CHAPTER 3
QUALITY EDUCATION IN SOUTHERN RAJASTHAN

3.1 DEMOGRAPHIC BACKDROP OF RAJASTHAN

Rajasthan is situated in the northern part of India. It is the largest State in India by area constituting 10.4 percent of the total geographical area of India and it accounts for 5.5 percent of population of India. Topographically, deserts in the State constitute a large chunk of the land mass, where the settlements are scattered and the density of population is quite low. It is administratively divided into 7 divisions, 33 districts, 244 Tehsils, 295 Panchayat Samitis, 9,891 Gram Panchayats, 44672 inhabited villages and 188 urban local bodies as of Census 2011. Recently, a new district has been carved out in the State namely Pratapgarh in 2008.

As per details from Census 2011 shown in Table 3.1, Rajasthan has population of 6.86 Crores, an increase from figure of 5.65 Crore in 2001 census. Total population of Rajasthan as per 2011 census is 68,548,437 of which male and female are 35,550,997 and 32,997,440 respectively. In 2001, total population was 56,507,188 in which males were 29,420,011 while females were 27,087,177.

<table>
<thead>
<tr>
<th>Description</th>
<th>2011</th>
<th>2001</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approximate Population</td>
<td>6.86 Crores</td>
<td>5.65 Crore</td>
</tr>
<tr>
<td>Actual Population</td>
<td>68,548,437</td>
<td>56,507,188</td>
</tr>
<tr>
<td>Male</td>
<td>35,550,997</td>
<td>29,420,011</td>
</tr>
<tr>
<td>Female</td>
<td>32,997,440</td>
<td>27,087,177</td>
</tr>
<tr>
<td>Population Growth</td>
<td>21.31%</td>
<td>28.33%</td>
</tr>
<tr>
<td>Percentage of total Population</td>
<td>5.66%</td>
<td>5.49%</td>
</tr>
<tr>
<td>Sex Ratio</td>
<td>928</td>
<td>921</td>
</tr>
<tr>
<td>Child Sex Ratio</td>
<td>888</td>
<td>909</td>
</tr>
<tr>
<td>Density/km2</td>
<td>200</td>
<td>165</td>
</tr>
</tbody>
</table>
### Literacy

<table>
<thead>
<tr>
<th></th>
<th>Male Literacy</th>
<th>Female Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>79.19 %</td>
<td>52.12 %</td>
</tr>
</tbody>
</table>

### Male Literacy

<table>
<thead>
<tr>
<th></th>
<th>Female Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>75.70 %</td>
<td>43.85 %</td>
</tr>
</tbody>
</table>

Source: Census, 2011

The total population growth in this decade was 21.31 percent while in previous decade it was 28.33 percent. The population of Rajasthan forms 5.66 percent of India in 2011. In 2001, the figure was 5.49 percent. Sex ratio has risen by 7 points to be 928 females per 1000 males. This ratio was 921 in 2001. Population density has also increased from 165 per km$^2$ to 200 per km$^2$.

Rajasthan is characterised by sharp differences in terms of terrain, livelihood, dispersed patterns of settlement and social identity. Within the state, agriculture and animal husbandry are the major sources of livelihood, with no significant manufacturing industries or sectors. Distribution of income and assets is also highly uneven. Therefore, the task of ensuring that education is universalised and relevant for all sections of society is indeed formidable. The main challenge confronting education strategies in Rajasthan is the education of the girl child, especially among Scheduled Tribes and Scheduled Castes.

#### 3.1.1 Demographics of Southern Rajasthan

Southern Rajasthan includes six districts forming the Udaipur Division – Udaipur, Chittorgarh, Rajsamand, Dungarpur, Banswara and Pratapgarh. Total population of this division is 98,23,240 of which 49,73,341 are male and 48,99,899 are female. Sex ratio of this division is 980 which is the highest in the state. Population density is 278 persons per km. Literacy rate is 59.73% (Male 73.60% and Female 45.74%) as per Census 2011.

#### 3.2 EDUCATION IN PRE INDEPENDENCE ERA

Modern education, as defined in Lord Macaulay’s Minute on Education, appears to have started in Rajasthan in the middle of the 19th century, although the tradition of public education dates back to the medieval period (Box 4.1). English medium and “modern” schools were first introduced in Alwar and Bharatpur in 1842, in 1844 in Jaipur and in 1863 in Udaipur. Efforts to introduce modern education in Ajmer-Merwara area began in 1819ii.
In the medieval period also, Rajasthan had a system of public education. Some educational institutions were established by rulers of some provinces and some institutions were established by religious communities (Hindu and Muslim). Institutions established by rulers, depending on their personal commitment, had wide varieties among several provinces. Educational establishments by communities were mainly started by influential persons of the society, to give a comparable education as of “royal schools”. By and large both types of institutions were started with an idea that expending education to lower caste children will be dangerous to the elite class and therefore, education in this era remained confined to Brahmins or the so called “upper class” of the society.

Jaipur State was at the forefront of modern education in Rajasthan where in 1844 the Department of Public Instruction had been established. Under the auspices of the Maharaja Sawai Ram Singh Bahadur, a Sanskrit college and schools for boys and girls were opened. The education scenario in smaller states, e.g. Bundi, Dholpur, Shahpura, Banswara, Pratapgarh and Dungarpur, was very different. In Bundi and Bikaner, for example, schools were limited to Sanskrit/Persian schools and Chatshala/ Pathshalas respectively. Girls’ education was considered less important, therefore negligible efforts were there to promote or improve education of girls. Schools were broadly categorized into those established by rulers, by Christian missionaries and by influential persons and charitable trusts. In mid-19th century, there were 647 educational institutions, of which 510 were maintained by the princely states, 103 by private individuals and 34 by missionaries. Of these, 545 were primary schools.

According to Department of College Education, Government of Rajasthan there is 210 Government colleges, 1511 (as on 20 September 2016) unaided private colleges and 813 B.Ed. colleges. There is 1 Central university, 9 deemed universities, 15 state universities and 24 private universities in Rajasthan. In recent, the education scenario of Rajasthan has changed. As per 2011 census the population of Rajasthan was 68.55 million, the male population was 35.55 million and female population was 33.00 million. The literacy rate of Rajasthan was 66.11%, of which the male literacy is 79.19% and female literacy is 52.12%. The sex ratio of Rajasthan was 928 females per 1000 males, which is much below the national average of 940. Scenario of higher education in Rajasthan as compatibility of sex ratio, age and literacy rate it’s not a good indicator for higher education. Government stepped new schemes and executed.
The curriculum varied between schools. In state schools, where the curriculum was influenced by the British school system, teaching activities were focused on languages (English, Persian and Sanskrit). In addition boys were involved in sports activities and girls in domestic activities such as sewing, cooking and drawing. The Jaipur Album, Education Chapter states that "the object is not only to turnout educated ladies but also good house wives, by adapting the work in the school to the house life of the girls. Dharma Shiksha also forms a part of the curriculum". This was undoubtedly a gender stereotyped approach to education that reinforced the patriarchal division of labour.

In the light of nationalism, philanthropy and social reforms initiated by few socialists, primary education started to extend in districts, small towns and even villages. Social movements, such as the Arya Samaj, also contributed to widespread education by placing it at the forefront of their agenda. In Shekhawati, where several movements occurred between 1917 and 1940, many private schools were established by the business community and caste panchayats. This was the result of the resolutions passed during their meetings to send all children (boys and girls) to school.

3.3 DEVELOPMENT OF PRIMARY EDUCATION IN RAJASTHAN AFTER INDEPENDENCE

The momentum for the expansion of education in Rajasthan was reinforced by the constitutional commitment to universalization of education, as spelt out in the Directive Principles of State Policy in the Constitution of India.

The approach to education in the post-Independence era addressed the infrastructure lacuna of the earlier period, which was endemic especially in rural areas. While in 1949, at the time of the formation of the state, the total number of primary schools was 3,195 (2,864 for boys and 331 for girls), by 1981 was 23,125, and this grew to 39,335 by 1991. During the Eighth Plan period (1991 to 1996), the number of primary schools increased by 13 percent and upper primary schools by 32 percent, resulting in a total increase of 17 percent.

3.4 LITERACY IN RAJASTHAN

According to the 2011 Census, Rajasthan has the 33rd worst literacy rate across India. Across all categories Rajasthan stands below the national averages. Overall the literacy rate for India is 74.04 percent but for Rajasthan it is 66 percent. The male literacy rate for
Rajasthan is not far behind the national average, which is very good. However, the literacy rate for women in Rajasthan is much lower than the national average of 65.46 percent at a very low 52.12 percent.

Table 3.2: Literacy Rates in India and Rajasthan

<table>
<thead>
<tr>
<th>Category</th>
<th>Literacy Rate (2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Rajasthan</td>
</tr>
<tr>
<td>Male</td>
<td>79.19 percent</td>
</tr>
<tr>
<td>Female</td>
<td>52.12 percent</td>
</tr>
<tr>
<td>Overall</td>
<td>66.11 percent</td>
</tr>
</tbody>
</table>

Source: Census 2011

3.5 STATUS OF ELEMENTARY EDUCATION

According to the Elementary Education in India State Report Card of 2011-2012, across the state of Rajasthan there are a total of 109,189 schools. Of these 77,833 are government schools and 29,766 are private schools. There are only 1,590 unrecognized schools. Of the government schools, a majority of 72,954 are in rural locations and 19,961 of the private schools are in rural areas as well. Of the five types of schools, primary schools create the largest groups at 49,642.

Table 3.3: Status of Number of Schools in Rajasthan

<table>
<thead>
<tr>
<th>Schools</th>
<th>Primary Only</th>
<th>Primary/Upper Primary</th>
<th>Upper Primary/Sec/H. Sec.</th>
<th>Upper Primary Only</th>
<th>Upper Primary/Sec/H. Sec.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools</td>
<td>49,642</td>
<td>40,322</td>
<td>12,424</td>
<td>280</td>
<td>6,520</td>
<td>109,189</td>
</tr>
<tr>
<td>Gov't Schools</td>
<td>43,730</td>
<td>23,579</td>
<td>4,305</td>
<td>249</td>
<td>5,969</td>
<td>77,833</td>
</tr>
<tr>
<td>Private Schools</td>
<td>4,513</td>
<td>16,577</td>
<td>8,099</td>
<td>29</td>
<td>548</td>
<td>29,766</td>
</tr>
<tr>
<td>Unrecognized Schools</td>
<td>1,399</td>
<td>166</td>
<td>20</td>
<td>2</td>
<td>3</td>
<td>1,590</td>
</tr>
<tr>
<td>Gov't Schools Rural</td>
<td>41,673</td>
<td>21,526</td>
<td>4,160</td>
<td>197</td>
<td>5,398</td>
<td>72,954</td>
</tr>
<tr>
<td>Private Schools Rural</td>
<td>3,477</td>
<td>11,572</td>
<td>4,712</td>
<td>15</td>
<td>185</td>
<td>19,961</td>
</tr>
</tbody>
</table>

Source: Elementary Education in India State Report Cards 2011-2012.
Table 3.4 present the enrollment status of children in schools of Rajasthan according to Elementary Education State Report Card 2012-13.

**Table 3.4: Enrollment Status in Schools of Rajasthan**

<table>
<thead>
<tr>
<th>Key Indicator</th>
<th>Primary Only</th>
<th>Primary / Upper Primary</th>
<th>Primary with UP &amp; High School</th>
<th>Upper Primary Only</th>
<th>Upper Primary / Sec./H. Sec</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Enrollment</td>
<td>2,977,310</td>
<td>5,905,223</td>
<td>2,569,213</td>
<td>25,327</td>
<td>526,754</td>
<td>12,003,827</td>
</tr>
<tr>
<td>Enrollment in Gov't Schools</td>
<td>2,440,876</td>
<td>3,380,985</td>
<td>814,524</td>
<td>21,459</td>
<td>497,755</td>
<td>7,155,509</td>
</tr>
<tr>
<td>Enrollment in Private Schools</td>
<td>368,060</td>
<td>2,723,599</td>
<td>1,956,778</td>
<td>2,935</td>
<td>60,797</td>
<td>5,112,169</td>
</tr>
<tr>
<td>Enrollment in Madarsas &amp; Unrecognized</td>
<td>90,581</td>
<td>31,881</td>
<td>6,298</td>
<td>125</td>
<td>618</td>
<td>129,494</td>
</tr>
<tr>
<td>Enrollment in Gov't Schools Rural</td>
<td>2,304,401</td>
<td>3,048,841</td>
<td>762,241</td>
<td>16,776</td>
<td>447,476</td>
<td>6,579,735</td>
</tr>
<tr>
<td>Enrollment in Private Schools Rural</td>
<td>265,453</td>
<td>1,922,453</td>
<td>1,112,600</td>
<td>1,091</td>
<td>17,876</td>
<td>3,319,473</td>
</tr>
<tr>
<td>Total No. of Teachers</td>
<td>108,580</td>
<td>227,347</td>
<td>89,807</td>
<td>1,506</td>
<td>32,974</td>
<td>460,214</td>
</tr>
<tr>
<td>No. of Gov't Teachers</td>
<td>83,762</td>
<td>123,476</td>
<td>26,776</td>
<td>1,214</td>
<td>31,277</td>
<td>266,505</td>
</tr>
<tr>
<td>No. of Private Teachers</td>
<td>19,032</td>
<td>110,874</td>
<td>68,579</td>
<td>183</td>
<td>3,599</td>
<td>202,267</td>
</tr>
</tbody>
</table>

Source: Elementary Education: State Report Card 2012-2013

**3.6 SCHEMES FOR ELEMENTARY EDUCATION**

With the formulation of National Policy on Education, India initiated a wide range of programmes for achieving the goal of UEE through several schematic and Programme interventions, such as

- Sarva Shiksha Abhiyan
- Mid-Day Meal
• Mahila Samakhya
• Strengthening for providing quality Education in Madrassas (SPQEM)

3.6.1 Sarva Shiksha Abhiyan (SSA)

Sarva Shiksha Abhiyan or SSA, is an Indian Government programme aimed at the universalisation of elementary education “in a time bound manner”, as mandated by the 86th Amendment to the Constitution of India making free and compulsory education to children between the ages of 6 to 14 (estimated to be 205 million children in 2001) a fundamental right. The programme was pioneered by former Indian Prime Minister Atal Bihari Vajpayee.

Sarva Shiksha Abhiyan (SSA) is a programme for Universal Elementary Education. This programme is also an attempt to provide an opportunity for improving human capabilities to all children through provision of community-owned quality education in a mission mode. It is a response to the demand for quality basic education all over the country.

Main features

1. Programme with a clear time frame for universal elementary education.
2. A response to the demand for quality basic education all over the country.
3. An opportunity for promoting social justice through basic education.
4. An expression of political will for universal elementary education across the country.
5. A partnership between the central, state and the local government.
6. An opportunity for states to develop their own vision of elementary education.
7. An effort at effective involving the Panchyati Raj Institutions, school management Committees, village and urban slum level Education Committees, parent’s Teachers’ Associations, Mother-Teacher Associations, Tribal Autonomous councils and other grassroots level structures in the management of elementary schools.

Objectives

1. To provide useful and elementary education for all children in the 6-14 age group.
2. To bridge social, regional and gender gaps with the active participation of community in the management of schools.

3. To allow children to learn about and master their natural environment in order to develop their potential both spiritually and materially.

4. To inculcate value-based learning this allows children an opportunity to work for each other’s well-being rather than to permit mere selfish pursuits.

5. To realize the importance of Early Childhood Care and education and looks at the 0-14 age as a continuum.

3.6.2 Non-Formal Education (NFE)

A large number of children in the age group of 6-14 continue to remain outside the formal system due to socio-economic constraints. These include working children who assist in domestic, chores, like fetching fuel, fodder, water, attend to siblings, graze cattle, etc., children from scattered habitations with population below the permissible school norms drop outs and over-age children. Any strategy for UEE must, therefore, take into account alternative strategies to reach this important but marginalised group of children. The National Policy on Education (NPE), 1986 and the Programme of Action, 1992, call for a large systematic programme of Non Formal Education (NFE) as an integral component of the strategy to achieve universalisation of elementary education.

The term Non-Formal Education (NFE) has been used in a specific context in India to denote education of out-of-school children. Although planned and concerted efforts in Non-Formal Education is barely two and half decades old in India, it has, travelled a long way from the early beginnings in 1970s to a full-fledged scheme of the Government of India reaching out to nearly seven million children in the age group 6-14.

NFE was experimented bit the NCERT in early seventies and was later initiated as a centrally sponsored scheme in 1978. It was originally available in nine educationally backward states. Viz. Andhra Pradesh, Assam, Bihar, Jammu and Kashmir, M.P., Orissa, Rajasthan, U.P., and West Bengal. Later it was extended to Arunachal Pradesh and the educationally backward pockets of the remaining States.

The NFE programme seeks to provide out-of-school children with opportunities for primary education which are decentralised, flexible and permit them to study at a convenient place, pace and time. The programme is operationalised by setting Lip NFE
centres in rural areas and urban slum with average enrolment of 20 learners under the charge, of a local instructor with modest academic qualifications who is paid an honorarium of Rs. 200/p.m. The village community is expected to provide for space and make other arrangement for running these centres. NFE centres are expected to run for 1 1/2 to 2 hours for 6 days a week. As a majority of the centres are being run at night, lighting arrangements are generally made by kerosene lanterns.

The NFE course is condensed into 4 semesters of 6 months each for which specially developed teaching-learning materials and stationery is provided to children free of cost. There is a provision for testing and certification of children of NFE centres to facilitate their entry into formal schools. Instructors are provided with training by District Resource Units (DRU) in District Institute of Education and Training (DIETs). For supervision, monitoring and evaluation of the NFE programme a supervisory structure has been put in place which includes a part time supervisor for every 1 0 NFE centre; a Project Officer for 100 NFE centres, district and state level functionaries.

States are being given 60% of central assistance for co-educational centres and 90% for girls’ centres. Voluntary Agencies are given 100% assistance. The scheme covers around 70 lakh children (majority of whom are girls) in 21 States/UTs in about 2.79 lakhs centres. While 1.18 lakh centres are exclusively for girls, 38,000 centres are run by over 500 voluntary agencies. There has been a steady increase in the number of girls’ centres and also in the participation of NGOs in NFE in last few years.

While the NFE programme saw a major expansion during the Seventh Plan, it has been extended and consolidated during the 8th Plan. At present, there are 2.79 lakh NFE centres covering about 70 lakh children in 21 States/UTs. Of these, 2, 40,787 are being run by State Governments and 37,808 by 544 Voluntary Agencies. Five States viz. U.P., Bihar, Andhra Pradesh, Madhya Pradesh and Orissa account for 81% of NFE centres. The scale of NFE programme is moderate in Rajasthan, and Assam. Coverage is very limited in Jammu and Kashmir and North-Eastern States. Arunachal Pradesh has started the programme recently.

**Revised NFE Scheme**

The NFE Scheme was revised in the VIII plan in 1993. The salient features of the revised scheme are as follows:-

i) Increase in remuneration of NFE Instructors from Rs.105 to Rs.200 per month.
ii) Increase in share of assistance for mixed NFE Centres from 50% to 60%.

iii) Ratio of Girls Centres to total Centres was increased from 25% to 40%.

iv) Expenditure on a NFE Centre was increased from Rs.5, 500/- to Rs.8, 725/- per annum.

v) Investments on teaching learning materials, training and equipment were suitably enhanced.

vi) A provision of contingent expenditure of Rs.250/- per annum was introduced.

vii) To provide a degree motivation to NFE Instructor, a system of cash incentives linked to the number of learners qualifying to enter upper primary level was introduced.

In addition to the above, the revised scheme provides that efforts at community participation in planning, locating, running and overseeing NFE projects be initiated. To cater to local needs it permits flexibility in the number of Centres per project. To ensure regular availability of funds delegation of financial and administrative powers to Project Officers has been envisaged.

3.6.3 Lok Jumbish Project

Lok Jumbish Project (LJP) in Rajasthan seeks to achieve Universalisation of Elementary Education (UEE) through a community based and decentralised approach. The project which commenced in 1992 with support of SIDA, Government of India & Government of Rajasthan in the proportion of 3:2:1 has taken up non-formal education as one of the strategies for achieving UEE in rural areas of the State. Currently the programme covers about 20,000 children through approximately 1000 NFE centres. A detailed evaluation of the programme conducted by Operations Research Group (ORG), New Delhi commends it as a feasible design for providing primary education to out-of-school children who are working or have crossed the school admission age.

Some of the main strategies used in Lok Jumbish were:

**Environment Building**: mobilization of the community for the program through 16 rallies, cultural programs and folk media such as songs, dances plays and puppet shows.

**People’s Participation**: mobilization of the village community to undertake micro-planning, support for community action to ensure all children are in school, and accountability of the education system.
Decentralized Management: devolvement of decision making to block and village level.

Involvement of Teachers: restoration of teachers’ status and their own pride in their profession, also the involvement of teachers’ organizations in decision making.

Training of Personnel: training for teachers to support educational reform, and training of community members to enable them to play their roles effectively.

Quality Improvement: improvement of teacher performance, norm-based facilities (e.g. cleaning standards are set for Lok Jumbish schools), modifications to curriculum and pedagogy. Evaluation: continuity and in-built activity through instructional and school management practice.

A Coherent Gender Strategy: mainstreaming gender equity in all aspects of the program activities. The needs of women and girls was given the priority. Promotion of equal numbers of women at all levels. Special support given for developing women staff and practical needs of women and girls recognized at all levels. Gender sensitive training for all stakeholders and active steps taken for the prevention of sexual harassment. Various approaches were development towards gender sensitive teaching.

3.6.4 Shiksha Karmi Project

The Shiksha Karmi Project (SKP) was implemented in 1987, with the assistance from Swedish International Development Cooperation Agency (SIDA). The project aims at universalization and qualitative improvement of primary education in the remote and socio-economically backward villages of Rajasthan, with the primary focus on girls.

Since teacher absenteeism has been found to be a major obstacle in achieving the objective of universal education, the project uses the novel approach of substituting teachers in dysfunctional schools with local youth known as ‘Shiksha Karmis’, who are provided with rigorous training and supervisory support.

The local youth often with lower qualification – minimum grade 8 for males and grade 5 for women are identified and trained to take the place of absentee teachers. An important feature of this innovative project is the mobilization and participation of the community in improving the functioning of primary schools.

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 school timings, in consultation with the local community and Shiksha Karmis (educational workers).

The Shiksha Karmi Project also runs non-formal classes called Prehar Pathshallas - schools of convenient timings. For girls’ education, Angan Pathshallas are being run in three blocks. The programme at present covers over 1,50,000 students in 1,785 schools and 3,520 Prehar Pathshallas, involving over 4,271 Shiksha Karmis.

The programme in Rajasthan was implemented in a guarded pace, and within 12 years covered about 800 villages with about 2,000 such para-teachers. The other states in India tried to borrow the same. However the two-edged proposition they followed, to simultaneously recruit low-cost teachers and earn political mileage by getting the local panchayats to appoint thousands of untrained youth at one stroke caused a lot of problems such as court cases, alleged bribes and protests of unfair selection, etc.

The project is known for its open participative style and continuous experimentation to achieve its objectives. However, the major drawback of this scheme is that the schools run by para-teachers are reality unfit for carrying out effective teaching-learning activities.

Added to that the para-teachers are paid about one-fourth of the starting salary of a regular teacher, hence they are often deeply resentful and insecure about their jobs and only hope to get absorbed as government teachers someday. In addition, lack of professional training and academic qualifications negatively affect their performance in class, and they often resort to corporal punishment. Thus, the quality of education provided to disadvantaged poor children remains deficient, which is causing more and more social divide, instead of reducing it.

3.6.5 Mid-Day Meal Scheme

The Mid Day Meal Program was implemented as a central trend scheme on August 15, 1995 throughout the country. After this, in September 2004, arrangements were made to introduce cooked hot food to menus based on extensive changes in the program. Presently this program is being operated by the State Government in all the state government, subsidized local government departments, Education Guarantee Scheme, AIE, NCLP, Madarsa etc., in collaboration with the Government of India. The main objective of the program is to promote public education of primary education, increase enrollment and
attendance of students in schools, prevent drop out and promote learning levels. The Mid Day Meal Program is a multi-purpose program and associated with the nurturing and development of future generations of the nation. In this program, the people associated with each level of implementation have been continuously giving their support.

**Objectives of Mid-Day Meal Scheme**

- Improving the nutritional status of children in classes I-V in Government, Local Body and Government aided schools, and EGS and AIE centres
- Encourage enrollment and regularity in attendance-encouraging poor children, belonging to disadvantaged sections, to attend school more regularly and help them to concentrate on classroom activities, hereby, foster enrollment, increase retention and decrease drop outs.
- Providing nutritional support to children of primary stage in drought affected areas during summer vacation
- Promoting harmony among children

The State Government of Rajasthan started providing cooked meal to the children in schools under the mid-day-meal-program from July 2002. With this beginning, the state government of Rajasthan provided all the resources, physical as well as financial from its own state budgetary resources. The state government started with allocation of Rs. 00.50 per student per day (per meal) as the “cooking-conversion-charges” since July 2002 itself. The content of the cooked mid-day-meal served to the school students in the beginning was ghooghri/dalia etc.

Subsequently, from January 2005 onwards, the cooking- conversion- cost was enhanced to Rs. 1.50 per student per day (per meal) (central share Rs. 1.00 & State share Rs. 0.50) from the initial cost of Rs.00.50 per student per day. With this enhancement some new recipes such as Dal-Bati, Dal-Roti, Roti-Sabji, sweet/ namkeen Rice, Khichdi, Dalia, Pulav etc. were also introduced to the midday-meal-menu in the state of Rajasthan.

Further enhancement in the cooking-conversion-cost was made effective from March 2006 and it was again increased to Rs. 2.00 per student per day (per meal) (central share Rs. 1.50 & State share Rs. 0.50) for the primary students. In October 2007, the state government started implementing Mid- Day- Meal Scheme (MDMS) for the students in classes from VI to VIII in educationally backward blocks of Rajasthan. In the same year,
the MDMS was made effective and began implementation in all the blocks of Rajasthan state with the enhancement in cooking-conversion-cost of Rs. 2.50 per student (central share Rs. 2.00 & State share Rs. 0.50) for upper primary students.

Further in the year 2008 the Government of India (GOI) also enhanced its central-share of funding by 4% and with this increase the cooking-conversion cost was supported with central share of Rs. 2.08 for primary students (central share Rs. 1.58 & State share Rs. 0.50) and Rs. 2.60 for upper primary (central share Rs. 2.10 & State share Rs. 0.50) students in the state. In the year 2008, itself the mid-day-meal-menu in Rajasthan also included with a provision to provide seasonal fruits once a week along with cooked Mid-Day-Meal (MDM).

The Government of India (GOI) introduced a yearly cooking-conversion-cost revision and enhancement system in the year 2009-10. Since then the GOI and GOR has been increasing this cooking-conversion-cost every year (financial year) @ 7.5% per year. The GOI-guidelines of MDM now prescribe with a cost sharing system between the Government of India (GOI) and Government of Rajasthan (GOR). This cost sharing system runs with a ratio of 75%:25% respectively up to year 2015-16. From 2016-17, the New Cost Sharing ratio between Government of India (GOI) and Government of Rajasthan (state) (GOR) will be 60%:40% respectively.

3.6.6 Scheme for Providing Quality Education for Madarsas (SPQEM)ix

The Area Intensive and Madarsas Modernization Programme was recast in 2008 as two schemes, namely, the Scheme for Providing Quality Education in Madrasas (SPQEM) and Infrastructure Development of Private Aided/Unaided Minority Institutions (IDMI) for Elementary Secondary/Senior Secondary Schools. Under the “Scheme for Providing Quality Education in Madrasas’ (SPQEM) during the financial year 2011-12, Rs.139.53 crore has been released to 9 States for honorarium of teachers, Book Bank/Science Kits, Computer Lab and Teachers Training etc. to Madrassa teachers teaching modern subjects in 5934 Madrasas. During 2012-13, out of budget provision of Rs.175.00 crore, Rs.31.57 crore has been released for 1348 Madrasas in 4 States (Chhattisgarh, MP, UP & Rajasthan).

3.6.7 Policy for Public Private Partnership (PPP) in School Education, 2015x

Despite increased state expenditure in education sector, quality of education in government schools has been deteriorating as compared to private schools. Better
learning outcome in private schools despite lower per student expenditure is an indicator of efficiency of private sector in management and operation of schools. Even in present scenario, students from poorer sections of society are dependent on government schools for schooling. Therefore, efforts need to be made to improve quality of education in government schools.

Government of Rajasthan aims to involve private sector in improving management and operation of government schools in Public Private Partnership (PPP) framework for imparting quality education to students from weaker sections of the society. This policy provides framework for promoting PPP in schools in State of Rajasthan.

Objectives

- The policy aims at providing various models for involving PPP in improving management and operation of existing government schools and establishing new schools.

- It also aims to establish transparent and streamlined processes for selection of private partners for PPP in schools and create framework for smooth execution of PPP projects.

3.7 SCHEMES FOR SECONDARY EDUCATION

Secondary Education is the most significant stage in the educational hierarchy as it prepares the students for higher education and the world of work. The policy at present is to make secondary education of good quality available, accessible and affordable to all young persons in the age group of 14-18. At present, the following schemes targeted at secondary stage (i.e. class IX to XII) are being implemented in the form of Centrally Sponsored Schemes:

3.7.1 Rashtriya Madhyamik Shiksha Abhiyan (RMSA)\(^\text{x}\)

This scheme was launched in March, 2009 with the objective to enhance access to secondary education and to improve its quality. The implementation of the scheme started from 2009-10. It is envisaged to achieve an enrolment rate of 75\% from 52.26\% in 2005-06 at secondary stage of implementation of the scheme by providing a secondary school within a reasonable distance of any habitation. The other objectives include improving quality of education imparted at secondary level through making all secondary schools conform to prescribed norms, removing gender, socio-economic and disability barriers,
providing universal access to secondary level education by 2017, i.e., by the end of 12th Five Year Plan and achieving universal retention by 2020.

**Important physical facilities provided under the scheme are:**


**Important quality interventions provided under the scheme are:**

(i) appointment of additional teachers to reduce PTR to 30:1, (ii) focus on Science, Math and English education, (iii) In-service training of teachers, (iv) science laboratories, (v) ICT enabled education, (vi) curriculum reforms; and (vii) teaching learning reforms.

**Important equity interventions provided in the scheme are:**

(i) special focus in micro planning (ii) preference to Ashram schools for up-gradation (iii) preference to areas with concentration of SC/ST/Minority for opening of schools (iv) special enrolment drive for the weaker section (v) more female teachers in schools; and (vi) separate toilet blocks for girls.

**Implementation mechanism of the Scheme**

The scheme is being implemented by the State government societies established for implementation of the scheme. The central share is released to the implementing agency directly. The applicable State share is also released to the implementing agency by the respective State Governments.

**3.7.2 Scheme for Construction and Running of Girls’ Hostel for Students of Secondary and Higher Secondary Schools**

This is a new Centrally Sponsored Scheme launched in 2008-09 and is being implemented from 2009-10 to set up a 100-bedded Girls’ Hostel in each of 3479 Educationally Backward Blocks (EBBs) in the country. The Scheme has replaced 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.
Objective

The main objective of the Scheme is to retain the girl child in secondary school so that girl students are not denied the opportunity to continue their study due to distance to school, parents’ financial affordability and other connected societal factors. Another objective of the Scheme is to make Secondary and Senior Secondary education accessible to a larger number of girl students.

Target Group

The girl students in the age group of 14-18 yrs. studying in classes IX and XII belonging to SC, ST, OBC, Minority communities and BPL families will form the target group of the Scheme. Students passing out of KGBV will be given preference in admission in hostels. At least 50% of girls admitted will be from SC, ST, OBC and Minority communities.

3.7.3 National Scheme of Incentives to Girls for Secondary Education

To promote enrolment of girl child in the age group of 14-18 at secondary stage, especially those who passed Class VIII and to encourage the secondary education of such girls, the Centrally Sponsored Scheme. National Scheme of Incentives to Girls for Secondary Education was launched in May, 2008.

The Scheme covers:

- All SC/ST girls who pass class VIII and
- Girls, who pass class VIII examination from Kastrurba Gandhi Balika Vidyalayas (irrespective of whether they belong to Scheduled Castes or Tribes) and enroll for class IX in State/UT Government, Government-aided or local body schools.
- Girls should be below 16 years of age (as on 31st March) on joining class IX
- Married girls, girls studying in private un-aided schools and enrolled in schools run by Central Government like KVS, NVS and CBS affiliated Schools are excluded.

A sum of Rs. 3,000/- is deposited in the name of eligible girls as fixed deposit. The girls are entitled to withdraw the sum along with interest thereon on reaching 18 years of age and on passing 10th class examination.

3.7.4 Inclusive Education for Disabled at Secondary Stage
The Scheme of Inclusive Education for Disabled at Secondary Stage (IEDSS) has been launched from the year 2009-10. This Scheme replaces the earlier scheme of Integrated Education for Disabled Children (IEDC) and provides assistance for the inclusive education of the disabled children in classes IX-XII. This scheme now subsumed under Rashtriya Madhyamik Shiksha Abhiyan (RMSA) from 2013. The States/UTs are also in the process of subsuming under RMSA as RMSA subsumed Scheme.

The scheme covers all children studying at the 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 class IX to XII, namely blindness, low vision, leprosy cured, hearing impairment, locomotory disabilities, mental retardation, mental illness, autism, and cerebral palsy and may eventually cover speech impairment, learning disabilities, etc. Girls with the disabilities receive special focus to help them gain access to secondary schools, as also to information and guidance for developing their potential. Setting up of Model inclusive schools in every State is envisaged under the scheme.

3.7.5 Vocationalisation of Secondary Education

The Centrally Sponsored Scheme of Vocationalisation of Secondary Education provides for diversification of educational opportunities so as to enhance individual employability, reduce the mismatch between demand and supply of skilled manpower and provides an alternative for those pursuing higher education.

The Centrally Sponsored Scheme of Vocationalisation of Secondary Education at + 2 level is being implemented since 1988. The revised scheme is in operation since 1992-93. The Scheme provides for financial assistance to the States to set up administrative structure, area vocational surveys, preparation of curriculum, text book, work book curriculum guides, training manual, teacher training programme, strengthening technical support system for research and development, training and evaluation etc. It also provides financial assistance to NGOs and voluntary organizations towards implementation of specific innovative projects for conducting short-term courses.

The Scheme, so far, has created infrastructure of 21000 sections in 9619 schools and creating a capacity of about 10 lakh students at + 2 level. The grants released so far since the inception of the scheme is Rs. 765 crore.
3.7.6 National Merit-cum-Means Scholarship Scheme

The Centrally Sponsored Scheme “National Means-cum-Merit Scholarship Scheme (NMMSS)” was launched in May, 2008. 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 the study at secondary stage. Scholarship of Rs. 6000/- per annum (Rs.500/- per month) per student is awarded to selected students every year for study in classes from IX to XII in State Government, Government aided and local body schools. There is quota of scholarships for different states/UTs. Students whose parental income from all sources is not more than Rs. 1,50,000/- are eligible to avail the scholarships. There is reservation as per State Government norms. The selection of students for award of the scholarships is made through an examination conducted by the State Governments. Scholarships are disbursed by the State Bank of India directly into the bank accounts of students on quarterly basis.

The students studying in “Kendriya Vidalayas and “Jawahar Vavodaya Vidylayas” are not entitled to get scholarship under this scheme. Similarly, those students studying in Residential Schools run by the State Government Institutions, where facilities like boarding, lodging and education are provided and students studying in private schools are also not eligible for the scholarship under this scheme.

3.7.7 Scheme of ‘Post-Metric Scholarship’ for Students of Minority Communities

The Prime Minister’s New 15 Point Programme for the Welfare of Minorities was announced in June, 2006. It provides that a post-metric scholarship scheme for meritorious students from minority communities would be implemented. The objective of the scheme is to award scholarships to meritorious students belonging to economically weaker sections of minority community so as to provide them with better opportunities for higher education; increase their rate of attainment in higher education and enhance their employability.

The scholarship is to be awarded for studies in India in a government or private higher secondary school/college/university, including such residential institutes of the Government and eligible private institutes selected and notified in a transparent manner by the State Government/Union Territory Administration concerned. It will also cover technical and vocational courses in Industrial Training Institutes/ Industrial Training Centres affiliated with the National Council for Vocational Training (NCVT) of classes
XI and XII level. Scholarship will be awarded to the students who have secured not less than 50% marks or equivalent grade in the previous final examination and the annual income of whose parents/guardian from all sources does not exceed Rs.2.00 lakh.

3.7.8 National Scholarships

The National Council for Educational Research and Training (NCERT) promotes educational development both in quantitative and qualitative terms and makes special efforts to remove disparities and equalize educational opportunities for all students. NCERT acknowledges and appreciates educational brilliance in students through the National Talent Search Scheme. It also seeks to applaud artistic distinction through the Chacha Nehru Scholarships - for artistic and innovative excellence. The National Bal Bhawan has instituted a system of honouring talented children in different age groups in the year 1995 through the Bal Shree scheme.
REFERENCES:


iv Government of Jaipur (1933), “Jaipur Album”, p. 11, Jaipur


