



**PARLIAMENT OF INDIA**  
**RAJYA SABHA**

**DEPARTMENT-RELATED PARLIAMENTARY STANDING COMMITTEE ON  
EDUCATION, WOMEN, CHILDREN, YOUTH AND SPORTS**

**THREE HUNDRED AND THIRTIETH REPORT  
ON**

**Action Taken by the Government on the Observations/  
Recommendations of the Committee contained in its Three Hundred and  
Twenty Third Report on Demands for Grants 2021-22 of the Department  
of School Education and Literacy, Ministry of Education**

(Presented to the Rajya Sabha on 6<sup>th</sup> August, 2021)  
(Laid on the Table of Lok Sabha on 6<sup>th</sup> August 2021)



**Rajya Sabha Secretariat, New Delhi**  
**August, 2021 /Sravana, 1943, (Saka)**

**PARLIAMENT OF INDIA**  
**RAJYA SABHA**

**DEPARTMENT-RELATED PARLIAMENTARY STANDING COMMITTEE ON  
EDUCATION, WOMEN, CHILDREN, YOUTH AND SPORTS**

**THREE HUNDRED AND THIRTIETH REPORT**  
**ON**

**Action Taken by the Government on the Observations/Recommendations  
of the Committee contained in its Three Hundred and Twenty Third  
Report on Demands for Grants 2021-22 of the Department of School  
Education and Literacy, Ministry of Education**

(Presented to the Rajya Sabha on 6<sup>th</sup> August, 2021)  
(Laid on the Table of Lok Sabha on 6<sup>th</sup> August 2021)



**Rajya Sabha Secretariat, New Delhi**  
**August, 2021 /Sravana, 1943, (Saka)**

## CONTENTS

	PAGES
1. COMPOSITION OF THE COMMITTEE	(i)-(ii)
2. INTRODUCTION	(iii)
3. *ABBREVIATIONS	
4. REPORT	-1
CHAPTER-I OBSERVATIONS/ RECOMMENDATIONS WHICH HAVE BEEN ACCEPTED BY THE GOVERNMENT	2-14
CHAPTER-II OBSERVATIONS/ RECOMMENDATIONS WHICH THE COMMITTEE NOT DESIRE TO PURSUE IN VIEW OF THE GOVERNMENT'S RE	15-18
CHAPTER-III OBSERVATIONS/ RECOMMENDATIONS IN RESPECT OF WHICH REPLIES OF THE GOVERNMENT HAVE NOT BEEN ACCEPTED BY THE COMMITTEE	19-25
CHAPTER-IV OBSERVATION/ RECOMMENDATIONS IN RESPECT OF WHICH REPLIES OF THE GOVERNMENT IS STILL AWAITED	26-33
5. RECOMMENDATIONS/OBSERVATIONS- AT A GLANCE	34-38
6. *MINUTES	

**DEPARTMENT-RELATED PARLIAMENTARY STANDING COMMITTEE ON  
EDUCATION, WOMEN, CHILDREN, YOUTH & SPORTS**

*(Constituted w.e.f. 13<sup>th</sup> September, 2020)*

1. **Dr. Vinay P. Sahasrabudde** — *Chairman*

**RAJYA SABHA**

2. Ms. Arpita Ghosh  
3. Shri. Bhubaneswar Kalita  
4. Shri Vishambhar Prasad Nishad  
5. Dr. Sasmit Patra  
6. \*\* Vacant  
7. Shri Gopal Narayan Singh  
8. Shri Akhilesh Prasad Singh  
9. Dr. M. Thambidurai  
10. Shri G.K. Vasani

**LOK SABHA**

11. Shri Rajendra Agrawal  
12. Shri D. M Kathir Anand  
13. Dr. Dhal Singh Bisen  
14. Shri Santokh Singh Chaudhary  
15. Shri Lavu Sri Krishna Devarayalu  
16. \* Shri Rajveer Singh (Raju Bhaiya)  
17. Shri Sangamlal Kadedin Gupta  
18. Shri Sadashiv Kisan Lokhande  
19. Dr. Jaisiddeshwar Shivacharya Mahaswamiji  
20. Shri Asit Kumar Mal  
21. Shri Anubhav Mohanty  
22. Shri Balak Nath  
23. Shri Chandeshwar Prasad  
24. Shri T. N. Prathapan  
25. Shri Ratansinh Magansinh Rathod  
26. Shri Jagannath Sarkar  
27. Shri Vishnu Dutt Sharma  
28. Dr. Arvind Kumar Sharma  
29. Shri Dharambir Singh  
30. Shri S. Venkatesan  
31. Shri Ashok Kumar Yadav

---

\* Nominated w.e.f. 30.12.2020.

\*\* Vacant w.e.f. 7.7.2021

Dr. Shikha Darbari, Joint Secretary and Financial Advisor  
Shri K. Sudhakaran, Director  
Ms. Chitra G., Deputy Secretary  
Smt. Oindrila Roy, Deputy Secretary  
Sh. K. Sudhir Kumar (Deputy Director)  
Shri Arun Bakshi, Under Secretary  
Shri Mohit Misra, Committee Officer  
Smt. Suman Khurana, Committee Officer (in-situ)

## Introduction

I, the Chairman of the Department-Related Parliamentary Standing Committee on Education, Women, Children, Youth and Sports, having been authorised by the Committee to present the Report on its behalf, do hereby present this Three Hundred and Thirtieth Eighth Report of the Committee on the Action Taken by the Government on the Observations/Recommendations contained in the Three Hundred and Twenty Third Report on Demands for Grants 2021-22 of the Department of School Education and Literacy, Ministry of Education. The Action Taken Notes were received from the Department of School Education and Literacy on 7<sup>th</sup> July, 2021.

2. Three Hundred and Twenty Third Report of the Department-Related Parliamentary Standing Committee on Education, Women, Children, Youth and Sports was presented to Rajya Sabha on 9<sup>th</sup> March, 2021 and Replies of the Government to the observations/recommendations contained in the Report were considered by the Committee at its meeting held on the 5<sup>th</sup> August, 2021.

3. The Committee considered the Draft Report and adopted the same in its meeting held on 5.8.2021.

NEW DELHI  
5<sup>th</sup> August, 2021  
Saravana/ 1943 (Saka)

Dr. Vinay P. Sahasrabuddhe  
*Chairman*  
*Department-related Parliamentary*  
*Standing Committee on Education, Women,*  
*Children, Youth and Sports*

## REPORT

The Report of the Department-Related Parliamentary Standing Committee on Education, Women, Children, Youth and Sports deals with the Action Taken by the Department of School Education and Literacy on the Recommendations contained in its 323<sup>rd</sup> Report on Demands For Grants 2021-22 of the Department of School Education and Literacy, Ministry of Education which was presented to the Rajya Sabha on 9<sup>th</sup> March, 2021 and laid on the Table of Lok Sabha on 9<sup>th</sup> March, 2021.

2. The Action Taken Replies in respect of Recommendations contained in the 323<sup>rd</sup> Report were received from the Department of School Education and Literacy on 2<sup>nd</sup> July, 2021. These have been categorized as follows:-

Chapter I : Observations/Recommendations which have been accepted by the Government:

Paras -2.10, 2.11, 3.3, 3.22, 3.28, 3.34, 3.38, 3.46, 3.54, 3.61

TOTAL- 10

Chapter II : Observations/Recommendations which the Committee does not desire to pursue in view of Government's replies:

Paras – 2.16, 3.27, 3.47, 3.56

TOTAL- 4

Chapter III : Observations/Recommendations in respect of which replies of the Government have not been accepted by the Committee.

Paras- 1.3, 2.5 & 2.6, 3.2, 4.2, 5.4

TOTAL- 5

Chapter IV : Observations/Recommendations in respect of which final replies of the Government are still awaited.

Paras- 1.7, 2.4, 3.3, 4.3

TOTAL- 4

3. The Committee desires that final replies in respect of those Observations/Recommendations which has been categorised as interim replies by the Committee should be furnished at the earliest

**CHAPTER I**  
**OBSERVATIONS/RECOMMENDATIONS WHICH HAVE BEEN ACCEPTED BY**  
**THE GOVERNMENT**

**Overall Assessment of the Demands For Grants of the Department**

**Recommendation**

1. *The Committee appreciates the increased Budgetary Allocation to Padhna Likhna Abhiyan Scheme for the FY 2021-22 and recommends that the Department devise a definite implementation plan to cover 1 crore non literates under the Foundational Literacy and Numeracy component in both offline and online mode by the end of the Financial Year*

[Para 2.10]

**Action Taken**

1.1 Padhna Likhna Abhiyan (PLA) scheme was approved for implementation during FY 2020-21 with a financial outlay of ₹.142.61 crore including Central share of ₹.95.25 crore and State share of Rs. 47.36 crore. The main objective of PLA scheme is to impart Functional Literacy and Numeracy to ₹ 57 lakhs adult illiterates in the country in the age group of 15 years and above. The ongoing PLA scheme of Adult Education is not aligned with the National Education Policy (NEP) 2020. Therefore, a new scheme of Adult Education has been designed and developed with the nomenclature “New India Literacy Programme” (NILP) for the next five years *i.e.* FYs 2021-2026 by aligning with the recommendations of NEP 2020 and also in consonance with the Budget Speech 2021-22 which states *“to enable increased access of resources, online modules covering the entire gamut of adult education will be introduced.”*

1.2 An EFC note on new scheme of Adult Education “New India Literacy Programme” was submitted to Expenditure Finance Committee (EFC), Department of Expenditure, Ministry of Finance to consider the scheme for the financial years 2021-22 to 2025-26 with a financial outlay of ₹.3141.03 crore which includes Central share of ₹.2084.72 crore and State share of ₹.1056.31 crore respectively with physical target of ₹ 13 crore non-literates under Foundational Literacy and Numeracy through online and offline mode.



1.3 The EFC recommended NILP for FYs 2021-22 to 2025-26 in its meeting held on 25.3.2021 with an amount of Central share of Rs.700 crore and State share of ₹.337.90 crore for 5 years. Hence, the per year distribution on allocation of NILP with regard to the Central share is quite less as compared to the BE 2021-22 of Rs.250 crore allocated to PLA for one year only, *i.e.* FY 2021-22.

1.4 As per recommendations of EFC and approved budget of the scheme Adult Education Bureau, Department of School Education and Literacy may cover 1.00 crore non literates under the Foundational Literacy and Numeracy component in both offline and online mode by the end of the financial year @ ₹ 50 lakh through offline and @ ₹ 50 lakh through online mode by Online Teaching, Learning and Assessment System (OTLAS) which will be developed in collaboration with NIC, NIOS and NCERT. For this activity, a budget of ₹. 165.00 crore (Central share ₹107.25 and State share ₹ 57.75 respectively) has been recommended by EFC for FY 2021-22.

1.5 NCERT has developed primers and learning outcomes for adult education. These documents integrate the perspectives of the NEP, 2020. These have been shared with the states/UTs. NCERT has also set up an Adult Education Cell, which will look after the preparation of National Curriculum Framework for Adult Education and also development of resource material (offline and online)in this regard with the capacity building of concerned stakeholders for education of non-literate adults.

## **Recommendation**

2. *The funds for the Operation Digital Blackboard has been reduced from ₹ 25.00 Crore in BE 2020-21 to ₹ 1.00 Crore in RE 2020-21 and no allocations have been made for it in BE 2021-22. The Committee notes that in the wake of the Covid-19 pandemic there is an increased requirement of children through digital mode so that in the long run digital online education becomes an alternative way of learning. Accordingly, the Committee recommends that the Department should explore the possibility of allocating more funds for digital initiatives for addressing the requirements of e-learning.*

[Para 2.11]

## **Action Taken**

2.1 The digital education proposals of States and UTs are covered under the ICT and Innovation components of Samagra Shiksha. The proposals for digital education from States/UTs are being considered and approved by Project Approval Boards. For the year 2021-22 the PAB meetings are currently ongoing.

2.2 The Ministry released ₹ 5,228 crore in ad-hoc grants to the states under Samagra Shiksha programme and an additional ₹ 2,500 crore will soon be released to ensure continuity of various educational initiatives by the states and UTs during the pandemic and for the major identified includes Identifying and mainstreaming of Out of School Children and ensuring sustained Enrolment, Retention and Transition; Academic learning & cognitive development of students; Capacity building- with specific focus on blended and home-based learning including student assessments and data use; Nutritional, socio-emotional support; Digital education and monitoring, tracking and remediation. An amount of ₹ 224.49 Crore has been approved for smart classrooms in 12026 Schools under project innovation. And an amount of ₹ 763.04 Crore has been approved for 4049 schools under ICT and Digital Initiatives.

2.3 Further following action has been taken by ABs under this Department

**NVS:**

825 Smart classrooms are established under CSR in 618 Jawahar Navodaya Vidyalayas with fully integrated 1:1 learning platform including Laptops /Tablet, Interactive board displays etc. for digital learning.

- 1173 classrooms in 99 JNVs are converted to Smart class under the project of Ministry of Minority Affairs.
- Government Portal and other freely available open source apps / platforms are being used by students and teachers for ICT Integrated education.

**KVS:** Following computer Infrastructure is available in Kendriya Vidyalayas to address the requirement of e-learning.

- 12395 e-classrooms have been established.
- 1225 Kendriya Vidyalayas are equipped with 88363 computers with student computer ration 16:1.
- As on date 1226 Kendriya Vidyalayas are having Internet connectivity.

- All 1245 Kendriya Vidyalayas have their own website.

**NCERT:** For strengthening CIET in NCERT and delivery of e-books and e-contents a sum of ₹.589 crores has been proposed from funds to be allocated from Government

## **GROSS ENROLMENT RATIO**

### **Recommendation**

3. *The Committee however expresses its concern over the sharp decline in Gross Enrolment Ratio (GER) at Senior Secondary level to 50.14%. In this Context, the Committee also takes note of the observation made by the NEP, 2020 that three crore children who are out of the school in the country need to be enrolled in the school to achieve 100% GER in school education by the year, 2030. While endorsing the target set under NEP, 2020 the Committee recommends that definite time-schedules with specific dates be framed for achievement of different task and goals as provided in NEP, 2020 to provide a clear roadmap of the implementation schedule of provisions related to School Education in the NEP, 2020. The same should be informed to the Committee by 30th June, 2021 and uploaded on the website of the Ministry.*

[Para 3.3]

### **Action Taken**

3.1 In pursuance of the goals and objectives of the National Education Policy (NEP) 2020 issued on 29<sup>th</sup> July, 2020 and to assist States and UTs in this task, the Department of School Education and Literacy has developed an indicative and suggestive Implementation Plan for School Education, called ‘Students’ and Teachers’ Holistic Advancement through Quality Education (SARTHAQ)’, which has been released on 8th April, 2021. This implementation plan keeps in mind the concurrent nature of education and adheres to the spirit of federalism. States and UTs are given the flexibility to adapt this plan with local contextualization and also modify as per their needs and requirements. This implementation plan delineates the roadmap and way forward for implementation of NEP, 2020 for the next 10 years, which is very important for its smooth and effective implementation.

3.2 SARTHAQ has been developed through wide and intensive consultative process with States and UTs, Autonomous bodies and suggestions received from all stakeholders, and around 7177 suggestions/inputs were received from them. A teacher's fest, 'Shikshak Parv' was especially organized from 8th to 25th September 2020 for discussing various recommendations of NEP 2020 and its implementation strategies, which attracted around ₹ 15 lakh suggestions.

3.3 The major focus of SARTHAQ is to define activities in such a manner which clearly delineate goals, outcomes and timeframe *i.e.*, it links recommendations of NEP with 297 Tasks along with responsible agencies, timelines and 304 outputs of these Tasks. Attempt has also been made to propose activities in a manner, such that it will be built upon the existing structure rather than creating new structures. Thus, SARTHAQ takes care of the spirit and intent of the Policy and is planned to be implemented in a phased manner. SARTHAQ can be accessed at the website of the Ministry at the following link:

Sl. No.		Link
1.	Part-I	<a href="https://dsel.education.gov.in/sites/default/files/SARTHAQ_Part-1_updated.pdf">https://dsel.education.gov.in/sites/default/files/SARTHAQ_Part-1_updated.pdf</a>
2.	Part-II	<a href="https://dsel.education.gov.in/sites/default/files/SARTHAQ_Part-2_updated.pdf">https://dsel.education.gov.in/sites/default/files/SARTHAQ_Part-2_updated.pdf</a>

3.4 The status regarding achievement of different task and goals as provided in NEP, 2020 by ABs under the Department are as under

**KVS:**

- Concept wise modules on Foundational Literacy and Numeracy (FLN) are being prepared to further sensitize the Primary teachers and HMs in addition to the sensitization of all PRTs/HMs on FLN. Draft modules prepared so far on FLN are in the final stage of vetting. 206 PRTs/HMs Master Trainers are training PRTs/HMs of all KVs on phonics and going to be completed by April, 2021 (Task No. 32 NEP para 2.2).

- Vetting of modules on “Conducive Environment for Learners and Learning” has been completed in respect of teachers and in respect of Principals/ VPs/HMs is going to be completed very shortly (Task No. 149 NEP Para 5.8 -5.14).
- A Committee including member from CBSE is constituted for preparing training module to train Paper Setters, evaluators and moderators for internal assessments. The draft modules have been prepared and are being vetted by the experts from CBSE and KVS (Task No. 103 NEP Para 4.34 – 4.35).
- Artificial Intelligence is introduced as a vocational subject in all 1205 KVs in Class – VIII. Identified 25 KVs from all 25 Regions for conducting pilot of the Skill Based Aptitude Tests by NCERT. Further KVS has also identified 200 KVs across the country for developing Vocational Skill laboratories (Task No. 231 NEP para 16.1 – 16.8)

**NIOS:** NIOS has constituted a Core Committee to monitor the smooth execution of the tasks of NEP as assigned to NIOS. The committee is in the process of working out a detailed plan out for achievement of different tasks and goals as provided in NEP, 2020. Once finalised, the same will be shared.

**NCERT:** NCERT has already been working on various tasks assigned to it as stated in the SARTHAQ document. The major tasks assigned to NCERT are related to NCFs, ECCE, Foundational Literacy and Numeracy, Adult Education, Holistic Progress Card, vocational education, etc.,

**CBSE:** Definite time schedules and specific dates have been framed for the tasks allotted to CBSE and regularly updated on the trackers maintained by MoE.

## **NO DETENTION POLICY AND NATIONAL ACHIEVEMENT SURVEY**

### **Recommendation**

4. *The Committee notes that NAS/SAS confined to Government and Government aided schools and in certain subjects. The Committee recommends that in addition to Government and Government aided school, Private schools and unregistered schools may be covered under National Achievement Survey (NAS) in order to have a holistic view of learning outcome of school children and develop uniform national standards.*

### **Action Taken**

4.1 Steering Committee of NAS established by the Government of India, has decided to include private schools in the conduct of National Achievement Survey 2021 for classes 3, 5, 8 and 10. NAS 2021 will be held on 12.11.2021. The following types of schools will be covered in NAS 2021:

- i) Government Schools
  - (a) Central Government and
  - (b) State Government
- ii) Government Aided Schools
- iii) Private Unaided Schools.

### **NUTRITION/KITCHEN GARDEN IN SCHOOLS**

#### **Recommendation**

5. *The Committee noted that only three lakh schools have kitchen/nutrition garden which are a source of fresh vegetables to the students. The Committee further noted that around seven lakh schools are yet to develop Kitchen Garden in the school premises. The Committee accordingly, recommends that these schools may be persuaded to setup kitchen/nutrition garden at the earliest to provide wholesome food to the students*

[Para 3.28]

### **Action Taken**

5.1 All States/UTs have been advised to ensure development and maintenance of School Nutrition Garden in all schools on various for alike, Meetings of Programme Approval Board - Mid Day Meal Scheme *etc.*

5.2 Every JNV develops and maintains a Kitchen garden in the campus. This garden is maintained by the active involvement of the students. Plants of seasonal vegetables, tomatoes, green chillis, lemon, etc are grown.

## VACANCIES ACROSS ORGANIZATIONS UNDER THE DEPARTMENT

### Recommendation

6. *The Committee expresses its concern over the status of vacancies and recommends that a special time bound recruitment drive should be conducted to fill all the existing vacancies, as contractual teachers/staff are always likely to have a sense of insecurity due to temporary nature of job besides giving a wrong impression about the Government's commitment for social Justice.*

[Para 3.34]

### Action Taken

6.1 Status in this regard for ABs under this Department are :-

**NVS:** Recruitment is a continuous process and vacancies keeps on arising due to resignation, retirement, death, opening of new JNVs, upgradation of existing JNVs to higher classes and sanction of new streams etc. Consistent efforts are undertaken to fill up the vacant posts on priority, recently under Direct Recruitments offers of appointment to the post of PGTs was issued to 470 candidates. Interviews to fill up 1295 posts of TGTs have been completed in January, 2021 and its final result is awaited, and to fill up 644 posts of Miscellaneous category of teachers interviews are being conducted in March, 2021. To fill up posts of Non-teaching cadre process of recruitment for the 63 posts of Female Staff Nurse, 31 posts of Catering Assistant and 152 posts of LDCs is half-past stage and expected to be completed soon. Apart from this NVS plans to hold DPCs / Limited Departmental Exams to fill up vacant posts of Teaching / Non-teaching cadre.

To immediately fill up the vacant posts of teaching and non-teaching posts, teachers are engaged on short-term contract basis and persons are engaged on outsource basis against non-teaching posts.

**NIOS:** Though NIOS had started recruitment process, it was slowed down after the Covid-19 pandemic hit the Nation. NIOS filled some of the position before the current lockdown. The Recruitment Process will be started once the situation improves.

**NCERT:** NCERT has started recruitment process vide Advt. No.166 for filling up various teaching positions (Assistant Headmaster/ Post Graduate Teacher/ Trained Graduate Teacher/Work Experience Teacher/Primary Teacher. Selection process against all the aforesaid posts has been completed except the Work Experience Teacher posts (WET), for which work is in progress.

CIET has advertised 20 vacancies of technical cadre in employment news. Out of this 20 vacancies, process of 14 vacancies have been completed and file is submitted to competent authority for taking final decision in this issue. With regard to remaining 6 posts Screening have been completed and all the documents related to these posts have been transferred to concern Establishment section for taking further action on it.

**CTSA:** As per cabinet decision, CTSA schools are to be transferred to STSS, DOE Dharamsala in phased manner. 55 CTSA schools have already been transferred to STSS Dharamsala. Transfer of remaining schools is under process. Hence, no fresh recruitment is being done in CTSA.

**CBSE** will fill up nearly 350 vacant posts at various levels within the current year.

### **Infrastructure Development in KVS**

6.2 The Department in its written submissions informed the Committee about the number of KVs constructed and the number of new KVs opened in the last five years, as follows:

**TABLE -8**

<b>Year of Opening</b>	<b>No. of new KVs opened</b>	<b>No. of school building constructed</b>
2015-16	25	15
2016-17	14	20
2017-18	43	20
2018-19	16	33
2019-20	36	07



2020-21	10	04
<b>Total</b>	<b>144</b>	<b>99</b>

6.3 It was further informed that 291 KVs are functioning in temporary accommodations provided by sponsoring authorities. The Committee noted that the number of new KVs opened in the last five years did not match with the number of number of new KVs constructed in the same phase. The Committee also raised the issue of upkeep and maintenance of old structures under the KVS management.

6.4 The Department informed the Committee that from the FY 2017-18 onwards, it was decided that funding for infrastructure would be through the HEFA loans. Accordingly, the budgetary support amount for capital was decreased from FY 2017-18 onwards. It was decided by the Ministry of Finance that KV, being a completely Government funded scheme, it should not be coming under the HEFA loan and funds will be given under budgetary support. Fund constraints is the major reason for low completion rate.

## **INFRASTRUCTURE DEVELOPMENT IN KVS**

### **Recommendation**

7. *The Committee recommends that KVS should take a comprehensive evaluation of the infrastructure requirements of its buildings and assess the requirement for construction of new buildings and the need for strengthening of old structures so as to ensure that they are fit for running classes.*

[Parta 3.38]

### **Action Taken**

7.1 KVS is constructing new buildings with due assessment of space requirements for effective teaching learning process. Action is being taken by KVS for strengthening of old structure/ replacement of building (part/full) as per need.

## **EDUCATIONAL EXCELLENCE IN NVS**

### **Recommendation**

8. *The Committee appreciated the efforts made by JNV to nurture rural talent from weaker sections and providing excellent results and recommends that that the Ministry should explore the possibility of opening more number of JNVs to ensure their presence in all districts of the country.*

[Para 3.46]

### **Action Taken**

8.1 Navodaya Vidyalaya Scheme envisages for opening a Jawahar Navodaya Vidyalaya in each district of the country. Navodaya Vidyalayas have been set up in all the 638 districts of the country, carved out as on 31.05.2014, except Tamil Nadu state, which has not yet accepted the scheme.

8.2 At present, 661 JNVs have been sanctioned, which includes 10 additional second JNVs for Scheduled Castes concentrated districts and 10 additional second JNVs for Scheduled Tribes Concentrated districts and 03 as a special case.

8.3 Opening of JNV is a continuous process. Further, a proposal for opening of JNVs in 45 uncovered newly carved out districts as on 31.03.2018 is under consideration of the Ministry. Districts carved out after 31.03.2018 will be taken up in the next phase.

## **EXEMPLAR SCHOOLS**

### **Recommendation**

9. *The Committee took note of the explanations provided by the Department and recommended that the Department should develop a time-line to achieve the goal of strengthening the schools to the level of exemplar schools.*

[Para 3.54]

### **Action Taken**

9.1 The duration of scheme for achieving the goal of strengthening of selected schools to the level of Exemplar schools is proposed to be 2021-22 to 2025-26.

NCERT will aim to

- i) reformulate school education system in order to introduce 5+3+3+4 system in a time-frame of 2 years *i.e.* 2021-23
- ii) Develop, disseminate and ensure learning outcomes and competency based teaching learning by the end of academic session 2023.
- iii) In addition to ensuring equitable learning outcomes in an inclusive environment for all children, make attempts to attain global competencies through high level performance in international tests such as Programme for International Students' Assessment (PISA) by the year 2025.

## **PRE-SCHOOLING**

### **Recommendation**

10. *The Committee is happy to note that Early Childhood Care and Education (ECCE) has been proposed to be introduced in public schools which has been followed by some of the private schools in the form of play school and nursery. It is widely accepted that during this age, 85% of cumulative development of brain takes place, which has definitive bearing on acquisition of knowledge and skills in later life. The Committee recommends that as envisaged in NEP, 2020 the preparation of National Curricula and Pedagogical Framework for Early Childhood Care and Education (NCPFECCE) for children upto 8 years of age should be done on priority basis with due seriousness so as to ensure it's early and effective implementation.*

[Para 3.61]

### **Action Taken**

10.1 Para 1.3 of NEP, 2020 states that a National Curricular and Pedagogical Framework for Early Childhood Care and Education (NCPFECCE) for children up to the age of 8 years will be developed by NCERT in two parts, namely, a sub-framework for 0-3 years old, and a sub-framework for 3-8 years old. The framework will serve as a guide both for parents and for ECCE institutions.

10.2 As per the NEP 2020 recommendations, NCERT is in the process of developing an activity based multifaceted NCPFECCE that includes indigenous games, puppetry, art, stories and indigenous poetry/songs. This is to attain optimal outcomes in the domain of

physical and motor development, cognitive development, socio-emotional-ethical development and cultural-artistic development. NCPFECCE comprises:

- I. Sub-framework-1/guidelines for 0-3-years: in consultation with the Ministry of Women & Child Development
- II. Sub-framework-2 for 3-8 years (Foundational Stage): based on latest research, International/National best practices. Sub-framework-2 will also consist of a framework for the one-year preparatory class for 5-6 years old.
- III. Sub-framework-2 will also become the basis for implementation of the National Mission for Foundational Literacy and Numeracy.
- IV. These two sub-frameworks also come out with a detailed mapping of indigenous toys that can be used at every stage of growth for developing cognitive and psychomotor skills, learning skills (such as critical thinking, creativity, problem-solving, etc.) ethics and values, life skills etc.

The NCPFECCE will also bring clarity on bridging the gap between the language spoken by the child and the medium of teaching.

10.3 The work of preparation of State and national Curriculum Framework for ECCE and School Education has been initiated.

## CHAPTER II

### OBSERVATIONS/RECOMMENDATIONS WHICH THE COMMITTEE DOES NOT DESIRE TO PURSUE IN VIEW OF THE GOVERNMENT'S REPLIES

#### Overall Assessment of the Demands for Grants of the Department

##### Recommendation

1. *The Committee notes that there has been a reduction of ₹ 849.32 Crore in allocation to SCSP in BE 2021-22 as compared to BE 2020-21. The Committee recommends that the Department should impress upon the Ministry of Finance to allocate more funds for the Scheduled Caste Sub Plan to ensure that the schemes being operated for their upliftment and welfare do not have to face resource crunch.*

[Para 2.16]

##### Action Taken

1.1 DoSEL is implementing various schemes under which there are initiatives for the welfare for SCs, STs and other disadvantaged groups, but funds for the same are released proportionately from General, SC and ST components as a part of the Scheme. KVS has expressed no resource crunch for the Scheduled Caste sub Plan which is allocated under Salary, General and Capital Head.

1.2 NCERT utilizes approximately 9%, and 19% of total expenditure on ST and SC groups respectively for various programmes undertaken with the approval of the Programme Advisory Committee (PAC). Apart from this, ₹.150 crore is exclusively granted by the Ministry of Education for the quality improvement in school and teacher education in the tribal areas of North-East Region. The Council do not face financial crunch in undertaking the projects and ensures that the funds are utilized for the up-liftment and welfare of the ST and SC groups.

## **ENGAGEMENT OF COOK-CUM-HELPER AND HONORARIUM TO THEM**

### **Recommendation**

2. *The Department in their written submission has stated that the honorarium varies from 19,000 as provided by the UT of Puducherry to the major amount of 1000 rupees by 14 States including Arunachal Pradesh, Assam, Goa and Gujarat etc (State/UT wise list of honorarium paid is at Annexure IV). The Committee noted the disparity in the honorarium paid to the cook-cum-helper by different States and recommends that the Department should develop a uniform system for deciding the honorarium to be paid to the cooks and parity should be maintained between different States.*

[Para 3.27]

### **Action Taken**

2.1 MDM guidelines envisage honorarium of ₹.1000 per month per CCH for 10 months in a year. This is shared between Centre and States / UTs as per existing sharing pattern. However, States and UTs are free to add on to their minimum mandatory share.

## **EDUCATIONAL EXCELLENCE IN NVS**

### **Recommendation**

3. *The Committee took note of the social security measures provided to the teachers of JNVs recommends that an alternative scheme to pension or similar benefits may be considered to provide JNV teachers a sense of greater financial/social security.*

[Para 3.47]

### **Action Taken**

3.1 The employees of Navodaya Vidyalaya Samiti who joined before 01.01.2004 are demanding pension under CCS (Pension) Rules, 1972 since the organization came into existence immediately after the approval of the Cabinet Committee in its meeting on 05.08.1985. 02 Schools, 01 in Amrawati (Maharashtra) and 01 in Jhajjar (Haryana) were made functional in 1985.

3.2 Two Parliamentary Standing Committees in their Report No. 154th and 184th have recommended for extension CCS (Pension) Rules, 1972 for the employees of NVS. However, the Government did not accede to the proposal.

3.3 Providing of alternative scheme for pension *i.e.* Annuity Based Pension scheme through LIC has been explored but is yet to be approved. Further, in 40th meeting of Executive Committee of NVS held on 25.02.2021, it has been decided to take up the matter afresh with the Govt. for extending CCS (Pension) Rules, 1972 for the employees of NVS. Accordingly, necessary actions are being initiated.

## **CHILDREN WITH SPECIAL NEEDS**

### **Recommendation**

4. *The Committee appreciates the efforts made by the Department and recommends that a plan for structured and time bound efforts be devised to provide the best possible care and quality education to all children with every category of special needs to help them become a part of the main stream.*

[Para 3.56]

### **Action Taken**

#### **Important points undertaken for Inclusive Education:**

4.1 A comprehensive initiative, PM e-Vidya, was launched with an aim to unify all efforts related to digital/online education. The programme inter-alia envisages the development of special e content for the Divyangjan. In pursuance of this vision, the D/o SE&L, MoE constituted a committee of experts for recommending the guidelines for development of e content for CwD(Children with Disabilities-CwDs).

4.2 The Committee submitted a report titled “*Guidelines for the Development of e-Content for Children with Disabilities*” comprising of eleven Sections and two Appendices. This report was shared, presented, discussed and accepted by the MoE.

4.3 The salient highlights of the e- content guidelines in the report are:

- e-Content for CwDs should be developed based on the four principles namely: perceivable, operable, understandable and robust.

- e-Content including text, tables, diagrams, visuals, audios, videos etc. should comply with accessibility standards: national standards (GIGW 2.0) and international standards (WCAG 2.1, E-Pub, DAISY etc).
- Distribution platforms on which content is uploaded (e.g. DIKSHA) and Reading platforms/devices on which content is accessed and interacted (e.g. e-pathshala) must comply with technical standards
- Reasonable pedagogical accommodations have been recommended to meet specific needs of CwDs
- The technical standards and guidelines have been detailed out in Section 4 of the report.
- The Committee has also recommended that in a phased manner textbooks may be adapted into Accessible Digital Textbooks (ADTs). The content of ADTs should be provided in multiple formats (text, audio, video, sign language etc) with turn-on and turn-off features. Further ADTs should provide flexibility to CwDs to respond to its content/exercises in multiple ways. The detailed guidelines for developing ADTs along with existing international and national experience, in the development of prototypes including the recent NCERT's experience: *Barkha: A Reading Series for All* (in print and digital forms), Accessible Textbooks for All and UNICEF's "Accessible Digital Textbooks using Universal Design for Learning ( for Learners with and without Disabilities ) have been presented in Section 5 of the report.
- In addition to ADTs, in Sections 6 to 9 the Committee has recommended specific guidelines for development of supplementary e-Content as per 21 disabilities specified in the RPWD Act 2016 for students having Intellectual and Developmental Disabilities, Multiple Disabilities, Autism Spectrum Disorders, Specific Learning Disabilities, Blindness, low vision, Deafness and Hard of Hearing and others.
- A summary of the recommendations has been presented in Section 10 of the report for sharing widely with content creators, content designers, developers, publishers.
- The implementation roadmap along with the suggestions to strengthen compliance to the accessibility guidelines have been presented in Section 11 of the report.
- Comprehensive guidelines and technical standards for the production of Sign Language videos have been provided at *Appendix-1* of the Report.
- Universal Design for Learning (UDL) guidelines for content development and pedagogical accommodations are given in *Appendix 2* of the report.



## CHAPTER III

### OBSERVATIONS/RECOMMENDATIONS IN RESPECT OF WHICH REPLIES OF THE GOVERNMENT HAVE NOT BEEN ACCEPTED BY THE COMMITTEE

#### Overall Assessment of the Demands For Grants of the Department

##### Recommendation

1. *The Committee recommends that the Department should undertake a scientifically conducted comprehensive socio-economic-educational survey of the North Eastern Region to develop a roadmap with more focused and result-oriented strategies for enhancing the educational status of tribal students.*

[Para 2.15]

##### Action Taken

1.1 It has been decided that the proposed Socio-economic education study in North Eastern State may be conducted by NCERT in collaboration with NSSO. It may also include analysis of National Achievement Survey (NAS) and other secondary data and some field studies wherever feasible. It would help develop State specific roadmap for enhancing the educational status of Tribal students in North Eastern States and strategies for interventions for improving Learning Outcomes, Access Outcomes, Infrastructure & Facilities, Equity Outcomes and Governance Processes. An outlay of ₹.100 lakh has been approved for survey related activities.

1.2 NCERT and CBSE are conducting the national Achievement Survey NAS-2021 under the aegis of the Ministry of Education. All districts of the North Eastern Region would be covered to assess the level at Grade III, V, VIII & X as per LO based framework developed by NCERT

##### Further Observation(s)/Recommendation(s)

1.3 **The Committee appreciates the steps taken by the Department. However, the Committee further recommends that a clear-cut road map alongwith well defined time**

line may be prepared so as to complete the entire process of survey in a time bound manner. The Department may apprise the Committee of the strategies evolved based on the survey for enhancing the educational status of tribal students from the North-Eastern region of the country.

## **HIGH DROP OUT RATES AMONGST THE STUDENTS FROM SCHEDULED CASTE/SCHEDULED TRINBE/GIRL CHILD**

### **Recommendation**

2. *The Committee recommends that the Department should conduct a survey to identify the districts where the dropout rates of SC, ST and Girls are higher than the national average. Based upon the findings an intervention plan should be chalked out to not only bring back these dropout children to school but also to provide them vocational education to ensure enhancing their livelihood abilities their greater employability and financial independence as well as stability.*

[Para 3.6]

### **Action Taken**

2.1 Under Samagra Shiksha, there is a provision of Kasturba Gandhi Balika Vidyalayas (KGBVs). KGBVs are residential schools from class VI to XII for girls belonging to disadvantaged groups such as SC, ST, OBC, Minority and Below Poverty Line (BPL). The KGBVs are set up in Educationally Backward Blocks (EBBs) of a State/UT where the female rural literacy rate is below the national average. The objective behind establishing KGBVs is to ensure access and quality education to girls from disadvantaged groups by setting up residential schools and to reduce gender gaps at all levels of school education. This provides the facility to have at-least one residential school for girls from Classes VI-XII in every educationally backward block which do not have residential schools under any other scheme of the Ministry of Social Justice and Empowerment, Ministry of Tribal Affairs or the State Government.

### **Target Group for KGBVs are as under:**

22,2 Girls in the age group of 10-18 years aspiring to study in classes VI to XII; belonging to SC, ST, OBC, Minority communities and BPL families.

- i) At the primary level, the emphasis is on the slightly older girls who are out of school and were unable to complete primary schools (10+). However, in difficult areas (migratory populations, scattered habitations that do not qualify for primary/upper primary schools) younger girls can also be targeted;
- ii) At the upper primary level, emphasis is on girls, especially, adolescent girls who are unable to go to regular schools'
- iii) In view of the targeted nature of the scheme, 75% girls from SC, ST, OBC or minority communities would be accorded priority for enrolment in such residential schools and thereafter upto 25% girls from BPL families.

2.3. In KGBVs, specific skill training is also being provided to girls, for which States appoint Vocational instructors in KGBVs to provide need based vocational education to girls. The States generally pick up courses based on the choice and need of the students in the KGBVs. Fund for this purpose is being provided by the Ministry of Education.

2.4. Under Samagra Shiksha, total 5726 KGBVs have been sanctioned in the country out of which 4887 KGBVs are operational with the enrolment of ₹. 6.30 lakh girls as on 05.04.2021.

#### **Further Observation(s)/Recommendation(s)**

**2.5 The Committee while noting the reply of the Department observes that the recommendations of the Committee to conduct a survey to identify districts where drop out rates of SC, ST and Girls are higher than the national average has not been acted upon. The Committee, therefore, recommends that the survey may be conducted expeditiously and detailed information along with intervention plans based thereon may be furnished. The Committee also recommends that the impact of the Covid-19 pandemic on the drop out rates, particularly amongst SCs, STs and Girls may be specifically analysed and all efforts may be made to bring back such children to the mainfold of the education and the Committee may be apprised of the same.**

**2.6 The Committee also noted that out of the 5726 KGVBs sanctioned, 849 are yet to be made operational. The Committee observes that ensuring quality education to**

girls, particularly those belonging to Scheduled Castes and Tribes is imperative to reduce gender disparity and usher in an equitable society. The Committee, therefore, recommends that immediate steps should be taken to get the 849 KGVBs operational as soon as possible.

## **CONSTRUCTION OF KITCHEN-CUM-STORE**

### **Recommendation**

3. *The Committee noted with concern that construction of 113693 Kitchen- cum-store, i.e., 11% of the total of Kitchen-cum-store sanctioned has not even been started. The Committee accordingly recommends that the feasibility of public-private partnership in the process of construction of Kitchen-cum- store should also be explored for expediting their construction.*

[Para 3.31]

### **Action Taken**

3.1 The suggestion is noted.

### **Further Observation(s)/Recommendation(s)**

3.2 **The Committee observes that the recommendation of the Committee has only been noted and it seems that no concrete action has been taken with regard to exploring the feasibility of public-private partnership in the process of construction of Kitchen-cum-Stores. The updated status of the physical progress on construction of Kitchen-cum-Stores has also not been furnished. The Committee, accordingly, recommends that the feasibility of public-private partnership in the construction process of Kitchen-cum-Stores may expeditiously be explored and Committee apprised of the action taken. The latest updated status on the construction may also be provided.**

## **STARS AND ASIAN DEVELOPMENT BANK PROJECT**

### **Recommendation**

4. *The Committee took note of the criteria on the basis of which the States were selected for the STARS project and recommends that the Department should include more*

*States under the project by suitably modifying the criteria so that other States can also benefit from the project.*

[Para 3.51]

### **Action Taken**

4.1 The STARS project is implemented in six participating States namely Himachal Pradesh, Kerala, Madhya Pradesh, Maharashtra, Odisha and Rajasthan and Cabinet approval has been received for the same on 14<sup>th</sup> October, 2020. A similar project of ADB named ASPIR E covering five States of Gujarat, Tamil Nadu, Assam, Uttarakhand and Jharkhand is in consideration of the Department. The learnings of participating states will also be shared with other states through workshop to ensure knowledge transfer and sharing of best practices.

### **Further Observation(s)/Recommendation(s)**

**4.2 The Committee observes that the Department has mentioned about the projects undertaken or proposed to be undertaken. However, the recommendation of the Committee to suitably amend the criteria for selecting more States for STARS project has not found any mention. The Committee further recommends that amending the criteria for selecting more States for STARS project may be explored expeditiously, and Committee informed about the same.**

## **NATIONAL EDUCATION POLICY, 2020**

### **Recommendation**

5. *The Committee recommends that the Department should take more proactive measures to bring the States and UTs in alignment with the schemes and programmes of the Government of India so that the total expenditure on Education as a whole can be projected accurately*

[Para 3.59]

## Action Taken

**5.1 STATS.:** Analysis of Budgeted Expenditure of Education is available up to the year 2017-18. As per this publication, the expenditure as a percentage of GDP incurred by the Central Government alone on elementary and secondary education for the years 2015-16, 2016-17 and 2017-18 are as under:

Year	GDP (Rs. Crore) (Provisional)	Expenditure (Rs. Crore)		As % of GDP	
		Elementary	Secondary	Elementary	Secondary
2015-16 (actual)	13771874	60103.77	18560.07	0.44	0.13
2016-17(RE)	15362386	57865.94	18695.44	0.38	0.12
2017-18(BE)	17095005	63266.88	21920.04	0.37	0.13

Source: Analysis of Budgeted Expenditure on Education 2015-16 to 2017-18

**5.2** As per this publication, the expenditure as a percentage of GDP incurred by the States/UTs on elementary and secondary education for the years 2015-16, 2016-17 and 2017-18 are as under:

Year	GDP (Rs. Crore) (Provisional)	Expenditure (Rs. Crore)		As % of GDP	
		Elementary	Secondary	Elementary	Secondary
2015-16 (actual)	13771874	204244.77	124080.05	1.48	0.90
2016-17(RE)	15362386	227730.46	145716. 25	1.48	0.95
2017-18(BE)	17095005	260960.71	162644.24	1.53	0.95

Source: Analysis of Budgeted Expenditure on Education 2015-16 to 2017-18

**5.3** NCERT formulates academic programmes reflecting educational needs of the States identified through the State Coordination Committees (SCC), for the implementation of the National Education Policies and as per the suggestions provided by the Ministry of Education, Government of India from time to time. Majority of the programmes are national level programmes and it ensures participation and cooperation of all the States/UTs. Under

the *Samagra Shiksha Scheme*, the Council undertakes many programmes for the quality improvement in school education covering all States/UTs.

**Further Observation(s)/ Recommendation(s)**

**5.4 The Committee noted that the Department has given only AN analysis of Budgeted Expenditure of Centre and States/UTs from 2015-16 to 2017-18 and not the latest figures for 2018-19 and 2019-20. The proactive measures being taken to align the States/UTs with the Central Schemes and programmes have not been specifically indicated as recommended by the Committee. The Committee reiterates that emphasis on quality education accessible to all is a must for building a strong nation with well informed, educated and skilled citizens to contribute to its progress. The Committee therefore recommends that the Department should focus on slowly enhancing the expenditure on education by formulating and implementing policies and schemes in such a way as to achieve the target of 6% of GDP, as envisaged in previous education policies and reaffirmed in NEP, 2020.**

## CHAPTER IV

### **OBSERVATIONS/RECOMMENDATIONS IN RESPECT OF WHICH REPLIES OF THE GOVERNMENT IS STILL AWAITED.**

#### **Overall Assessment of the Demands for Grants of the Department**

##### **Recommendations**

1. *The Committee understands that the National Education Policy, 2020 has envisaged Gender Inclusion Fund (GIA) for education of girl child and transgender and if the Department intends to align allocations under such fund for the purpose of girl child education, the detailed roadmap should have been prepared and shared with the Committee for its consideration. The Committee recommends that a roadmap to ensure that all girls as well as kids belonging to transgender communities are covered in school education and to that end a plan for time bound implementation be prepared on priority basis and be shared with the Committee latest by 30th June, 2021.*

[Para 2.9]

##### **Action Taken**

1.1. The NEP 2020 lays focus on curtailing dropouts and ensuring better retention for out of school girls-particularly from marginalized communities; CWSN; never enrolled; and drop outs; by bringing them back into the system through careful tracking of students and their learning levels.

1.2 As mentioned during the discussions, this Department has also prepared a Roadmap for Implementation of NEP in consultation with states/UTs and evolved specific tasks and timelines for completion of each tasks of NEP 2020.

1.3 As a follow-up, letter No. 10-1/2021-IS-11 dated 31.05.2021 has been issued to the Addl. Chief Secretary/Principal Secretary/Secretary of all States and UTs with a request to issue necessary directions to the concerned authorities to proactively track girls as well as kids belonging to transgender communities who are not enrolled in schools or have dropped-out of school without completing their School Education and get them admitted in age-appropriate classes in schools in a mission mode.



1.4 Several components related to the girl child have been included in the Samagra Shiksha scheme, which are as follows:

- Opening of schools in the neighbourhood as defined by the State,
  - Provision of free text-books to girls up to Class VIII,
  - Uniforms to all girls, SC, ST children and Below Poverty Line (BPL) children up to class VIII,
  - Provision of gender segregated toilets in all schools,
  - Teachers' sensitization programmes to promote girls' participation,
  - Provision for Self-Defence training for the girls from classes VI to XII,
  - Stipend to CWSN girls from class I to Class XII,
  - Construction of residential quarters for teachers in remote/hilly areas/in areas with difficult terrain.
- In addition, to reduce gender gaps at all levels of school education and for providing quality education to girls from disadvantaged groups, Kasturba Gandhi Balika Vidyalayas (KGBVs) have been sanctioned in Educationally Backward Blocks (EBBs), where the female rural literacy rate is below the national average, under Samagra Shiksha. KGBVs are residential schools from class VI to XII for girls belonging to disadvantaged groups such as SC, ST, OBC, Minority and Below Poverty Line (BPL). The objective behind establishing KGBVs is to ensure access and quality education to girls from disadvantaged groups by setting up residential schools and to reduce gender gaps at all levels of school education. Under Samagra Shiksha, total 5726 KGBVs have been sanctioned in the country out of which 4887 KGBVs are operational with the enrolment of 6.30 lakh girls as on 05.04.2021.
- Moreover, Special state specific projects for varied interventions under equity are emphasized for enhancing access, retention and quality to girls by promoting enrolment drives, retention and motivation camps, gender sensitization modules etc. Financial Support is also being provided under State Specific projects as per the allocation of flexi fund under quality to the state subject to viable proposal received from the respective State and UTs. Such projects include Life Skills, Awareness programmes, Incinerators, Sanitary Pad Vending Machines etc.

- **Vocationalisation of Secondary Education:** Under Samagra Shiksha, there is a provision for Vocationalisation of Secondary Education under which vocational Education is provided in such a manner that gender stereotyping is avoided. The Principal of the school is expected to take necessary steps to remove gender bias, if any, in the minds of employers/ financiers against giving employment or loans to girls. Specific Skill Training is also imparted to girls studying in KGBVs.

1.5 The PRABANDH portal of the Department has been expanded to register the details of the Out of School children identified by the states/UTs. By 10.06.2021, approx. ₹. 2.89 lakh number of Out of School Children have been reported by States/UTs (₹. 1.68 lakh boys and ₹. 1.20 lakh girls and 23 transgender).

1.6 Autonomous Bodies under this Department have also taken following action in this regard: -

**KVS:**

In order to provide equitable and inclusive education to all, Kendriya Vidyalaya Sangathan has undertaken following measures:

- Equal opportunity in admission to all children- boys/girls/transgender as per norms.
- Special provision of admission for single girl child over and above class strength in Class-I and Class 6th onwards.
- Free education to Single Girl Child from Class 6th onwards.
- Exemption from paying tuition fee for all girl students from Class -I to XII

**CBSE:** CBSE has already recognized transgender community by creating a special category for them in all its examinations forms and they are allowed to appear in all examinations conducted by CBSE. Past experience has shown that a number of students belonging to transgender community have appeared in exams conducted by CBSE. The percentage of girl students is also progressively increasing over the years.

## **Further Observation(s)/Recommendation(s)**

**1.7** The Committee noted the reply of the Department and recommends that further follow up and final action in this regard may be informed. The Committee also recommends that a comparative analysis of drop out rates during the pre and post COVID-19 pandemic periods may be undertaken to see whether there has been any increase in the rates and a clear road map including remedial measures taken to redress this issue may be furnished to the Committee. The Committee further recommends that more proactive measures to assimilate transgenders (at age appropriate levels) into the mainfold of education may also be taken and detailed information may be provided.

## **DRINKING WATER AND TOILETS IN SCHOOLS**

### **Recommendation**

2. *The Committee notes that 8 States have ensured drinking water facility to all schools in their territory. However, States like Meghalaya, Tripura and Arunachal Pradesh are lagging far behind; accordingly the Committee recommends that the Ministry should coordinate with the Ministry of Rural Development and Jal Shakti to ensure supply of safe and contamination-free piped potable water through Nal Se Jal Mission to every educational institution by the end of 2021-22.*

[Para 3.11]

### **Action Taken**

2.1 The Department of Drinking Water & Sanitation, Ministry of Jal Shakti, vide their communication dated 14<sup>th</sup> October, 2020, had written to this Department regarding nation-wide '100 days campaign' launched on 2<sup>nd</sup> October, 2020 to make provision of 'safe piped water supply' in every anganwadi centre, school, ashramshala and other public institutions in villages under the National JalJeevan Mission (NJJM).

2.2 This Department has taken up the matter with States/UTs as per details given below:

- i. D.O. Letter to Secretary(Education) of all States/UTs dated 23<sup>rd</sup> October, 2020.
- ii. letter to Secretary(Education) of all States/UTs dated 12<sup>th</sup> November, 2020 requesting them to take necessary action for mapping of each school in their State/UT to ensure availability of piped/tap water supply in girls, boys and CWSN toilets; hand wash area and drinking water facility.
- iii. Reminder letter to Secretary (Education) of all States/UTs dated 13<sup>th</sup> January, 2021.

2.3. Hon'ble Minister of Jal Shakti. had also written to this Department regarding "Jal Jeevan Mission (JJM) –Har Ghar Jal — 100 Days campaign to provide assured potable piped water supply in schools, ashramshalas and anganwadi centres. A reply from Hon'ble Shiksha Mantri to Hon'ble Minister of Jal Shakti has also been sent on 8<sup>th</sup> January, 2021.

#### **Further Observation(s)/Recommendation(s)**

**2.4 The Committee appreciates the efforts made by the Department towards achieving the set objective. However, the final outcome of the efforts taken has not been furnished. The Committee recommends that the Department should apprise it of the outcomes of the action taken as well as the concrete timeline by which the target of ensuring supply of safe and contamination free piped potable water in every educational institution in the country will be met. The Committee would also like to be apprised of the specific measures taken in this respect for North Eastern States, which were found to be lagging behind in this venture.**

#### **BREAKFAST UNDER MID DAY MEAL**

##### **Recommendation**

3. *The Department in its submissions to the Committee in the meeting held on 5th March, 2021 informed that as envisaged in National Education Policy, 2020 they have*

*proposed to include 2 new components i) extension of MDM to pre-primary and ii) provision of breakfast, under Mid-Day Meal Scheme during 2021-22. The Department in its written submission also informed that a number of States have started providing breakfast to the students in the Mid-day Meal Scheme. The Committee recommends that under the schemes all schools should start providing breakfast from the students in the next academic session as envisaged in NEP, 2020*

[Para 3.29]

### **Action Taken**

3.1 The NEP, 2020 envisages provision of simple and nutritious breakfast to children in addition to Mid Day Meal.

3.2 Proposals in this regard were taken up with the Ministry of Finance at the EFC Stage. For extension of MDM Scheme to Pre-primary Class (Bal Vatika) MoF has agreed subject to non overlapping of activities which are currently being undertaken by MoWCD. However, for inclusion of the component 'provision of breakfast to pre-primary and elementary classes and provision for utensils (eating plate, spoon and tumbler)', MoF has not agreed to the proposal. The matter will now be submitted to Cabinet for continuation of MDM scheme upto 2025-26 accordingly.

### **Further Observation(s)/Recommendation(s)**

**3.3 The Committee noted the reply of the Ministry and observes that the latest developments in this regard may be furnished. The Committee drew the attention of the Department to its recommendation in the 326<sup>th</sup> Report of the Committee on Demands for Grants(2021-22) of the Ministry of Women and Child Development to take up Poshan Abhiyan on a war footing with active involvement and convergent action by the Ministries concerned to ensure concrete action on the ground and observed that ensuring proper nutrition to growing children is a pre-requisite in moulding a strong and healthy nation. The Committee accordingly, recommends that the Ministry should renew its efforts for implementation of the scheme and also ensure that targeted home**

**delivery of rations under Mid-Day-Meal Scheme to the beneficiaries during the Covid-19 pandemic is continued.**

## **EDUCATION OF GIRL CHILD AND KASTURBA GANDHI BALIKA VIDYALAYAS**

### **Recommendation**

4. *The Committee appreciates the efforts/initiatives taken for the girl child education and recommends that the Department should take up the construction of the KGBVs and make them operational on a mission mode alongwith integrated skill development training to these girls to achieve the objectives of the flagship programme of Beti Padhao, Beti Bachao scheme of the government. The Department should give special focus on the aspirational districts as only 1016 KGBVs are operational in these districts as against 1339 sanctioned.*

[Para 3.44]

### **Action Taken**

4.1 The matter of non-operationalization of KGBVs is taken up with respective States/UTs from time to time. In this regard, this Department has requested the States/UTs to operationalize all KGBVs including KGBVs in aspirational districts vide Letter No. 13-28/2019-IS-11 dated 12.09.2019 and Letter No. 2-2/2019-IS-11 dated 07.11.2019 & 02.11.2020. Recently, in the ongoing Project Approval Board's meeting, States and UTs are directed to operationalise all the KGBVs at the earliest.

4.2 Department of School Education and Literacy, Ministry of Education is providing funds for specific skill training in Kasturba Gandhi Balika Vidyalayas (KGBVs). Under Specific Skill Training, States appoint Vocational instructors in KGBVs to provide need based vocational education to girls. The States generally pick up courses based on the choice and need of the students in the KGBVs. It is generally the state's prerogative to choose the course and mode of skill training in KGBV as per the local need and requirement. NCERT regularly conducts various research studies on implementation of KGBV scheme in various parts of the country.

#### **Further Observation(s)/Recommendation(s)**

**4.3** The Committee while appreciating the steps taken by the Department noted that 323 KGVBs out of 1016 KGVBs sanctioned in Aspirational Districts are yet to be operationalized and that the latest status in this regard has not been furnished. The Committee recommends that the latest status in this regard may be furnished. The Committee also recommends that skill development courses may be designed for or imparted in KGVBs in consultation with the Ministry of Skill Development and Entrepreneurship under the Skill India Programme to enhance the employability prospects and sustainable livelihood skills of the students. The Committee further recommends that the Department should take proactive measures to ensure concrete action in this direction instead of leaving it solely to the prerogative of the States.

## **RECOMMENDATION(S)/OBSERVATION(S)-AT A GLANCE**

### **CHAPTER III**

#### **OBSERVATIONS/RECOMMENDATIONS IN RESPECT OF WHICH REPLIES OF THE GOVERNMENT HAVE NOT BEEN ACCEPTED BY THE COMMITTEE**

##### **Overall Assessment of the Demands for Grants of the Department**

The Committee appreciates the steps taken by the Department. However, the Committee further recommends that a clear-cut road map alongwith well defined time line may be prepared so as to complete the entire process of survey in a time bound manner. The Department may apprise the Committee of the strategies evolved based on the survey for enhancing the educational status of tribal students from the North-East region of the country.

[Para 2.15]

##### **HIGH DROP OUT RATES AMONGST THE STUDENTS FROM SCHEDULED CASTE/SCHEDULED TRIBE/GIRL CHILD**

The Committee while noting the reply of the Department observes that the recommendations of the Committee to conduct a survey to identify districts where drop out rates of SC, ST and Girls are higher than the national average has not been acted upon. The Committee, therefore, recommends that the survey may be conducted expeditiously and detailed information along with intervention plans based thereon may be furnished. The Committee also recommends that the impact of the Covid-19 pandemic on the drop out rates, particularly amongst SCs, STs and Girls may be specifically analysed and all efforts may be made to bring back such children to the manifold of the education and the Committee may be apprised of the same.

The Committee also noted that out of the 5726 KGVBs sanctioned, 849 are yet to be made operational. The Committee observes that ensuring quality education to girls, particularly those belonging to Scheduled Castes and Tribes is imperative to reduce gender disparity and usher in an equitable society. The Committee, therefore,



recommends that immediate steps should be taken to get the 849 KGVBs operational as soon as possible.

[Paras 2.5 & 2.6]

### **CONSTRUCTION OF KITCHEN-CUM-STORE**

The Committee observes that the recommendation of the Committee has only been noted and it seems that no concrete action has been taken with regard to exploring the feasibility of public-private partnership in the process of construction of Kitchen-cum-Store. The updated status of the physical progress on construction of Kitchen-cum-Stores has also not been furnished. The Committee, accordingly further recommends that the feasibility of public-private partnership in the construction process of Kitchen-cum-Stores may expeditiously be explored and Committee apprised of the action taken. The latest updated status on the construction may also be provided.

[Para 3.2]

### **STARS AND ASIAN DEVELOPMENT BANK PROJECT**

The Committee observes that the Department has mentioned about the projects undertaken or proposed to be undertaken. However, the recommendation of the Committee to suitably amend the criteria for selecting more States for STARS project has not found any mention. The Committee further recommends that amending the criteria for selecting more States for STARS project may be explored expeditiously, and Committee informed about the same.

[Para 4.2]

### **NATIONAL EDUCATION POLICY, 2020**

The Committee noted that the Department has given only the analysis of Budgeted Expenditure of Centre and States/UTs from 2015-16 to 2017-18 and not the latest figures for 2018-19 and 2019-20. The proactive measures being taken to align the States/UTs with the Central Schemes and programmes have not been specifically indicated as recommended by the Committee. The Committee therefore recommends that the Department should focus on slowly enhancing the expenditure on education by

formulating and implementing policies and schemes in such a way as to achieve the target of 6% of GDP, as envisaged in previous education policies and reaffirmed in NEP, 2020. The Committee reiterates that emphasis on quality education accessible to all is a must for building a strong nation with well informed, educated and skilled citizens to contribute to its progress.

[Para 5.4]

## CHAPTER IV

### OBSERVATIONS/RECOMMENDATIONS IN RESPECT OF WHICH REPLIES OF THE GOVERNMENT IS STILL AWAITED

#### Overall Assessment of the Demands for Grants of the Department

The Committee noted the reply of the Department and recommends that further follow up and final action in this regard may be informed. The Committee also recommends that a comparative analysis of drop out rates during the pre and post pandemic periods may be undertaken to see whether there has been any increase in the rates and a clear road map including remedial measures taken to redress this issue may be furnished to the Committee. The Committee further recommends that more proactive measures to assimilate transgenders (at age appropriate levels) into the manifold of education may also be taken and detailed information may be provided.

[Para 1.7]

#### DRINKING WATER AND TOILETS IN SCHOOLS

The Committee appreciates the efforts made by the Department towards achieving the set objective. However, the final outcome of the efforts taken has not been furnished. The Committee recommends that the Department should apprise it of the outcomes of the action taken as well as the concrete timeline by which the target of ensuring supply of safe and contamination free piped potable water in every educational institution in the

country will be met. The Committee would also like to be apprised of the specific measures taken in this respect for North Eastern States, which were lagging behind in this venture.

[Para 2.4]

### **BREAKFAST UNDER MID DAY MEAL**

The Committee noted the reply of the Ministry and observes that the latest developments in this regard may be furnished. The Committee drew the attention of the Department to its recommendation in the 326<sup>th</sup> Report on DFG(2021-22) of the Ministry of Women and Child Development to take up Poshan Abhiyan on a war footing with active involvement and convergent action by the Ministries concerned to ensure concrete action on the ground and observed that ensuring proper nutrition to growing children is a pre-requisite in moulding a strong and healthy nation. The Committee accordingly, recommends that the Ministry should renew its efforts for implementation of the scheme and also ensure that targeted home delivery of rations under Mid-Day-Meal Scheme to the beneficiaries during the Covid-19 pandemic is continued.

[Para 3.3]

### **EDUCATION OF GIRL CHILD AND KASTURBA GANDHI BALIKA VIDAYALAYAS**

The Committee while appreciating the steps taken by the Department noted that 323 KGVBs out of 1016 KGVBs sanctioned in Aspirational Districts are yet to be operationalized and that the latest status in this regard has not been furnished. The

**Committee recommends that the latest status in this regard may be furnished. The Committee also recommends that skill development courses may be designed for or imparted in KGVBs in consultation with the Ministry of Skill Development and Entrepreneurship under the Skill India Programme to enhance the employability prospects and sustainable livelihood skills of the students. The Committee further recommends that the Department should take proactive measures to ensure concrete action in this direction instead of leaving it solely to the prerogative of the States.**

**[Para 4.3]**