Scheme for setting up of Model Schools

According to the Programme for International Student Assessment (PISA) 2009 (a benchmark for assessing the performance of educational facilities across countries), the performance of even the best Indian states has been sub-par internationally. Only 53% students from Himachal Pradesh and 63% from Tamil Nadu were able to meet the expectations of Programme for International Student Assessment (PISA) 2009 and Australian Council for Educational Research (ACER) 2012. The quality of service delivery has been a concern for the government schools throughout the country.

The scheme of “Setting up of 6000 Model Schools at Block level as Benchmark of Excellence” was launched to extend the government efforts in the universalization of secondary education. The scheme aims to create 6000 model schools at every block with a special focus on the Educationally Backward Blocks (EBBs) for classes sixth through twelfth in the country. The model school would adhere to quality standard in terms of pupil-teacher ratio, ICT usage, holistic educational environment, appropriate curriculum and emphasis on output and outcome. An outlay of Rs.1,000 crore has been proposed for the year 2013-14.

Extent of the problem

- Public expenditure on education sector is quite low; with per capita central government expenditure on secondary education being Rs. 754 per child
- Current Gross Enrollment Ratio for the combined secondary and senior secondary school is 49.3%
- Gender gap in enrollment in secondary schools; 0.94 being the sex ratio of girls in secondary school

Objective

- To have at least one good quality secondary school (6th standard onwards) in each block in the country.
- To emerge as role models to inspire neighboring schools (through exemplary infrastructure, curriculum, evaluation and administration practices)

Program features

The program has emulated the infrastructure norms of Kendriya Vidyalayas (KV) across the country. These schools would differ from Kendriya Vidyalayas in funding pattern and management structure. Following are some of the key features of the program:

- The schools would have adequate ICT infrastructure, Internet connectivity and full-time computer teachers.
- The teacher pupil ratio will not exceed 1:25 and classrooms would be spacious enough to accommodate at least 30 students.
- Medium of instruction will be left to the state government, however special emphasis will be given on teaching spoken English.
- Selection of the students will be based on independent selection tests.

Framework for Implementation

The scheme envisages creating 6000 schools through 2 primary models – PPP and state government led. 2500 schools in non-educationally backward areas through a PPP model. Another 3500 schools would be created, which would be under the supervision of the state government. A Project Approval Board (PAB) headed by the Secretary,
Department of School Education and Literacy, Ministry of Human Resource Development (MHRD) will examine the proposals received from various States/UT governments and evaluate the bids received from private entities.

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3,500 schools to be set up in EBBs *(Educationally Backward Blocks)* by the states/UT governments

Converting existing schools:
- Recommendations justifying reasons for converting proposed schools to model schools
- State/UT Governments will manage schools through society set up for this purpose.
- Priority may be given to Ashram Schools in case of upgradation/conversion of existing schools.

Setting up new schools:
- Land would be provided by the state government free of cost and location would be decided on the basis of consultations with Panchayat bodies
- Construction of the school buildings will be done by the state societies
- These schools would be run by the state government societies similar to KendriyaVidyalaya.
- States can enter into PPP agreements for the construction of these schools.

2500 schools to be set up under PPP mode in blocks which are not educationally backward

- The selected private entities will develop, design, build and operate these schools where the state government will cover the recurring costs.
- Maximum 10% of the capital investment in the school shall be provided as infrastructure grant.
- The scheme provides for reservation to SCs, STs and OBCs as per the state norms.
There would be key differences in the construction and subsequent management of schools run on the PPP model.

<table>
<thead>
<tr>
<th>Heads</th>
<th>State Government</th>
<th>PPP Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>Construction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Land</td>
<td>Land is to be provided by state government free of cost</td>
<td>Private entities have to procure the land</td>
</tr>
<tr>
<td>Location</td>
<td>They are located in the 3500 educationally backward districts in the country</td>
<td>They are located in the 2500 non-educational backward districts and would serve as the headquarters in that district</td>
</tr>
<tr>
<td>Infrastructure facilities</td>
<td>The proposal from state government should include the budget provision for providing the infrastructure facilities of the school</td>
<td>The private entities are expected to provide the infrastructure requirements and the proposal for grant is contingent on presence of adequate facilities.</td>
</tr>
<tr>
<td>Management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of students sponsored by government</td>
<td>There is no upper ceiling on the number of students</td>
<td>The Government would sponsor 140 students in each class totaling 980 for the school. Ceiling in each class can be relaxed as long as the overall number of 980 students is met.</td>
</tr>
<tr>
<td>Reservations and Quotas</td>
<td>Reservations to the tune of 33% for girl child</td>
<td>The ideal management and government sponsored quota is envisaged to be 50:50. Reservations to the tune of 33% for girl child and for SC/ST and OBC exist in the same way as for state sponsored model schools</td>
</tr>
</tbody>
</table>

**Flow of Funds**

The sharing pattern during the 12th Plan period will be 50:50 between center and state government. For special category states and for upgraded Ashram schools the ratio would be 90:10 between center and state, respectively. Kendriya Vidyalaya Sangathan (KVS) has estimated the initial total capital (non-recurring) cost for setting up of a school on KV model for classes sixth through twelfth with two sections in each class as Rs. 3.02 crore. The recurring cost per year is estimated at around Rs. 0.75 crore per annum. The land is provided free of cost by the state government to state societies for construction of schools.

a) For the 3500 schools that are going to be run by state governments, the central government would release its share of funds to the state societies in installments. State governments will also release their share to the implementing society within one month of release of central share.

b) For 2500 schools that are going to be operated on a PPP model, the private entity would enter into a concession agreement with the Government of India. This agreement would stipulate quality norms of infrastructure, teacher-student ratio, sports facilities and ICT. The financial support is also contingent on performance standards such as for state sponsored model schools.

**Conditions for 1st Transfer**

- 50% of the central share will be released post the contribution from the state governments

**Conditions for 2nd Transfer**

- Post utilization of released funds and own share of the cost indicated by Utilization Certificate
as results in board examinations, quality and attendance of teachers, ICT usage in school etc. These will be enforced through regular audits.

- Financial support will be provided to each school management for every student under Government quota on a half yearly basis.
- The amount due every year would be equivalent to the average recurring cost incurred by KVS for a student in the corresponding year.
- This would be fixed by looking at treating a base amount of the actual expenditure from two years ago plus a 10% increase accounting for inflation.

**Governance and Monitoring**

Monitoring will also be done through Secondary School Management System (SEMIS). A separate organization called “Model School Organization” would be set up to administer both types of model schools (those under state government and those under PPP). This organization will be responsible for evaluating the work of schools through a regular system of guidance and school inspection. Besides, an independent agency may be assigned the task of monitoring of the scheme. The central and state governments would also conduct independent research on the activities of the progress by independent institutes of repute. The scheme provides 3 % of total cost on management, monitoring, evaluation and research.

**State Experiences**

Mixed results have been seen in states

- Staffing emerged as the biggest problem in the 89 schools launched in Ranchi. This was because the Human Resource Department (HRD) had not released funds and this was hindering from permanent teachers were yet to be recruited and those appointed on contractual basis weren’t paid their honorarium for 11 months.
• In Vishakhapatnam, infrastructure was the main impediment with none of the four model schools provided with adequate furniture such as tables and benches.
• The educationally backward Villupuram district (Tamil Nadu) can boast having eight Model Schools with English as medium of learning from Classes VI to XII and infrastructure in place. With better facilities in place, it was able to attract students and earn profits. This enabled the schools to move from rented buildings to their own buildings.

Intel Education Initiative

Intel Education Initiative was launched in November 2004 as part of the Akshaya Project in rural Mallapuram district in collaboration with Kerala IT Mission. Intel Learn Program is a 60-hour, hands-on, after school project based curriculum built around two core modules for learners from communities that have no access to technology. The strategy is to introduce the children to technology in a fun way. It focuses on creating basic computer skills such as using the Internet, word, processing, multimedia, graphics, and spreadsheets. It also looks to foster life skills such as team building skills while working together, creativity by sharing and presenting ideas, critical thinking by solving community problems. The program brings a sense of ownership towards the communities by helping students solve problems faced by their community at large. These sessions are held at 100 community technology centers in Kerala. The program has benefited 48,000 youths across 14 States and Union Territories of India.

Eklavya Schools – Model schools in the backward regions in country

Eklavya schools are emerging as one of the model exemplars of the schooling in remote districts in the country. The Government for the welfare of Scheduled Tribes funds these schools for the 26 States including 9 Left Wing Extremism (LWE) states. The program receives the grants from The Ministry of Tribal Affairs under Art 275 (1) of the Constitution of India. The decentralized societies governing the schools and flexi-funds being allotted to these schools are being touted as one of the reasons for better management of these schools.

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