. Establishment of Model Cluster School (MCS) exclusively to promote girls education
2. Vocational Education & Life-Skill Education.

Target Beneficiaries

1. Out of School girls
2. Drop out Girls
3. Overage girls, who have not completed elementary education

4. Working girls
5. Girls from marginalized social groups
6. Girls with low attendance
7. Girls with low levels of achievement

BALA || 2006: Building As Learning Aid

- Start: 2006, SSA Gujarat with support of UNICEF
- Child-Friendly Learning-Based School Infrastructure
- Under the BALA Project, SSA Gujarat implement i-BALA (inclusive-BALA) for specially focus on making learning environment for CwSN.
- Constructive self-learning environment for children
- Design the school structure so that the child likes to come to school.

PRAGNA || 2010: An activity based learning approach

- For Standard I and II.
- School without school bag.
- Learn through experience.
- Learn from Teachers and Peers.
- Learn own place and level.

Sub programme: Padhe Bharat Badhe Bharat

|| National wide || 2014-15

Children who fail to read in early education lag behind in other subjects. The programme is designed to improve comprehensive early reading, writing and early mathematics programme for children in Classes I and II.

STP: Special Training Programme

- Alternative Schooling Programme for the Dropped Out and Out of School Children (OoSC) under the provision of RTE Act-2009 by SSA.
- Regular school teacher or Trained Bal Mitra provide age appropriate training to OoSC with the help of special training material that provided by SSA in the school premises or as per convenience of children.

Note: In Gujarat, SSA implemented by Gujarat Council of Elementary Education and also implemented most essential School Digitalization Programs for Interactive Classroom and Teaching-Learning Process through Technology like CAL Project, Smart Interactive Classroom Project and Gyankunj etc.

Samagra Shiksha

The Union Budget, 2018-19, has proposed to treat school education holistically without segmentation from pre-nursery to Class 12. Samagra Shiksha is combination of three schemes.

$$\text{Samagra Shiksha} = \text{SSA} + \text{RMSA} + \text{TE}$$

Where, SSA = Sarv Shiksha Abhiyan for Elementary Education, RMSA = Rashtriya Madhyamik Shiksha Abhiyan for Secondary & Higher Secondary

Education and TE = Teacher Education for Capacity Building of Teachers.

DPEP and SSA both schemes covered only primary and upper primary government schools, when Samagra Shiksha covered all schools from 0 (Aanganwadi) to 12 standard with all medium (Regional Language, Hindi, English & others) and all management (Govt., Granted, Private & Others).

Branches and Major Functions of Samagra Shiksha [8]

1. Access, Retention and Vocational Education School Access and Retention

Survey & Identification of OoSC, STP (In School/Tent STP), Mainstreaming in Schools, Seasonal Hostels, Residential Schools & Hostels, Migration Monitoring, Transportation, Shala Praveshotsav, Maintaining Database: Enrollment | Retention | Transition | Drop-Out.

Transition

Mapping of Secondary Vs Elementary Schools, Focused Intervention for Transition Improvement (Transportation, SMC, Community Mobilization, etc...)

Vocation Education & Career Counseling

Identification of Schools, Lab Setup, Enrollment, Deployment of Vocational Trainers, Industry Tie-Ups, Internship Career Counseling.

Quality Education, Assessment and Monitoring

Quality Education (Pre-school to Std. 12)

Pragna, Pre-School Integration, Periodic Assessment Test, Remedial Teaching like Mission Vidhya, NCERT Kits, Reader's Club & Library, Learning-by-Doing centers and STEM Education, Rashtriya Aaviskar Abhiyaan, Science Laboratories, School Academic Development Plan, Twinning of Schools, Scholarship Exams, Exposure Visits, Educational Events, Science-Maths Competitions, Quality Education Initiatives, Kala Utsav, Band Competition, Innovative Practices.

Quality Assessment

Planning, Implementation, and Analysis of Learning Assessment Surveys like National Achievement Survey (NAS), Gujarat Achievement Survey (GAS), Shala gunotsav, Gunotsav, Shaala Siddhi.

Research, Evaluation & Monitoring

Research & Evaluation, School Visits and Classroom Observations through BRC / CRC for Learning Outcomes and Administrative activities, School Monitoring Application, Command & Control Center.

Teacher Capacity Building

Online Teacher Professional Development, Samarth Online Program, DIKSHA, Teachers Capacity Building & Induction Training in coordination with GCERT / DIET.

2. Gender and Social Inclusion

3. MIS & Digital Initiatives

- Command and Control Center (CCC) for Schools || June, 2019
- Online Attendance System
- School Monitoring Application
- GIS Mapping of Schools
- Gyankunj & Smart Classroom
- ICT@Schools

4. Civil and Infrastructure

- Developing of School Building, Green School & BALA
- Establishment of rain water harvesting system
- Construction New Classroom, Teacher Staff Quarter & STP Hostel for OoSC
- Up gradation Schools, Repairing and Furniture for Schools & Classroom
- Supply and Installment of Water Purification System
- Individual Toilet facility for Girls and Boys of Normal child and CwSN

Monitoring of the programme

Civil branch provide manpower by recruiting Technical Resource Person on Contractual Basis are posted at district and block level for monitoring and supervision work.

Command and Control Center for Schools was implemented by Samagra Shiksha in June 2019 for Real-Time Monitoring.

CCC 1.0 || Year 2019-20

- 100% Enrollment
- Centralized online attendance system for Teachers & Students
- Real time online monitoring (by Call) of CRCs, BRCs and other officials
- Detailed analysis of weekly tests and the semester exams
- Generating actionable insights for multiple stakeholders

CCC 2.0 || Year 2020-21

- Provided Tablet into all School (Only Govt.), CRCs, and BRCs with essential Apps.
- Tablet fully controlled by CCC 2.0
- Real time monitoring by Video Call with School Staff, Samagra Shiksha Staff etc.
- Managed all online meeting and conference of education department by CCC 2.0

Major Initiatives: to move from Schooling to Learning

For Student

- Periodic Assessment Test
- Smart Classroom 2.0
- Gyankunj 2.0
- Virtual Classroom_{|| For Standard 3 to 8}
- Reading Campaign for Oral Reading Fluency: Vanchan Abhiyan
- Study from Home
- TV Tutorial & Teachers Reach out to Individual Student
- Video Content for CwSN
- Career Counseling Portal _{|| For Standard 9-12 in Gujarati, Hindi and English Language}
- QR Coded Textbooks
- Online Education through Microsoft Teams platform
- Socio-Psychological Support for Children _{|| During pandemic}

‘Parivar no maalo-salamat ane humfaalo (family’s nest-safe and warm)’ programme was launched by GCERT on April 1. As a part of the programme students were provided with daily education material including stories, songs, physical and mental activities, shared through WhatsApp.

For Teacher

- **Samarth 1.0**_{|| Jan, 2019} and **Samarth 2.0**_{|| 16 Aug, 2019} – Online Professional Development of Teachers in Collaboration with IIM Ahmedabad
- Facebook Workplace & Workchat

For School

- School Administrative Software (SAS)
- Centralized Summative Examination _{|| By GCERT in Nov 2019}
- Online Data Entry of Results for Standard 3 to 8
- GPS based Apps to Track the Progress of CwSN

CONCLUSION

Samagra Shiksha has Upgraded Education System for School Development, Monitoring and Evaluation. Due to the process of teaching-learning through technology, the quality of education has increased. Due to real-time monitoring by Samagra

Shiksha, the quality of the schemes has increased. Samagra Shiksha has proved to be very fruitful for education in India.

The New Education Policy 2020 will be implemented in Standard 0 to 12 through Samagra Shiksha under the supervision of Ministry of Education (MoE) (formally known as Ministry of Human Resource Development). Because Samagra Shiksha provides real-time monitoring system to know the current status of implementation of educational plans, projects or any work.

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