



सत्यमेव जयते

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

**DEPARTMENT-RELATED PARLIAMENTARY STANDING COMMITTEE  
ON HUMAN RESOURCE DEVELOPMENT**

**THREE HUNDRED AND TWELFTH REPORT**

**Demands for Grants 2020-21 (Demand No. 58 ) of the  
Department of School Education & Literacy**

*(Presented to the Rajya Sabha on 5<sup>th</sup> March, 2020)*

*(Laid on the Table of Lok Sabha on 5<sup>th</sup> March, 2020)*



**Rajya Sabha Secretariat, New Delhi**  
**March, 2020 /Phalguna, 1941 (Saka)**

Hindi version of this publication is also available

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**COMPOSITION OF THE COMMITTEE**  
*(Constituted w.e.f. 13<sup>th</sup> September, 2019)*

1. Dr. Satyanarayan Jatiya — *Chairman*

**RAJYA SABHA**

2. Prof. M.V. Rajeev Gowda  
3. Shri Ranvijay Singh Judev  
4. Shri Vishambhar Prasad Nishad  
5. Shri Derek O' Brien  
6. Dr. Sasmit Patra  
7. Dr. Sasikala Pushpa Ramaswamy  
8. Dr. Vinay P. Sahasrabuddhe  
9. Shri Gopal Narayan Singh  
10. Shri Akhilesh Prasad Singh

**LOK SABHA[**

11. Shri Rajendra Agrawal  
12. Dr. Dhal Singh Bisen  
13. Shri Santokh Singh Chaudhary  
14. Shri Lavu Sri Krishna Devarayalu  
15. Shri Sangamlal Kadedin Gupta  
16. Shri S. Jagathrakshakan  
17. Shri Sadashiv Kisan Lokhande  
18. Dr. Jaisiddeshwar Shivacharya Mahaswamiji  
19. Shri Asit Kumar Mal  
20. Ms Chandrani Murmu  
21. Shri Balak Nath  
22. Dr. T. R. Paarivendhar  
23. Shri Chandeshwar Prasad  
24. Shri T. N. Prathapan  
25. Shri Ratansinh Magansinh Rathod  
26. Shri Jagannath Sarkar  
27. Dr. Arvind Kumar Sharma  
28. Shri Vishnu Dutt Sharma  
29. Shri Dharambir Singh  
30. Shri S. Venkatesan  
31. Shri Ashok Kumar Yadav

## **SECRETARIAT**

Dr. Shikha Darbari, Joint Secretary and Financial Advisor

Shri Rajiva Srivastava, Director

Shri Sammer Kapoor, Deputy Secretary

Smt. Himanshi Arya, Deputy Secretary

Shri K. Sudhir Kumar, Deputy Director

Shri Mohit Misra, Committee Officer

Smt. Suman Khurana, Committee Officer

## INTRODUCTION

I, the Chairman of the Department-related Parliamentary Standing Committee on Human Resource Development, having been authorised by the Committee to present the Report on its behalf, do hereby present this Three Hundred and Twelfth Report of the Committee on the Demands for Grants (Demand No. ) of the Department of School Education & Literacy for the year 2020-21.

2. The Committee considered the various documents and relevant papers received from the Department of School Education & Literacy and also heard the Secretary and other Officials of the Department on the said Demands for Grants in its meeting held on 12<sup>th</sup> February, 2020. Besides, the Committee, while making its observations/recommendations, has also relied upon the following:-

- (i) Detailed Demands for Grants of the Department of School Education & Literacy for the year 2020-21;
- (ii) Detailed Explanatory Notes on the Demands for Grants (2020-21) received from the Ministry and the agencies/attached offices of the Department of School Education & Literacy;
- (iii) Annual Report of the ministry for the year 2018-19 and the latest available Annual Reports of the agencies/attached offices of the Department of School Education & Literacy;
- (iv) Written replies furnished by the Department of School Education & Literacy to the Questionnaires sent to it by the Secretariat; and
- (v) Written clarifications to the points/issues raised by Members in the meetings of the Committee.

3. The Committee wishes to express its thanks to the Secretary and officers of Department of School Education & Literacy for appearing before the Committee and furnishing the requisite information in connection with the examination of Demands for Grants of the Department.

4. For the facility of reference and convenience, the observations and recommendations of the Committee have been printed in bold letters in the body of the Report.

5. The Committee considered the Draft Report and adopted the same in its meeting held on the 4.3.2020.

NEW DELHI  
5<sup>th</sup> March, 2020  
Phalguna, 17<sup>th</sup> 1941(Saka)

DR. SATYANARAYAN JATIYA  
Chairman  
Department-related Parliamentary  
Standing Committee on Human Resource Development

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## REPORT

### I INTRODUCTION

1.1 The vision of the Department of School Education & Literacy is to ensure education of equitable quality for all, to fully harness the Nation's human potential and as recognition of this vision; a number of initiatives are being taken by the Department.

1.2 The Department has the following major programmes:

- Samagra Shiksha
- National Programme of Mid Day Meals in Schools
- Adult Education and Skill Development
- National Means-cum-Merit Scholarship Scheme (NMMSS)
- National Scheme of Incentive to Girls for Secondary Education
- Kendriya Vidyalaya Sangathan (KVS)
- Navodaya Vidyalaya Samiti (NVS)

1.3 The Finance Minister, during her Budget speech in the year 2020-21 stated that 'by 2030, India is set to have the largest working - age population in the world. Not only do they need literacy but they need both job and life skills'. In this respect, the Department has informed that dialogues have been held with State Education Ministries, Members of Parliament and other stake-holders about Education policy and over 2 lakh suggestions have been received.

1.4 The Secretary, Department of School Education & Literacy, during his presentation on 12<sup>th</sup> February, 2020 highlighted some of the major achievements of the Department as following:-

- (i) Gender parity has been achieved;
- (ii) 90.78% (2017-18) students are reaching upper primary school from primary as compared to 85.17% students on 2009-10;
- (iii) 89.22% students are reaching middle school from upper primary school; and
- (iv) for 15.96 crore students, a total of 13.48 lakh schools have been created.

1.5 The Committee was, thereafter, informed about some of the new initiatives of the Department as follows:

- (a) Performance Grading Index: Performance Grading Index has been designed to bring major changes in the field of school education in the country;
- (b) Unified District Information on School Education plus (UDISE+) is an updated and improved version of UDISE and all the data is online. The data is collected on real- time basis;
- (c) National Achievement Survey (NAS): NAS is a survey to assess the health of the education;
- (d) National Initiative for Schools Heads 'Teachers' Holistic Advancement (NISHTHA): it aims to build competencies among all the teachers and school principals at the elementary stage;
- (e) Shagun Online Junction: it is an online junction of different websites and portals into a single platform to enhance the accessibility of information related to schools. It aims to ensure a holistic approach to transforming the education sector; and
- (f) RTE (Amendment) Act, 2019:- The no detention policy as followed in the RTE Act, 2009 was amended and notified on 11.0119.

## II. BUDGETARY ALLOCATION

2.1 The Budgetary allocation for Department of School Education & Literacy is Rs 59,845.00 cr in BE 2020-21 which is Rs. 3308.37 crore more than that which was provided for in RE 2019-20. This is an overall increase of 5.85% w.r.t. RE 2019-20. There has been consistent increase in expenditure on education in absolute terms over the years as illustrated below:

Year	Budget Allocation
2017-18	46356.25
2018-19	50000.00
2019-20	56536.63
2020-21	59845.00

There has been consistent increase in expenditure on education in absolute terms as well as % age of GDP over the last five years as given in the table below:

Public Expenditure on Education as percentage of GDP		
Year	Expenditure (Rs. Cr.)	As % of GDP
2013-14	430878.81	3.84
2014-15	506849.13	4.07
2015-16	577792.51	4.20
2016-17 (RE)	664264.52	4.32
2017-18 (BE)	756945.00	4.43

Source: Analysis of Budgeted Expenditure on Education, DHE, MHRD

2.2 The Committee takes note of the fact that though the Public Expenditure on education as a percentage of GDP is increasing over the years, however, the Committee is of the view that expenditure on education especially School Education needs to be increased further and it should also be ensured that the funds allocated be utilized in a judicious and effective manner.

2.3 The Committee was informed about the budgetary allocation for the last three Financial Years, and for the financial year 2020-21 for the NER, SC and ST as follows:

(₹ in crore)

Year	BE (Revenue)	NER	SC	ST
2017-18	46356.25	4229.27 (9.12%)	8473.92 (18.28%)	4533.35 (9.78%)
2018-19	50000.00	4580.18 (9.16%)	9175.91 (18.35%)	4908.31 (9.82%)
2019-20	56536.63	5176.78 (9.16%)	10257.92 (18.14%)	5831.61 (10.31%)
2020-21	59845.00	5180.00 (8.66%)	10270.00 (17.16%)	5844.00 (9.77%)

2.4 The Committee observes that the 8.66% of GDP for the B.E. 2020-21 has been allocated to NER, as compared to 9.16% in the RE 2019-20. For the SCSP component for the BE 2020-21 only 17.16% has been allocated as compared to 18.14% in the RE 2019-20. Similarly for TSP only 9.77% has been allocated for the BE 2020-21 as compared to 10.31% in the RE 2019-20. The Committee expresses its concern at these marginal declines in percentage expenditure for NER, SCSP and TSP and urges the Department to ensure the percentage allocation to these sectors is not reduced and more



funds are allocated to the NER, SCST and TSP so that the programmes being run for these sectors do not suffer any shortfall in resources. This is of critical importance because shortage of funds for these sectors has an adverse impact on the school education of students for whom education happens to be the only means to come out of their adverse conditions.

2.5 The Committee then took note of the scheme-wise break-up of the proposed and allocated B. E for the year 2020-21 (IFD Bureau) as follows:-

( in crore)

SI No.	Centrally Sponsored Schemes	PROPOSED BE 2020-21	ALLOCATED BE 2020-21	SHORTAGE
<b>A</b>	<b>Schemes</b>			
<b>I</b>	<b>Centrally Sponsored Schemes</b>			
1	Samagra Shiksha	49000.00	39080.50	9919.50
2	Padhna Likhna Abhiyan			
3	Appointment of Language Teachers			
4	Umbrella Programme for Development of Minorities-Education Scheme for Madrasas and Minorities			
5	National Programme of Mid Day Meals in Schools (MDM)	19946.01	11000.00	8946.01
	<b>Total Centrally Sponsored Schemes</b>	<b>68946.01</b>	<b>50080.50</b>	<b>18865.51</b>
<b>II</b>	<b>Central Sector Schemes</b>			
6	National Means Cum Merit Scholarship Scheme	373.00	373.00	0.00
7	National Scheme for Incentive to Girl Child for Secondary Education	110.00	110.00	0.00
8	National Award to Teachers	3.00	1.50	1.50
9	Operation Digital Board	100.00	25.00	75.00
10	Pradhan Mantri Innovative Learning Programme (DHRUV)	0.00	10.00	0.00
	<b>Total Schemes</b>	<b>69532.01</b>	<b>50600.00</b>	<b>18932.01</b>
<b>B</b>	<b>Non-Schemes</b>			
<b>III</b>	<b>Other Central Sector Expenditure</b>			
9	Kendriya Vidyalaya Sangathan (KVS)	7781.94	5516.50	2265.44
10	Navodaya Vidyalaya Samiti (NVS)	4408.93	3300.00	1108.93
11	NCERT	698.33	300.00	398.33
12	Central Tibetan Schools Administration	82.14	66.00	16.14
13	National Bal Bhawan	22.25	22.00	0.25
	<b>Total Autonomous Bodies</b>	<b>12993.59</b>	<b>9204.50</b>	<b>3789.09</b>
<b>IV</b>	<b>Others</b>			
14	National Literacy Mission Authority	0.55	0.50	0.05
	<b>Total</b>	<b>0.55</b>	<b>0.50</b>	<b>0.05</b>
<b>V</b>	<b>Establishment Expenditure</b>			
16	Secretariat	35.09	35.00	0.09

17	Directorate of Adult Education	8.80	5.00	3.80
	<b>Total - Establishment</b>	<b>43.89</b>	<b>40.00</b>	<b>3.89</b>
	<b>Total Non-Schemes</b>	<b>13038.03</b>	<b>9245.00</b>	<b>3793.03</b>
	<b>Grand Total (Schemes +Non-Schemes)</b>	<b>82570.04</b>	<b>59845.00</b>	<b>22725.04</b>

**2.6 The Committee takes note of the fact that as compared to proposed B.E. 2020-21 of Rs. 82,570.04 crores only Rs. 59,845.00 crore has been allocated to the Department. This substantial reduction of Rs. 22725.04 crore i.e. cut of 27.52% has been made in the proposals made by the Department. Further, substantial reduction has been made in the Centrally Sponsored Schemes (27.36% reduction) and in the Central Sector Schemes a reduction of 27.22% has been made. The Committee is of the view that the Department should ensure that these schemes get additional funds at the RE 2020-21 stage and further for the BE 2021-22, the Department should frame their proposals in a well structured manner with all the relevant data so that such substantial reductions in the proposals are not made.**

### **III SAMAGRA SHIKSHA**

3.1 The Department has launched the **Samagra Shiksha** – an Integrated Scheme for School Education by subsuming the erstwhile Centrally Sponsored Schemes of Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Teacher Education (TE) from 2018-19 for universalization of quality education throughout the country in coordination and consultation with the States and UTs. It is an overarching programme for the school education sector extending from pre-school to class XII and aims to ensure inclusive and equitable quality education at all levels of school education. The shift in the focus is from project objectives to improving system level performance and schooling outcomes along-with incentivising States towards improving quality of education.

#### **Major Objectives**

3.2 Provisioning of quality education and enhancing learning outcomes of students, bridging social and gender gaps in school education, ensuring equity and inclusion at all levels of school education, ensuring minimum standards in schooling, promoting vocationalisation of education, supporting States and UTs in implementation of Right of Children to Free and Compulsory Education (RTE) Act, 2009 and strengthening and up-gradation of SCERTs/State Institutes of Education and DIETs.

3.3 Although, the erstwhile Centrally Sponsored Schemes have significantly contributed towards the government's efforts to put in place an equitable quality school education system in the country, their scope and coverage remain segmented. The Schemes were often more concerned about providing requisite inputs and delivering intermediate results/outputs rather than raising schooling outcomes. These schemes had little clarity on the learning outcomes to be ensured in the school education sector. Recognising these limitations, recently, the MHRD, with support from the NCERT, has defined the grade specific expected learning outcomes at the elementary level. In this regard, Learning Outcomes for each class in Languages (Hindi, English and Urdu), Mathematics, Environmental Studies, Science and Social Science up to the elementary stage have been developed. These are the basic levels of learning that children should arrive at the end of each class.

3.4 Independent evaluations of the Schemes have suggested increased convergence and integration between the Schemes through a single school education development programme covering grades I-X/XII. This would help in instilling allocative efficiency and optimal utilization of budgetary and human resources.

3.5 It has been observed that separate schemes have created an artificial divide of levels i.e., elementary and secondary within the “School Education Sector” and operate through separate State Implementation Societies which has led to a duplication of efforts and personnel towards implementing similar interventions and achieving similar objectives. A single programme will lead to an optimal utilization of budgetary allocations and effective use of human resources and institutional structures.

3.6 The Scheme for school education envisages the ‘school’ as a continuum from pre-school, primary, upper primary, secondary to Senior Secondary levels. This will smoothen the transition rates across the various levels of school education and aid in promoting universal access to children to complete school education. Moreover, the integration of Teacher Education with the elementary (Classes I to VIII) and secondary (Classes IX and X) schooling system would facilitate effective convergence and linkages between different support structures in school education through interventions such as a unified training calendar, Innovations, Mentoring and Monitoring, etc. This single Scheme will enable the SCERT to become the nodal agency for conduct and monitoring of all in-service training programmes leading to emphasize the integration of in-service training structures in States through SCERTs to make it need-focused and dynamic. A combined approach to school education would enable exploration of new digital initiatives for strengthening in-service and pre-service teacher training and education with a focus on Creation of Digital Learning Material, Innovative Pedagogy and Capacity Building, etc. This would strengthen the quality of teaching in schools across levels. It would also enable reaping the benefits of technology and widening the access of good quality education across all States and UTs and across all sections of the Society.

#### **Expenditure of Funds under Samagra Shiksha.**

3.7 The details of the BE, RE and actual expenditure and % increase/decrease of expenditure over previous years of funds under Samagra Shiksha scheme during the last three years are given as under:-

(Rs. in Crore)				
Year	BE	RE	Actual Expenditure	% increase/decrease in expenditure (comparison with RE)
2017-18 (SSA+RMSA+TE)	27810.00	28016.54	28014.46	8.36 (+)
2018-19 (Samagra Shiksha)	30891.81	30780.81	29349.10	4.75 (+)
2019-20 (Samagra Shiksha)	36322.00	36274.4	25856.22*	--
2020-21 (Samagra Shiksha)	38750.00	--	--	--

\*as on 31.1.2020.

**3.8 The Committee observes that the Department had spent only 71.27% of the RE-2019-20 under Samagra Shiksha till 31.01.2020. This is not a very encouraging figure**

and the Committee urges the Department to be more vigilant in maintaining financial targets as regards expenditure, as projects tend to get hampered at the ground level due to shortage of funds.

3.9 The Committee further notes that an amount of Rs.38,750.00 crore has been allocated to Samagra Shiksha in B.E. 2020-21, as compared to the projected demand of Rs. 45, 933.70 crore as per Medium Term Expenditure Framework (MTEF). The Committee is concerned at this steep reduction in the funds and urges the Department to ensure that critical schemes being operated under Samagra Shiksha do not suffer due to shortage of funds. The Department should also strive to get more funds at RE stage.

#### IMPACT ON INFRASTRUCTURE UNDER SAMAGRA SHIKSHA

3.10 The Committee took note of the cumulative progress of Infrastructure development works under Samagra Shiksha as follow:

##### Elementary-Cumulative Progress of civil works major components under Samagra Shiksha as on 31.12.2019:

Sl.No.	Major Components	Cumulative PAB sanctions	Cumulative Achievement (completed)	%age completed
1	Primary School	200343	187616	93.65
2	Upper Primary School	111648	107265	96.07
3	Additional Class Room	1897686	1811983	95.48
4	Drinking Water	245682	234299	95.37
5	Boys Toilet	409819	377545	92.12
6	Separate Girls Toilet	529797	508816	96.04
7	CWSN Toilets	149840	121772	81.27
8	Ramps with hand rail	283205	245822	86.8
9	Electrification	235295	195074	82.91

##### Secondary-Cumulative Progress of civil works major components under Samagra Shiksha as on 31.12.2019

Major Components	Sub components	Cumulative PAB sanctions	Cumulative Achievement (completed)	%age completed
New School	Buildings	12837	9550	74.39
Strengthening of school	Additional Class Room	55550	40836	73.51
	Integrated Science Lab.	29935	21057	70.34
	Computer Room	20478	15582	76.09
	Library	27795	20893	75.17
	Art/craft/culture room	32702	23810	72.81
	Drinking Water Facilities	12263	10216	83.31
	Boys toilets	34069	24442	71.74
	Girls toilets	36231	24540	67.73
	CWSN toilets	1869	85	4.55
Major Repair	Ramps	3504	99	2.83
Major Repair	Buildings	6448	2412	37.41
Residential Quarters		2500	1183	47.32

**Higher Secondary-Cumulative Progress of civil works major components under Samagra Shiksha as on 31.12.2019**

Major Components	Sub components	Cumulative PAB sanctions	Cumulative Achievement (completed)	%age completed
Upgraded School in Higher Secondary		56	0	0.00
Additional Stream in Higher Secondary		357	93	26.05
Strengthening of Hr. Sec. school	Additional Class Room	1021	0	0.00
	Science Lab.	40	0	0.00
	Physics Lab.	451	1	0.22
	Chemistry Lab.	434	1	0.23
	Biology Lab.	458	1	0.22
	Computer Room	0	0	0.00
	Library	135	0	0.00
	Art/craft/culture room	74	0	0.00

3.11 The Committee was further informed that a real-time monitoring of the implementation of the Scheme is being undertaken through the online SHAGUN portal and PMS portal. The **SE SHAGUN** portal has a Repository of good practices, photographs, videos, studies, newspaper articles etc on elementary education, State/UT wise. These are in the public domain. Its purpose is to showcase success stories and also to provide a platform for all stakeholders to learn from each other. This would also install a positive competitive spirit among all the States and UTs.

3.12 The Project Monitoring system (PMS) designed exclusively for Monitoring the Physical Progress and Financial Management including expenditure on all the components and activities and as also GOI releases of Central share and the State share and the delay in transfer of the funds to the implementing Society. The [PMS online monitoring system](#) tracks the physical progress of the scheme and the flow of funds to and expenditure incurred by the States and UTs.

**3.13 The Committee expresses its concern at the slow progress of infrastructure work. This is evident from the fact that only 81.27% CWSN toilets have been completed in elementary schools, only 83.31% secondary schools' drinking water facilities have been completed, only 67.73% of secondary schools' girls' toilets have been completed. Likewise, the percentage of infrastructure work completed in Higher Secondary Schools' is also very dismal so much so that no additional class rooms have been created nor laboratories have been created for subjects like Physics, Chemistry and Biology. Also in Secondary schools, construction of Schools and the major repair work of school building is very low. The Committee would like to impress upon the Department to**

look into the factors impeding the infrastructure development and resolve them at the earliest so as to ensure that the students get the best possible facilities. The Committee would like to impress upon the Department to undertake a study of the States which have done well in creation and maintenance of school infrastructure within available resources and try to replicate the model at the Central level. The Committee is aware of the fact that delay in completion of infrastructure not only leads to students getting alienated from the government schools but also leads to cost overruns and cause an additional strain on the financial resources of the country.

3.14 The Committee also took note of the details about the State-wise figures provided regarding class-rooms, laboratories, libraries, playground, toilets and other facilities available for schools as follows:

#### Percentage of Government Schools having Facilities (All Schools)

Sl. No.	State/UT	Drinking Water	Boys Toilet	Girls Toilet	Boundary Wall	Playground	Ramp	CWS N Toilet	Electricity	Library
1	ANDAMAN & NICOBAR ISLANDS	99.71	99.71	100.00	74.04	56.34	34.81	15.63	87.32	98.23
2	ANDHRA PRADESH	98.36	78.99	96.29	53.36	45.33	39.54	7.13	93.60	32.89
3	ARUNACHAL PRADESH	78.79	92.28	94.78	48.80	35.19	25.01	7.02	27.76	23.79
4	ASSAM	93.27	90.68	96.65	35.87	57.32	73.86	32.44	24.78	66.78
5	BIHAR	94.35	88.47	90.77	51.01	34.80	72.55	11.13	42.43	68.71
6	CHANDIGARH	100.00	100.00	100.00	100.00	90.91	100.00	37.19	100.00	97.52
7	CHHATTISGARH	95.97	94.94	95.41	64.04	50.72	69.16	51.64	65.87	91.54
8	DADRA & NAGAR HAVELI	100.00	99.67	100.00	62.33	35.00	87.33	74.67	100.00	98.33
9	DAMAN & DIU	100.00	97.39	98.26	92.17	45.22	84.35	53.91	100.00	71.30
10	DELHI	100.00	78.54	68.25	99.86	86.87	88.41	55.54	99.93	99.14
11	GOA	100.00	100.00	100.00	80.73	36.64	81.68	2.13	99.17	93.74
12	GUJARAT	99.96	96.82	97.70	93.85	75.29	96.54	27.32	99.85	90.35
13	HARYANA	99.90	90.18	94.57	98.08	84.53	74.29	42.74	96.03	99.66
14	HIMACHAL PRADESH	99.97	99.46	99.83	69.78	84.62	86.12	19.24	90.93	95.97
15	JAMMU & KASHMIR	91.39	91.91	95.34	30.96	29.00	26.05	3.02	28.29	62.03
16	JHARKHAND	95.65	97.87	98.93	27.01	54.96	68.59	6.83	42.64	94.49
17	KARNATAKA	98.38	95.14	97.06	78.97	59.08	59.05	33.01	95.95	98.01
18	KERALA	99.69	98.20	99.31	92.87	56.62	87.12	45.85	96.99	99.12
19	LAKSHADWEEP	100.00	100.00	100.00	60.00	35.56	62.22	13.33	100.00	100.00
20	MADHYA PRADESH	95.77	94.01	95.65	36.96	64.38	71.68	14.34	19.61	91.38
21	MAHARASHTRA	99.47	96.32	97.53	78.64	83.88	95.14	43.19	79.20	96.40
22	MANIPUR	96.35	97.00	97.33	17.06	51.60	62.46	3.26	30.69	13.04
23	MEGHALAYA	62.34	97.36	94.08	14.41	34.17	54.11	1.43	18.69	9.78
24	MIZORAM	80.52	97.75	98.02	50.31	63.48	61.00	40.70	63.67	14.33
25	NAGALAND	79.81	97.12	95.67	61.35	39.42	37.02	9.62	45.24	33.03
26	ODISHA	99.75	96.51	98.98	69.20	27.11	75.70	35.60	30.13	95.01
27	PUDUCHERRY	100.00	93.16	95.52	95.52	59.67	90.09	34.20	100.00	100.00
28	PUNJAB	99.89	93.41	96.82	97.75	87.96	74.48	31.63	99.67	55.08
29	RAJASTHAN	88.24	98.19	99.09	81.39	46.18	66.73	12.55	51.59	75.87
30	SIKKIM	98.12	99.30	91.68	28.37	67.88	21.69	12.31	82.65	62.84
31	TAMIL NADU	99.67	98.34	99.09	78.04	71.76	84.45	20.60	99.85	80.61
32	TELANGANA	98.49	88.95	95.69	62.47	55.88	40.10	5.72	86.55	90.24
33	TRIPURA	89.34	99.28	99.49	17.41	65.32	53.89	7.74	26.89	55.82
34	UTTAR PRADESH	98.02	98.52	99.22	65.74	67.59	82.84	10.49	31.05	75.84
35	UTTARAKHAND	95.05	93.89	95.01	80.79	50.96	62.72	3.35	71.22	90.86
36	WEST BENGAL	98.64	96.83	98.83	42.84	41.98	66.94	9.58	87.97	69.87

	<b>INDIA</b>	<b>96.39</b>	<b>94.64</b>	<b>97.03</b>	<b>60.12</b>	<b>56.98</b>	<b>71.50</b>	<b>19.59</b>	<b>56.45</b>	<b>79.36</b>
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Source : UDISE 2017-18 (Provisional)

**3.15** The Committee expresses its dismay at the data provided which indicates that only 56.45% schools have electricity, only 19.59% schools have CWSN toilets, only 56.98% schools have playgrounds. The Committee was particularly concerned about the fact that only 60.12% schools had a boundary wall as it indicated that the school premises were accessible to all the people without any restriction and this in affect could put in danger the safety of the students and the property of the school. The Committee recommends the Department to accord due consideration to construction of boundary wall for the school premises. The possibility of construction of boundary wall in collaboration with MNREGA may also be looked into. Thereafter, creation of other infrastructure like provision of electricity, toilets, drinking water and so on may be taken up in a time bound manner.

**3.16** The Committee would also like to urge the Department to consult the Ministry of New and Renewable Energy to look into the possibility to providing solar energy and other renewable energy sources for the schools based on their geographical locations so that these schools can become a model for residents of the villages and surrounding areas and motivate them to adopt such non-polluting energy sources.

#### **IMPACT OF SAMAGRA SHIKSHA/RTE ACT**

**3.17** The Department of School Literacy and Education in their submission informed the Committee about the impact and achievement of Samagra Shiksha/RTE Act on overall status of school education of the country as follows:

- i. There were 10, 48,046 Government elementary schools in 2009-10, which has increased to 10, 63,963 in 2017-18 as per UDISE 2017-18 (Provisional). Further, the Annual average drop-out rate at Primary level was 9.11% during 2009-10. The same has improved over the years and during 2017-18 it was 3.5%. At Upper primary level dropout rate it was 5.0% during 2017-18;
- ii. The Right of Children to Free and Compulsory Education (RTE) Act, 2009 in its Schedule lays down norms for Pupil-Teacher Ratio (PTR) for both primary and upper primary schools. At primary level, the PTR norm is 30:1 and at the upper primary level it is 35:1. As per the Unified District Information System For Education (UDISE) 2016-17, the PTR at national level for primary schools is 23:1 and upper primary schools is 24:1, which is better than the prescribed norms;
- iii. As per UDISE 2017-18 (Provisional), 98.74% Government elementary schools have the facility of boys' toilet, 95.54% Government schools have the facility of girls' toilet and 97.18% Government schools have the facility of drinking water. Under erstwhile SSA till 2017-18 and Samagra Shiksha effective from 2018-19, construction of 3.99 lakh boys' toilets, 5.22 lakh separate girls' toilets and 2.41 lakh drinking water facilities have been sanctioned for elementary schools to States and UTs. Out of which, States and UTs have reported completion of construction of 4.01 lakh boys' toilets, 5.33 lakh separate girls' toilets and 2.44 lakh drinking water facilities till 31.12.2019;and

- iv. Education is a subject in the Concurrent List and majority of the schools are under the administrative control of the States and Union Territories Administrations. The appropriate Governments have the responsibility and mandate to provide school infrastructure including drinking water facility and toilets in schools and ensuring availability of teachers in all schools in accordance with the norms prescribed in the Schedule to the RTE Act, 2009 and respective State RTE Rules. States and UTs have been advised to ensure all the schools in their jurisdiction meet the RTE norms.

## TEACHER VACANCIES AND TRAINING

3.18 The Department of School Education and Literacy in its submission informed that since Education is in the concurrent list of the Constitution, therefore the recruitment, service conditions and deployment of teachers including staff members come under the purview of the respective State and Union Territory (UT) Government. Further, the recruitment of teachers in schools is a continuous process and the vacancies keep arising due to retirement, resignation and additional requirements on account of enhanced students' strength. However, Ministry of Human Resource Development has been requesting all the States and UT Governments for filling-up the vacant posts of teachers and their rational deployment, for which the Ministry issues advisories to all States and UTs from time to time.

3.19 The Department submitted that under Samagra Shiksha- an Integrated Scheme for School Education- support is provided for in-service training of teachers, school Heads, subject teachers, resource persons, master trainers, Education Administrators, Teachers Educators, key resource persons, induction training of newly recruited teachers at elementary and secondary levels. Training of teachers is also provided through digital medium on SWAYAM and DIKSHA platform.

3.20 Further, it was informed that the Department of School Education and Literacy has launched a National Mission to improve learning outcomes at the Elementary level through an Integrated Teacher Training Programme called NISHTHA – National Initiative for School Heads' and Teachers' Holistic Advancement under the Centrally Sponsored Scheme of Samagra Shiksha in 2019-20. The aim of this training is to motivate and equip teachers to encourage and foster critical thinking in students, handle diverse situations and act as first level counsellors. They will be oriented on and develop their skills on various aspects related to Learning Outcomes, Competency Based Learning and Testing, Learner-centered Pedagogy, School Safety and Security, Personal-social qualities, Inclusive Education, ICT in teaching-learning including Artificial Intelligence, Health and well-being including yoga, Initiatives in School Education including library, eco club, youth club, kitchen garden, School Leadership qualities, Environmental Concerns, Pre-school, Pre-vocational Education and School Based Assessment in a joyful learning manner.

3.21 The Department further provided the State-wise figure of recruitment of teachers under Samagra Shiksha along with backlog of vacancies as indicated at **Annexure 1**.

**3.22 The Committee observes that the vacancies of teachers is very unevenly distributed like for example big States like Bihar, Jharkhand, Assam, Kerala, Uttar Pradesh, Uttarakhand, West Bengal and so on have a huge backlog of vacancies of teachers. This is not a very positive feature and the Committee recommends that the Department should take up the issue of teacher vacancies with these States on a priority basis. The fact that the vacancies have a very adverse affect on the overall development**



**of students also needs to be taken into consideration. It is also a fact that absence of teachers in government schools is one of the reasons that parents tend to prefer private schools for their children. The Ministry should create a road map for a time bound action plan for filling these vacancies to ensure that the students do not suffer.**

### **IMPACT ON SCHEDULED CASTES, SCHEDULED TRIBES AND GIRLS**

3.23 The Committee was informed that as per the Unified District Information System for Education (UDISE) 2017-18, the share of SC students enrolment to total enrolment at elementary level is 19.3% which is more than their respective population (16.6% as per census 2011). Annual average dropout rate of SC at primary level is 4.9% and at upper primary level is 6.6% during 2017-18, likewise, percentage of SC enrolment to total enrolment at secondary level is 18.5% during 2017-18 which is more than their respective population (16.6% as per census 2011). Annual average drop out rate of SC at Secondary level is 21.8% during 2017-18.

3.24 Likewise percentage of ST enrolment to total enrolment at Elementary level is 2017-18 is 10.5% which is more than their respective population. Annual average drop-out of ST at primary level is 3.7% and at Upper Primary level is 6.1% during 2017-18, percentage of ST enrolment to total enrolment at Secondary level was 8.9% during 2017-18, which is more than their respective population. Annual average drop-out rate of ST at Secondary level is 22.3% during 2017-18.

3.25 The Department further informed that Annual average drop-out rate of girls at Primary level was 8.86% during 2009-10. The same has come down to 3.3% at primary level and 5.6% at Upper Primary level during 2017-18. Similarly Gross Enrolment Ratio of girls is 80.51% at Secondary level in 2017-18 and Annual average drop-out rate of girls at Secondary level is 18.7% in 2017-18.

**3.26 The Committee expresses its satisfaction at the overall increase in the enrolment of SC, ST and girls at all levels. However, the Annual average drop-out rate is a major cause of concern particularly at Secondary level. The Committee urges the Department to undertake a study of the social-cultural-financial reasons for the drop-out of SC, ST and girls at all levels and with particular emphasis on dropout at Secondary level and evolve strategies to remove the cause for the high drop-out rates. The Department may also look into the feasibility of bringing back the students who dropout at secondary level and simultaneously providing them vocational training so that these students can look for job opportunities at the earliest possible and also continue their studies.**

### **IMPACT ON GENDER AND SOCIAL GAPS**

3.27 The Committee was informed the Gender Parity Index at primary level is 1.02, at Upper Primary level is 1.11 at Secondary level it is 1.03, and at Senior Secondary level it is 1.02 during 2017-18.

The Department informed about the GER of SC & ST during 2017-18 as follow:

<b>Level</b>	<b>SC</b>	<b>ST</b>
Primary level	102.5	101.9
Upper Primary level	97.7	99.0
Secondary level	83.6	77.3
Senior Secondary level	56.7	46.1

Further, Gender Parity Index for the year 2018-19 at various levels of Education reflects equitable participation of girls in the school system as under:

Primary			Upper Primary			Secondary			Higher Secondary		
National	SC	ST	National	SC	ST	National	SC	ST	National	SC	ST
1.03	1.03	0.99	1.12	1.12	1.05	1.04	1.07	1.05	1.04	1.08	1.04

(Source: UDISE+-2018-19 provisional)

Particulars	GER 2014-15				GER 2017-18			
	National	Girls	SC	ST	National	Girls	SC	ST
Primary	100.08	101.43	111.7	109.0	94.2	95.4	102.5	101.9
Upper Primary	91.24	95.29	100.0	92.6	90.8	95.8	97.7	99.0
Secondary	78.51	78.94	81.9	71.4	79.3	80.5	83.6	77.3
Sr. Secondary	54.21	53.81	53.8	38.5	56.5	57.0	56.7	46.1

(Source: UDISE-2017-18)

3.28 The Committee took note of the Districts where gender gap (gap between enrolment of girls vis-a-vis boys) was still on the higher side as indicated below:

State/UTs	No. of Districts Secondary level	State and UTs	No. of Districts Upper Primary level	State and UTs	No. of Districts Primary level
Arunachal Pradesh	4	Delhi	1	Arunachal Pradesh	1
Chhattisgarh	1	Gujarat	3	Chhattisgarh	2
Delhi	1	Haryana	12	Delhi	1
Gujarat	25	Jammu & Kashmir	2	Gujarat	1
Haryana	15	Madhya Pradesh	4	Haryana	12
Jammu & Kashmir	3	Maharashtra	2	Jammu & Kashmir	2
Karnataka	1	Odisha	1	Madhya Pradesh	1
Lakshadweep	1	Punjab	12	Maharashtra	1
Madhya Pradesh	19	Rajasthan	7	Punjab	5
Maharashtra	7	Uttar Pradesh	2	Rajasthan	1
Mizoram	1	<b>Total</b>	<b>46</b>	Uttar Pradesh	1
Odisha	1			<b>Total</b>	<b>28</b>
Punjab	11				
Rajasthan	20				
Telangana	1				
Uttar Pradesh	33				
<b>Total</b>	<b>144</b>				

3.29 The Department further informed that to bring gender parity and equity in School Education, various interventions have been targeted for girls under Samagra Shiksha which include opening of schools in the neighbourhood as defined by the State, provision of free text-books for girls up to Class VIII, uniforms to all girls 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.

3.30 In addition to this, 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) 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). A total of 5930 KGBVs have been sanctioned under Samagra Shiksha as on 30.09.2019.

3.31 Moreover, under Samagra Shiksha, State Specific Projects for varied interventions under equity, including menstrual health and hygiene are emphasized for enhancing access, retention, quality and reducing drop-out of girls in schools by promoting enrolment drives, retention and motivation camps, gender sensitization modules etc. State Specific Projects are sanctioned by the Project Approval Board as per the Annual Work Plans proposed by the State/UT concerned. Such projects include Life Skills, Awareness programmes, Incinerators, Sanitary Pad Vending Machines. The amount of Rs. 15566.96 lakh has been approved for State Specific Projects for the year 2019-20 under Samagra Shiksha.

**3.32 The Committee expresses its concern at the fact that large number of districts in which the gender gap between the enrolment of girls and boys was high at the secondary of level. The Committee notes that in States like Uttar Pradesh, Gujarat, Rajasthan and Madhya Pradesh a number of Districts have an adverse gender gap. The Committee recommends that the Department should conduct a drive to rectify this adverse gender gap as it is an important step in process of women empowerment. The Committee urges the Department to conduct special drives in these Districts to sensitise the parents about the need to educate and empower girl students so that the gender gap is rectified at the earliest.**

**KASTURBA GANDHI BALIKA VIDYALAYA's (KGBVS)**

3.33 The Department informed that under Samagra Shiksha, Kasturba Gandhi Balika Vidyalayas (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. Status of KGBVs in the country is as under:

Total KGBVs Sanctioned	Total KGBVs Operational	Total Enrolment	SC Enrolment	ST Enrolment	OBC Enrolment	Muslim Enrolment	BPL Enrolment
5930	4881	618138	174653	155585	219129	26786	41985

### **KGBVs status in Special Focus Districts:**

- **458 KGBVs** have been sanctioned in 61 **Scheduled Caste, Special Focus Districts** (SC SFDs) having 25% and above SC population out of which 392 are Operational with the enrolment of 47.77% SC Girls.
- **858 KGBVs** have been sanctioned in 109 **Scheduled Tribe Special Focus Districts** (ST SFDs) having 25% and above ST population out of which 659 are operational with the enrolment of 66.19% ST Girls.
- **825 KGBVs** have been sanctioned in 88 **Muslim Concentration [SFD] Districts** having 25% and above Muslim population out of which 596 are operational with the enrolment of 17.62% Muslim Girls.
- **1354 KGBVs** have been sanctioned in 90 **LWE districts** out of which 1019 are operational with the enrolment of 30.69% ST girls.
- **824 KGBVs** have been sanctioned in 121 **MOMA districts** under PM's 15 Point Programme out of which 625 are operational enrolling 13.71% Muslim Girls.

**3.34 The Committee notes that against sanction of 5930 KGBVs only 4881 KGBVs are operational. The Committee observes that KGBVs are a very positive concept, as they provide residential facilities to girl students in Educationally Backward Districts, thereby a lot of marginalized communities are benefitted. The Committee stresses upon the Department to expedite the construction and setting up of the remaining KGBVs at the earliest and to impress upon the States to give all necessary infrastructural support for setting up more KGBVs.**

**3.35 The Committee recommends that the Department should give publicity to the KGBVs so that the parents can get information about this school.**

**3.36 The Committee further recommends that the Department should upgrade all the KGBVs up to 12<sup>th</sup> Standard as early possible.**

**3.37 The Committee also recommends that the Department should add vocational course in KGBVs and import vocational training to its students.**

### **IV NATIONAL PROGRAMME OF MID-DAY MEAL IN SCHOOLS (MDM)**

**4.1 The Mid Day Meal Scheme is a Centrally Sponsored Scheme and Flagship Programme of the Government of India. The objectives of the scheme are as under:-**

- i) Improving the nutritional status of children studying in classes I – VIII in Government and Government-Aided Schools, Special Training Centers (STC) and Madrasas & Maqtabs supported under Sarva Shiksha Abhiyan (SSA).
- ii) Encouraging poor children, belonging to disadvantaged sections, to attend school more regularly and help them concentrate on classroom activities.
- iii) Providing nutritional support to children of elementary stage in drought-affected areas during summer vacation

**4.2 The Cabinet Committee on Economic Affairs (CCEA) approved the implementation of the Scheme during 11<sup>th</sup> Plan in its meeting held on 19<sup>th</sup> November, 2009 with an outlay of Rs.34, 000 Crs. The year wise and component wise outlay is given below:**

S. No.	Component	Outlays (Rs. in Crore)			
		Existing norms	Revised norms		Total
		2017-18	2018-19	2019-20	
1.	Cost of food grains	778.86	778.86	778.86	2336.58
2.	Honorarium to cook-cum-helpers	1656.38	1656.38	1656.38	4969.14
3.	Kitchen-cum-stores	300.00	250.00	250.00	800.00
4.	Drought Affected areas	238.00	350.00	350.00	938.00
5.	Cooking cost	6900.35	7403.80	7959.09	22263.24
6.	Transportation Assistance	216.58	405.68	405.68	1027.94
7.	MME	174.70	309.67	326.27	810.64
8.	Kitchen Devices	51.35	400.00	203.11	654.46
9.	Repair of kitchen-cum stores	0.00	50.00	100.00	150.00
10.	Fortification of edible Oil, wheat flour and Salt	0.00	50.00	0.00	50.00
11.	Minor modifications by EC within the overall outlay of the scheme, flexibility to States to utilize with prior approval of MHRD. 5% of their AWP&B for new interventions.	No additional requirement of funds			
<b>Grand Total</b>		<b>10316.22</b>	<b>11654.39</b>	<b>12029.39</b>	<b>34000.00</b>

However, Rs. 31,500 Crs were allocated for Mid-Day Meal Scheme as Budget Estimates during 2017-18 to 2019-20. The year wise releases against the BE and RE for these years is given asunder:

(Rs. in Crores)

Year	Budget Estimates	Revised Estimates	Releases
2017-18	10,000.00	10,000.00	9095.81
2018-19	10,500.00	9947.00	9518.08
2019-20	11000.00	9912.21	9278.82
Total	31,500.00	29,859.21	27892.71*

\* till 10<sup>th</sup> February, 2020.

4.3 In the meantime, the Ministry of Finance has issued instructions vide Office Memorandum No. 42(02/PF-II/2014) dated 10th January, 2020 for extension of the scheme beyond 31.03.2020 till 31.03.2021 or the date of recommendations of 15th FC whichever is earlier. The continuation is subject to the condition that there would be no change in the scope, nature, coverage and no additional post is created. The revision of the scheme is under consideration through EFC.

#### BUDGET OUTLAY

(Rs in crore)

Scheme	Proposed BE 2020-21	Allocated BE 2020-21	Shortage
National Programme of Mid-Day Meal in Schools (MDM)	19946.01	11000.00	8946.01

4.4 The Committee was further informed that the Department proposes to include new components i.e. extension of MDM to pre-primary and classes IX-XII, provision of breakfast, revision of honorarium to Cook-Cum-Helpers under Mid Day Meal Scheme during 2020-21. Therefore, BE of Rs.19946.01 Cr has been proposed for 2020-21. These proposals are under consideration. The BE of Rs.11,000.00 Cr is sufficient to implement the scheme with existing norms.

4.5 **The Committee expresses its satisfaction to note that the Department has drafted a proposal for inclusion of breakfast in the Mid Day Meal Scheme. The Committee is of the opinion that provision of breakfast is a welcome step as it would motivate the students to come to school in the morning. However, retaining the students in school and educating them is a matter to be taken into consideration.**

#### **COVERAGE**

4.6 During the year 2018-19, 9.12 crore children studying in classes I-VIII in 11.39 lakh eligible schools in the country were covered under the scheme. It was informed that 77% of the students in primary classes and 75% of the students in upper primary classes are covered under the scheme.

<b>Components</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Children Target (in crore)</b>	9.83	9.60	9.36
<b>Children covered (in crore)</b>	9.52	9.12	8.89*
<b>Food grains allocated (in lakh MTs)</b>	27.01	26.94	26.90
<b>Food grain Utilization</b>	23.24	23.25	10.33*
<b>Budget allocation (in crore)</b>	10000.00	10500.00	11000.00
<b>Total Exp. (in crore)</b>	9095.81	9518.08	9278.82*
			*

\*up to 30<sup>th</sup> September, 2019

\*\*up to 8<sup>th</sup> February, 2020

4.7 **The Committee takes note of the fact that in the last three Financial Years, the Department had not been able to utilize the funds provided in the Budget for the MDM Scheme. The Committee expresses its concern at the under-utilization of funds and recommends that the Department should evolve a strategy wherein the funds allocated under MDM are utilized in a judicious manner and if at the RE stage the Department observes that the funds cannot be utilized then the Department should have in place collateral programmes where the funds may be diverted with the approval of the competent authorities. The Committee stresses upon the Department to utilize the funds in a balanced manner so as to achieve the objectives for which the Scheme was initiated.**

#### **4.8 NORMS FOR MID-DAY MEAL SCHEME**

##### **i) Calorific Value of mid-day meal**

3.41 For children of primary classes, a cooked mid-day meal per child consists of 100 grams of food grain (rice/wheat/nutri-rich cereals), 20 grams of pulses, 50 grams of vegetables and 5 grams of oil/fat to provide 450 calories of energy and 12 grams of protein. For children of upper primary classes, it consists of 150 grams of food grain (wheat/rice/nutri-rich cereals), 30 grams of pulses, 75 grams of vegetables and 7.5 grams of oil/fat per child to provide 700 calories of energy and 20 grams of proteins.

ii) Cooking cost covers expenditure on pulses, vegetables, cooking oils, condiments, fuel etc. The cooking cost has been increased by 7.5% in each of the last 5 years (except 7% in the year 2016-17). No increase in the cooking cost for the year 2017-18. The cooking cost was increased by 5.35% in 2018-19. The cooking cost is shared between the Centre and the NER States and Himalayan States on 90:10 basis, 100% for UTs without legislature and with other States & UTs with legislature on 60:40 basis. The cooking cost norms during the previous years, current year and sharing pattern between the Centre and the States are as under:

**Table 1:**

Year	Stage	Total Cost Per meal	Center-State Sharing			
			Non-NER States(75:25)		NER States (90:10)	
2013-14	Primary	₹ 3.34	₹2.51	₹ 0.83	₹3.01	₹0.33
	U. Primary	₹ 5.00	₹3.75	₹1.25	₹4.5	₹0.50
2014-15	Primary	₹ 3.59	₹2.69	₹0.90	₹3.23	₹0.36
	U. Primary	₹ 5.38	₹4.04	₹1.34	₹4.84	₹0.54
Revised Funding pattern		UTs(100%)	60:40(Non NER)		NER & 3 Himalayan States (90:10)	
2015-16	Primary	₹3.86	₹2.32	₹1.54	₹3.47	₹ 0.39
	U. Primary	₹5.78	₹3.47	₹2.31	₹5.20	₹0.58
2016-17	Primary	₹4.13	₹2.48	₹1.65	₹3.72	₹0.41
	U. Primary	₹6.18	₹3.71	₹2.47	₹5.56	₹0.62
2017-18	Primary	₹4.13	₹2.48	₹1.65	₹3.72	₹0.41
	U. Primary	₹6.18	₹3.71	₹2.47	₹5.56	₹0.62
2018-19	Primary	₹4.35	₹2.61	₹1.74	₹3.91	₹0.44
	U. Primary	₹6.51	₹3.91	₹2.60	₹5.86	₹0.65

**iii) Engagement of cook-cum-helper and Honorarium to them:**

One cook-cum-helper can be engaged for upto 25 students, two cook-cum-helpers for schools with 26 to 100 students and one additional cook-cum-helper for every addition of up to 100 students. Each of them is entitled to a minimum honorarium of ₹1,000 per month. The States are however free to give more honorarium over and above the prescribed minimum to the cooks-cum-helpers from their own resources. 22 States and UTs are providing additional honorarium from their own resources over and above minimum mandatory State Share as indicated below. The expenditure towards honorarium of cook-cum-helpers is shared between the Centre and the NER States and 3 Himalayan States on 90:10 basis, 100% for UTs without legislature and other States & UTs with legislature on 60:40 basis. Programme Approval Board – Mid Day Meal headed by Secretary, School Education & Literacy has approved the engagement of 26.09 lakh cook-cum-helpers under the scheme. The States/UTs have engaged 24.95 lakh cook-cum-helpers against the approval.

**Number of Cooks-cum-Helpers approved and engaged during 2018-19**

<b>S. No</b>	<b>States</b>	<b>No. of Cooks-cum-Helpers - PAB Approval</b>	<b>No. of Cooks-cum-Helpers Engaged</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1	Andhra Pradesh	88296	85143
2	Arunachal Pradesh	6525	6525
3	Assam	118998	118319
4	Bihar	245316	238869
5	Chhattisgarh	93420	89101
6	Goa	2777	2729
7	Gujarat	96329	96329
8	Haryana	30423	29980
9	Himachal Pradesh	23476	21753
10	Jammu & Kashmir	33268	30583
11	Jharkhand	81577	80282
12	Karnataka	118130	117927
13	Kerala	17673	14389
14	Madhya Pradesh	231157	215834
15	Maharashtra	175336	171131
16	Manipur	7487	6277
17	Meghalaya	18547	17882
18	Mizoram	5220	4936
19	Nagaland	4695	4695
20	Orissa	145522	115543
21	Punjab	49449	42368
22	Rajasthan	109922	109922
23	Sikkim	1891	1846
24	Tamilnadu	128130	128130
25	Telangana	54232	53176
26	Tripura	11028	11002
27	Uttar Pradesh	405353	393431
28	Uttarakhand	32989	26524
29	West Bengal	248799	238106
30	A&N islands	721	721
31	Chandigarh	825	800
32	D&N Haveli	926	926
33	Daman & Diu	320	320
34	Delhi	19036	18434
35	Lakshadweep	110	110
36	Puducherry	1031	1031
	<b>Total</b>	<b>2608934</b>	<b>2495074</b>

**4.9** The Committee observes that wide disparities exist between the honorariums paid to the Cook-cum helpers in different States. On one hand States & UTs like Tamil Nadu, Kerala, Pudicherry are paying very well to the Cook-cum-helper over and above



the Rs. 1000/- mandated by the Mid-day Meal Scheme. The Committee would like to impress the Department to revise the honorarium payable to the Cook-cum-helpers, so that candidates who are sufficiently experienced to handle the requirements of preparing the food for school children, can be recruited.

4.10 Further, the Committee observes that against 26.09 lakh sanctioned posts of Cook-cum-helpers only 24.95 lakh have been engaged. This needs to be rectified and the timebound action needs to be taken to engage more cook-cum-helpers. The Department may also take into the possibility of engaging women from nearby areas of the schools after providing them some basic training so as to help these women financially.

#### **Construction of kitchen-cum-store:**

4.11 The Central Assistance is being released w.e.f. December, 2009 to the States/UTs for the construction of Kitchen-cum-Store on the basis of plinth area norms and State Schedule of Rates prevalent in the State/UT. This Department has prescribed 20 sq. mt. plinth area for construction of Kitchen-cum-Store in schools having upto 100 children. For every addition of upto 100 children, additional 4 sq. mt. plinth area is added. States/UTs have the flexibility to modify the slab of 100 children depending upon local conditions. The cost of construction of Kitchen-cum-stores is shared between the Centre and the NER States and the Himalayan States on 90:10 basis, 100% for UTs and with other States on 60:40 basis.

#### **PHYSICAL PROGRESS ON CONSTRUCTION OF KITCHEN-CUM-STORES (MDM)**

Sl. No.	State/UT	No. of Kitchen - cum-stores sanctioned	Construction of Kitchen-cum-Stores		
			2017-18	2018-19	2019-20 (as on 30.09.2019)
1	2	3	4	5	6
1	Andhra Pradesh	44316	16272	18291	18291
2	Arunachal Pradesh	4085	4084	4085	4085
3	Assam	56795	50642	51146	51154
4	Bihar	66550	55161	58363	58363
5	Chhattisgarh	47266	44275	45166	45315
6	Goa	0	0	0	0
7	Gujarat	25077	24303	24308	24310
8	Haryana	11483	9078	10155	10155
9	Himachal Pradesh	14959	14675	14829	14844
10	Jammu & Kashmir	11815	7138	7118	7118
11	Jharkhand	39001	28832	29656	29656
12	Karnataka	40477	38641	39237	39305
13	Kerala	5481	2450	2450	2450
14	Madhya Pradesh	103401	94117	93838	93838
15	Maharashtra	71783	57831	59405	59405
16	Manipur	2966	1083	1083	1083
17	Meghalaya	9758	9341	9491	9491
18	Mizoram	2532	2506	2506	2506
19	Nagaland	2223	2223	2223	2223
20	Odisha	69152	37544	44491	44491
21	Punjab	18969	18969	18969	18969
22	Rajasthan	77298	63078	50595	50595
23	Sikkim	948	936	940	940
24	Tamil Nadu	28470	20997	27792	27792

25	Telangana	30408	10077	17483	17483
26	Tripura*	5304	5565	5565	5565
27	Uttar Pradesh	122572	112803	112808	112810
28	Uttarakhand	15933	15588	15639	15671
29	West Bengal	81582	76256	77446	77714
30	A&N Islands	251	96	165	165
31	Chandigarh	10	7	7	7
32	D&N Haveli	50	50	50	50
33	Daman & Diu	32	32	32	32
34	Delhi	0	0	0	0
35	Lakshadweep	0	0	0	0
36	Puducherry	105	92	92	92
<b>Total</b>		<b>1011052</b>	<b>824742</b>	<b>845424</b>	<b>845968</b>

\*Tripura has constructed 261 more kitchen-cum-store than sanctioned.

**4.12 The Committee is disturbed to observe that out of 1011052 Kitchen-cum-Stores (KcS) sanctioned, only 845968 KcS have been created. The Committee is of the opinion that in the absence of proper KcS availability the whole structure of Mid day Meal tends to get distorted. The Committee recommends that the Department take up the issue with the respective State Governments and also look into the feasibility of construction of KcS under MNREGA to expedite the process.**

**4.13 The Committee is of the opinion that proper supervision is crucial to the success of the Scheme. The Committee notes that the Mid day meal Rules, 2015 provide for mandatory testing of food samples on a monthly basis by Government recognized laboratories. However, the Committee is of the view that this provision exists more on paper and are not reflective of the ground realities as can be seen in the number of complaints against the quality of food provided under Mid day meal scheme are reported in the media. The Committee recommends for a strong supervisory/monitoring mechanism along with involving the parents of the students to help make the scheme as success.**

#### **Monitoring Mechanism**

4.14 The Committee was informed that the Government has adopted an elaborate monitoring mechanism at Central, State and District levels to ensure that quality food is served to children under the Scheme. At national level, an Empowered Committee, headed by Minister of HRD, a National level Steering-cum-Monitoring Committee (NSMC) and Programme Approval Board (PAB), both headed by Secretary (School Education & Literacy), evaluate the performance of each State and UT in implementation of the Scheme and suggest measures for its smooth and effective implementation, which is a continuous process. At the State level, a State level Steering-cum-Monitoring Committee headed by the State Chief Secretary and, at District Level, a District Level Committee under the Chairpersonship of the senior-most Member of Parliament of Lok Sabha of the district monitors the implementation of the scheme in the concerned District. At local level Gram Panchayats/Gram Sabhas, members of Village Education Committees (VECs), Parent-Teacher Associations (PTAs) and the School Management Committees (SMCs) are required to monitor the regularity and wholesomeness of the mid-day meal served to children, cleanliness in cooking and serving of the meal, timeliness in procurement of good quality ingredients, fuel, etc., implementation of variety in menu so as to make it attractive to children and ensuring social and gender equity on daily basis.

4.15 The initiatives taken by Government to ensure provision of nutritious and cooked meal to the children under MDM Scheme are as follows:

- i. Setting up of School Nutrition Gardens has been encouraged in all schools.
- ii. Government of India has issued updated guidelines on quality, safety and hygiene for school level kitchens to all the States / UTs on 13<sup>th</sup>February, 2015. These guidelines, inter alia, provide for instruction to schools to procure Agmark quality and branded items for preparation of mid day meals.
- iii. Tasting of meals by 2-3 adults members including at least one teacher before serving to children and to put in place a system of testing of food samples by accredited laboratories.
- iv. Safe storage and supply of ingredients to schools; Procurement of pulses and ingredients of branded and Agmark quality.
- v. The MDM Rules, 2015 notified on 30-09-2015 provide for mandatory testing of food samples on a monthly basis by Government recognized laboratories to ensure that the meals meet with nutritional standards and quality
- vi. Training is also being imparted to the Cook-cum-helpers through Institutes of Hotel Management, Food Craft Institutes, Colleges of Home Sciences etc. for building their capacity for preparation of hygienic and nutritious mid day meal.

#### **Major hurdles in implementation of the Scheme.**

- (i) Delay in the release of funds to the implementing agencies by the States
- (ii) Lack of dedicated Management Structure at State, District & Block Levels
- (iii) Delay in construction of kitchen-cum-stores
- (iv) Lack of convergence with other Schemes
- (v) Constraint in availability and supply of LPG Cylinders

#### **FUNCTIONING OF THE PPP MODE IN MDM**

**4.16** As per MDM Guidelines, for urban areas where there is a space constraint for setting up school kitchen in individual schools, Centralized kitchen could be set up for a cluster of schools where cooking can take place and the cooked meal may be transported under hygienic conditions through reliable transport system to various schools. Operations of these centralized kitchens may be entrusted to reputed NGOs under the PPP model. During 2018-19, NGOs were engaged by 18 States/UTs in 117 districts for providing Mid Day Meal to 81.28 lakh children studying in 47402 Schools. The State wise no. of NGOs, children and institutions under Mid Day Meal scheme is given as under:

<b>State wise coverage of children under Mid-Day Meal Scheme by NGOs</b>				
<b>S. No.</b>	<b>State/UT</b>	<b>No. of District</b>	<b>No. of institution covered</b>	<b>No. of Children covered</b>
1	Andhra Pradesh	13	4933	579192
2	Assam	2	566	40770
3	Bihar	12	2698	822485
4	Chhattisgarh	5	681	91850

5	Daman & Diu	1	63	10550
6	Dadra & Nagar Haveli	1	280	43069
7	Delhi		2959	1712615
8	Gujarat	9	3402	503779
9	Haryana	4	1927	243746
10	Jharkhand	2	376	41164
11	Karnataka	13	4819	828860
12	Madhya Pradesh	19	3740	313960
13	Maharashtra	10	3394	758388
14	Odisha	12	3418	320400
15	Punjab	6	530	91491
16	Rajasthan	9	3996	405337
17	Telangana	7	2098	224712
18	Uttar Pradesh	26	7522	1096224
<b>Total</b>		<b>117</b>	<b>47402</b>	<b>8128592</b>

**4.17 The Committee appreciates the steps taken to involve NGOs in making the Mid Day Meal scheme operational. However, the Committee would like to impress upon the Department to ensure that the NGOs and the schools work in close co-ordination to achieve the objectives of the scheme.**

**4.17 A. The Committee is aware of the Monitoring Mechanism at central State and District levels to ensure the quality of food. However, the Committee recommends to make the present system very strict and effective to obviate the possibility of corruption as widely reported in Media.**

**4.18 Additional items provided by the States & UTs as best practices under Mid-Day Meal Scheme (MDMS)**

S. No.	States and UTs	Additional Items provided by State and UTs	
		Additional Items	Frequency
1	Andhra Pradesh	Egg	5 days a week
2	Arunachal Pradesh	Nil	Nil
3	Assam	Nil	Nil
4	Bihar	Eggs/fruits	Once a week
5	Chhattisgarh	Nil	Nil
6	Goa	Nil	Nil
7	Gujarat	Milk (12 districts)	5 days a week
		Sukhdi	Once a week
8	Haryana	Flavored Milk	Thrice a week
9	Himachal Pradesh	Nil	Nil
10	Jammu & Kashmir	Nil	Nil
11	Jharkhand	Egg/Seasonal Fruit	Twice in a week
12	Karnataka	Milk	Five days a week
13	Kerala	Milk	Twice a week
		Egg/Banana	Once a week

14	Madhya Pradesh	Milk	Thrice a week
15	Maharashtra	Banana / Chikki / Soya Biscuit / Rajgira Laddu	Once a week
16	Manipur	Nil	Nil
17	Meghalaya	Nil	Nil
18	Mizoram	Nil	Nil
19	Nagaland	Extra Vegetables	Twice a week
20	Odisha	Eggs	Twice a week
		Soya Chunks	Twice a week
21	Punjab	Sweet Kheer	Once a week
22	Rajasthan	Milk	6 days a week
		Seasonal fruits	Once a week
23	Sikkim	Nil	Nil
24	Tamilnadu	Eggs/ Banana	5 days a week
		Boiled Potato	Once a week
25	Telangana	Eggs	Thrice a week
26	Tripura	Eggs	Twice a week
27	Uttar Pradesh	Milk and Fruits	Once a week
28	Uttarakhand	Egg/Fruits	Once a week
29	West Bengal	Egg	Once in a week
		Chicken (50 gm) in 11 districts	Once in a month
		Cheese in Uttar Dinajpur	Once in a week
30	A&N islands	Boiled Egg	Twice a week
		Ripe Banana	Once a week
31	Chandigarh	Nil	Nil
32	D&N Haveli	Sukhadi	Twice a week
		Lapsi & Sheera	Once a week
33	Daman & Diu	Banana	Thrice a week
		Lapsi and Sukhdi	Once a week
34	Delhi	Milk (6 Schools pilot basis)	Daily
35	Lakshadweep	Eggs, fish, Chicken, banana Mango, Apple, orange	Twice a week/ as per availability
36	Puducherry	Milk	Daily
		Sweet Payasam	On special occasions
		Eggs/ black chana	Twice a week

**4.19** The Committee appreciates the efforts made by the State Governments to include more food items in the Mid Day Meal Scheme. The Committee recommends that a study be made as to the food items that can be procured locally in different parts of the country and included in the mid -day-meal scheme. This would help make the food served to the students more nutritious and also give a boost to local farmers growing these products.

**4.20** The Committee is aware of the major Hurdles in implementation of the Scheme and recommends the Department to overcome the hurdles to make the scheme a success.

## AUTONOMOUS BODIES

### V. KENDRIYA VIDYALAYA SANGATHAN

5.1 Kendriya Vidyalaya Sangathan (KVS) which started with 20 regimental schools in 1963 have expanded to 1230 schools across the country (including 03 KVs abroad). KVs have earned a good reputation for their quality of education.

#### Budgetary outlay:

Year	BE	RE	ACTUAL EXPENDITURE
2017-18	4300.00	4997.25	5408.26
2018-19	4425.00	5006.75	5210.59
2019-20	5012.00	6006.46	4435.60 (upto January, 2020)
2020-21	5516.50	-	-

Projected demand of KVs in different head is as under:

HEAD	Demand 2020-21	BE 2020-21	Shortfall
<b>Revenue</b>			
A) Salary	5252.66	4260.00	992.66
B) General	2064.98	1075.00	989.98
Total	7317.64	5335.00	1982.64
C) Capital	464.30	181.50	282.80
<b>Total</b>	<b>7781.94</b>	<b>5516.50</b>	<b>2265.44</b>

5.2 The Committee expresses its concern at the steep reduction of Rs. 2265.44 crore in the projected demand of Rs. 7781.94 crore for the Kendriya Vidyalaya Sangathan. It is a reduction of 41.06%. This is a very sharp reduction and would have an adverse impact on the growth of KVs. The Committee recommends the Department to impress upon the Ministry of Finance to allocate more funds for KVs and ensure that at the RE 2020-21 stage, more funds are made available to KVs.

#### 5.3 Impact on Infrastructure

The physical and financial target of completion of school buildings fixed and achievement and reasons for shortfall is as under:

Year	Description	Target		Achievement		Remarks
		Physical	Financial (Demanded) (Rs. in crore)	Physical	Financial (Allocation) (Rs. in Crore)	
2017-18	School building	30	791.23	20	671.55	Due to shortage of fund
2018-19	School building	30	1246.71	33	226.61	Shortage of fund
2019-20	School building	15	1157.59	06 (upto Dec., 2019)	137.88	Due to shortage of fund

Completion of construction of 01 indoor sports complex during 2017-18

## **Problems/ Constraints Being Faced in Construction**

### **Shortage of fund under “Creation of Capital Assets” for construction activities.**

- (a) Due to constraint of funds, Construction Agencies are not able to maintain the pace of progress and expedite the work within set target dates resulting in delay in completion.
- (b) On account of delay in completion, proper infrastructure facilities cannot be provided to students and staff.

### **Delay in transfer of land in favour of KVS by the sponsoring authorities.**

- (a) On account of delay in transfer of land by sponsoring agency, KVS is not in a position to sanction the works of construction of building.

### **Dispute in land boundaries after the land is transferred in favour of KVS.**

- (a) The works get stopped.
- (b) Time & cost overrun.
- (c) Leads to contractual complications.

It was informed that the issue of paucity of funds has been taken up with appropriate level from time to time.

**5.4 The Committee observes that in the year 2019-20 only 6 school buildings could be completed out of the 15 targeted and only Rs. 137.88 crore out of Rs. 1157.59 crore sanctioned for infrastructure work could be utilized. This is not a very encouraging situation because the delay in completion of projections leads to cost over-runs and other projections tend to get affected. The Committee recommends the Department to look into the reasons for the delays and resolve them at the earliest.**

#### **5.5 Teachers Recruitment and Training**

The Committee was informed that as on 15.11.2019, 5949 posts of teaching staff, out of a total of 48236 were lying vacant in KVS. The details of State-wise and subject-wise vacancies are at **Annexure II**

**5.6 The Committee observes that out of a total sanctioned strength of 48236 teachers 5949 vacancies were laying vacant. It is normally observed that the teachers who are posted in adverse locations like hilly areas, remote locations and so on do not join leading to vacancies. The Committee has also been emphasising on recruitment of teachers. The Committee, therefore, recommends that the Department should look into the possibility of providing some incentives to the teachers for working at adverse locations so that the students do not suffer. The Committee also recommends to expedite the process of filling up vacancies lying vacant.**

#### **5.7 Budget allocation during last three years under NER, SCST and TSP with percentage in KVS**

The Committee was informed about the allocation made to North Eastern Region, Scheduled Caste Sub-plan and Tribal Sub-plan in the KVS as follows:

Year	NER	SC	ST	% Compared to Total Allocation		
				NER	SC	ST
2017-18	193.73	391.18	174.96	3.88	7.83	3.50
2018-19	122.45	313.86	168.62	2.45	6.27	3.37
2019-20	134.54	241.53	128.66	2.68 (compared with BE of Rs. 5012 Cr.)	4.82 (compared with BE of Rs. 5012 Cr.)	2.57 (compared with BE of Rs. 5012 Cr.)

5.8 The Committee is disturbed to note that the percentage allocation to NER, SC and ST in the KVs has been falling over the subsequent years. The Committee recommends the Department to take immediate remedial steps and to ensure that the funds shortage does not lead to impediments in the upliftment and empowerment of the NER, SC and ST.

#### 5.9 KVS IN NORTH EASTERN REGION.

There are 109 Kendriya Vidyalayas functioning in North Eastern Region of India (including the state of Sikkim) with a enrolment of 77548 students. Among 109 KVs in North East Region, 61 are in Civil, 22 are in Defence, 17 are in project sector and 09 are in Institutes of Higher learning.

#### Fund allocation:

Kendriya Vidyalaya Sangathan is a Central Sector Scheme. The funds for Northern Eastern Region are allocated by Ministry. State wise fund has not been allocated by Ministry. The details of fund allocated and utilized for NER during 2017-18 18-19 and 2019-20 are as under:

(Rs. in crores)

Year	Revenue		Capital		Total		Sikkim
	Allocated	Utilized	Allocated	Utilized	Allocated	Utilized	Expenditure
2017-18	113.44	113.82	80.29	89.64	193.73	203.46	2.71
2018-19	99.45	127.90	23.00	23.45	122.45	151.35	2.63
2019-20	121.20	100.98	13.34	11.23	134.54	112.21	-

\* Wherever the grants utilized is more than allocation, the same has been met out from opening balance of previous year and internal resources.

5.10 Today, the KVs, has become a brand in itself and is respected for its quality of education. The Committee would like to encourage the KVs to look into possibility of opening more schools in different parts of the country and also adopt innovative strategies like construction of multi-storey buildings to increase the number of students who can benefit from these schools. KVS may also look into the possibility of opening more KVs abroad to serve the Indians settled there.

5.11 keeping in view the use of new technology like Artificial Intelligence, Block Chain, Robotics and so can the Committee recommends the Department should strive to adopt and make available such technologies to students of K. V. S.



## VI NAVODAYA VIDYALAYA SAMITI

6.1 The National Policy on Education, 1986 envisaged setting up of pace setting residential Navodaya schools with an aim of providing excellence compiled with equity and social justice consequent to this Navodaya Vidyalaya Samiti (NVS) was registered as a Society under the Societies Registration Act XXI of 1860.

### Budgetary outlay

The proposed & BE allocation for 2021-22 (IFD Bureau) is as follows:

Organisation	Proposed BE 2020-21	Allocated BE 2020-21	Shortage
Navodaya Vidyalaya Samiti	4408.93	3300.00	1108.93

### BUDGET ALLOCATION AND ACTUAL EXPENDITURE DURING LAST THREE YEARS

(Amount-in crore)

Year	BE/RE	Actual Expenditure
2016-17	2619.57	2555.32
2017-18	3185.00	3365.17
2018-19	3213.00	3164.77
2019-20	4125.81*	
2020-21	4408.93**	

Note : A increase of 6.86% in BE 2020-21 (Proposed) comparing to RE 2019-20 (Proposed)

\* RE Proposed

\*\*BE Proposed

6.2 The Department informed the Committee about the vacancies in the teaching and non-teaching staff in the Jawahar Navodaya Vidyalaya Schools (JNVs) as follows:

#### Vacancy Position in JNVs upto 31.12.2019

Category of Posts	Posts Sanctioned	In Position	Vacant	Remarks
Principal	632	588	44	Under DR and promotion drive in 2019 - 37 Principals have already joined and the joining status of 07 newly promoted Principals is awaited
Vice-Principal	500	337	163	Under promotion drive in 2019 - 87 vice principal are in the process of joining.

PGTs	4815	4019	796	Under DR drive in 2019 - 688 recruitments have already been done which are in the process of joining. The remaining vacancies have been filled under Limited Departmental Exams .	
TGTs	5732	4223	1509	Written exams have been conducted to fill up 1295 vacancies of TGTs. On receipt of results the interviews will be conducted.	
Misc Categories of Teachers	3259	2614	645	Written exams have been conducted to fill up 645 vacancies of Miscellaneous Teachers. On receipt of results the interviews will be conducted.	
Non-teaching staff except Matron	9761	7414	2347	<b>Post &amp; vacancies</b>	<b>Remarks</b>
				Chowkidar	Being Outsourced
				Chowkidar-cum-Sweeper	Being Outsourced
				Staff Nurse: 57	Filled: 55 (in the process of joining)
				Catering Assistant: 33	Filled: 26 (in the process of joining)
				Lower Division Clerk: 177	Filled: 135 (in the process of joining) Others are outsourced
				Office Superintendent: 155	Filled: 116 (joined)
				Upper Division Clerk: 98	Filled: 59 (joined)
				Lab Attendant: 86	Under Process
				Driver	Being Outsourced
				Electrician-cum-plumber: 242	Recruitment Rules are under Revision
				Mess Helper: 268	Recruitment Rules are recently revised
				Cook: 136	Recruitment Rules are recently revised
<b>Total</b>	<b>24699</b>	<b>19195</b>	<b>5504</b>		

### 6.3 Impact on Infrastructure

The Committee took note of the following data:

(Targets in Number of JNVs/Students/School Buildings)

SI No.	Activity/Programme	Physical Target (2019-20)		Remarks (Reasons for Shortfall, if any)
		Proposed	Achieved Upto Jan. 2020	
1.	Sanctioning (Opening of New JNVs)	--	--	--
2.	Making Sanctioned JNVs Functional	20	06	--
3.	Enrolment of Students (Admission of new Students)	35426	43648	--
4.	<b>Construction of School Buildings*</b>			
	<u>Phase-A</u>	15	02	
	<u>Phase-B</u>	15	06	
	<u>Phase-B (Balance)</u>	25	17	

\*There is acute shortage of budgetary resource in capital head.

The Committee was further informed that 73 JNV were functioning out of temporary sites. Thereafter, the details of the JNVs shifted to permanent campus during the last three years were provided as indicated below:

(i)	2017-18	-	9	JNVs
(ii)	2018-19	-	7	JNVs
(iii)	2019-20	-	-	-

**6.4 The Committee observes that since the JNVs cater to the educational needs of children from remote and inaccessible areas of the country, every school operating in such areas should be run with the best possible infrastructure to cater to the educational needs of the children. The fact that 73 JNVs are functioning out of temporary sites is a major cause of concern. Also the fact that in 2019-20 only 6 out of the JNVs sanctioned became operational is also disturbing. The Committee recommends the Department that all infrastructural bottlenecks must be resolved at the earliest so that the sanctioned JNV's start functioning at the earliest with proper infrastructure.**

**6.5 The Committee feels that persistence of teacher's vacancies in JNV is alarming. This is so because these schools cater to the inaccessible parts of the country where a large majority of SC & ST children reside. The Committee urges the Department to fill up these vacancies to ensure the best possible educational opportunities to the students in these areas.**

## VII SCHEME FOR PROVIDING EDUCATION TO MADARSAS/MINORITIES

7.1 Department of School Education and Literacy is implementing an Umbrella Scheme for Providing Education to Madarsas/Minorities (SPEMM) which comprises of 2 schemes

namely Scheme for Providing Quality Education in Madarsas (SPQEM) and Infrastructure Development in Minority Institutions (IDMI). The scheme is being implemented at National level. Both the schemes are voluntary in nature. 16 States i.e. Bihar, Chhattisgarh, Haryana, Jharkhand, Karnataka, Kerala, Manipur, Madhya Pradesh, Maharashtra, Tamil Nadu, Tripura, Uttar Pradesh, Uttarakhand, West Bengal, Sikkim and Mizoram have availed benefits under the scheme from 2014-15 onwards.

### Budgetary outlay

Amount in Rs.Crore			
Year	B.E.	R.E.	Actual
2017-18	120.00	120.00	107.89
2018-19	120.00	120.00	18.25
2019-20	120.00	120.00	63.57*
2020-21	220		

\* Expenditure till 10.02.2020

As shown in the table above there has been short utilization in the year 2017-18, 2018-19 and 2019-20 because of the following:

- a) 2017-18: 10% of the total i.e. Rs.12 crore was allocated for NER States however, there was no demand from NER States therefore the amount was not released.
- b) 2018-19: The structure of the scheme was revised wherein State share was introduced, which led to procedural delays in the submission of proposals by State/UTs and subsequent shortfall in releases.
- c) 2019-20: Till date an amount of Rs.63.57 crore has been utilized in 3 or 4 months, which stands at 52.5%. Since there are almost 2 months in the current fiscal more funds are likely to be utilized.

7.2 The Committee was informed that till the year 2018-19, SPEMM was 100% percent Centrally Sponsored Scheme implemented through State Governments. To sensitize State Governments toward the implementation of the scheme, stake of the State Government was introduced during the year 2018-19. The funding pattern was revised as under:

- (i) SPEMM comprising of SPQEM and IDMI will be a Centrally Sponsored Scheme, rather than be continued as 100% grant scheme.
- (ii) The funding pattern under SPEMM (comprising of SPQEM and IDMI) would be similar to other centrally sponsored schemes i.e., 90:10 for NE States, Himachal Pradesh, Jammu & Kashmir and Uttarakhand, 100% for UTs without legislature and 60:40 for the remaining States as far as SPQEM Component is concerned.
- (iii) For IDMI Component, funding pattern will be the same i.e. 75% Central Share and 25% by the Institution concerned.
- (iv) All the proposals under both the schemes will be submitted by the State Government which will be considered and approved by a PAB (Project

Approval Board) chaired by Secretary (SE&L). Project Monitoring System (PMS) Portal will be examined or a suitable web application will be developed by the Department of School Education & Literacy in this regard.

- (v) The funds available under SPQEM will be focused on the quality component of education.

7.3 The Department further informed of the details of projections of outlays for the Scheme to be undertaken during the three years Action Agenda as under:

S.No.	Name of the Scheme/ Sub-Scheme	Projected Financial Outlay			Projected Deliverables against the Outlay		
		2020-21	2021-22	2022-23	2020-21	2021-22	2022-23
1	Scheme of Providing Education to Madaras/ Minorities						
1	Scheme for Providing Quality Education in Madaras(SPQEM)	220.00	250.00	280.00	(I) 8,000 Madrassas (approx) will be assisted under the Scheme  (ii) 24,000 teachers would receive teacher(a approx.) salaries for teaching modern subjects.	(I) 8500 Madrassas (approx) will be assisted under the Scheme  (ii) 25,500 teachers would receive teacher(approx.) salaries for teaching modern subjects.	(I) 9,000 Madrassas (approx) will be assisted under the Scheme  (ii) 27,000 teachers would receive teacher(approx.) salaries for teaching modern subjects.
2	Infrastructure Development in Minority Institutions (IDMI)				About 200-250 Minority Institutions would be funded to create school infrastructure	About 220-275 Minority Institutions would be funded to create school infrastructure	About 250-300 Minority Institutions would be funded to create school infrastructure
	<b>Total</b>	<b>220.00</b>	<b>250.00</b>	<b>280.00</b>			

7.4 The Committee notes that the Department has not been able to utilise the funds allocated to the Scheme for providing education to madaras/minorities over the past

**three years. This is a disturbing trend and needs to be rectified. The Committee stresses on the Department to be vigilant in utilization of funds.**

## **VIII CONCLUSION**

**8.1 The Committee appreciates the efforts made by the Department of School Education and Literacy in bringing about a qualitative change in the field of School Education. The Committee believes that the Department has all the expertise and capabilities to bring a major revamp of the school education and the Samagra Shiksha is a step in this direction. The Committee would like to motivate the Department to make this project a success.**

*Annexure 1*

*Teachers under Samagra Shiksha-2017-18*

Sl. No.	State/ UT	Sanctioned			In-position			Vacant			
		Elementary	Secondary	Total	Elementary	Secondary	Total	Elementary	Secondary	Total	Vacant Posts in %
1	A & N Island	206	0	206	206	0	206	0	0	0	0
2	Andhra Pradesh	24353	6018	30371	24353	1858	26211	0	4160	4160	13.70
3	Arunachal Pradesh	7342	497	7839	6976	313	7289	366	184	550	7.02
4	Assam	45686	72	45758	32469	3	32472	13217	69	13286	29.04
5	Bihar	402044	7705	409749	280488	2815	283303	121556	4890	126446	30.86
6	Chandigarh	1390	0	1390	1000	0	1000	390	0	390	28.06
7	Chhattisgarh	41122	9412	50534	39753	5434	45187	1369	3978	5347	10.58
8	D & Nagar Haveli	946	0	946	841	0	841	105	0	105	11.10
9	Daman & Diu	118	18	136	85	14	99	33	4	37	27.21
10	Delhi	6541	0	6541	4419	0	4419	2122	0	2122	32.44
11	Goa	179	0	179	179	0	179	0	0	0	0.00
12	Gujarat	53688	2148	55836	49649	337	49986	4039	1811	5850	10.48
13	Haryana	13435	7559	20994	11614	5386	17000	1821	2173	3994	19.02
14	Himachal Pradesh	5556	730	6286	5556	693	6249	0	37	37	0.59
15	Jammu & Kashmir	43471	4318	47789	41277	2745	44022	2194	1573	3767	7.88

16	Jharkhand	122678	7134	129812	68075	0	68075	54603	7134	61737	47.56
17	Karnataka	29057	3089	32146	19719	1788	21507	9338	1301	10639	33.10
18	Kerala	2925	666	3591	1525	666	2191	1400	0	1400	38.99
19	Lakshadweep	32	0	32	32	0	32	0	0	0	0.00
20	Madhya Pradesh	178928	20813	199741	144372	9848	154220	34556	10965	45521	22.79
21	Maharashtra	15387	0	15387	15387	0	15387	0	0	0	0.00
22	Manipur	3235	1226	4461	2871	1088	3959	364	138	502	11.25
23	Meghalaya	13417	427	13844	12541	384	12925	876	43	919	6.64
24	Mizoram	2228	598	2826	2193	568	2761	35	30	65	2.30
25	Nagaland	3464	1217	4681	3147	737	3884	317	480	797	17.03
26	Odisha	92337	6584	98921	92337	1665	94002	0	4919	4919	4.97
27	Puducherry	12	54	66	12	23	35	0	31	31	46.97
28	Punjab	10661	2206	12867	10661	1274	11935	0	932	932	7.24
29	Rajasthan	122024	9736	131760	108677	7357	116034	13347	2379	15726	11.94
30	Sikkim	405	108	513	405	85	490	0	23	23	4.48
31	Tamil Nadu	35020	13415	48435	35020	7927	42947	0	5488	5488	11.33
32	Telangana	14277	4175	18452	14277	2657	16934	0	1518	1518	8.23
33	Tripura	6070	613	6683	5808	353	6161	262	260	522	7.81
34	Uttar Pradesh	423285	10060	433345	328245	3941	332186	95040	6119	101159	23.34
35	Uttarakhand	10909	1842	12751	6322	1415	7737	4587	427	5014	39.32
36	West Bengal	200970	42	201012	145850	0	145850	55120	42	55162	27.44



	Total	1933398	122482	205588 0	1516341	61374	157771 5	417057	61108	478165	23.26
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**Annexure II**  
**KVS Annexure**

KENDRIYA VIDYALAYA SANGATHAN																												
STATE/UT WISE SANCTIONED POST, STAFF IN-POSITION AND VACANT POST OF TEACHING STAFF AS ON 15.11.2019																												
Sl.No.	Name of the STATE	Sanctioned Post									In position									Vacant Post								
		PRINCIPAL	VICE PRINCIPAL	PGT	TGT	PRT	PRT (MUSIC)	HM	LIBRARIAN	TOTAL	PRINCIPAL	VICE PRINCIPAL	PGT	TGT	PRT	PRT (MUSIC)	HM	LIBRARIAN	TOTAL	PRINCIPAL	VICE PRINCIPAL	PGT	TGT	PRT	PRT (MUSIC)	HM	LIBRARIAN	TOTAL
1	Andaman & Nicobar Island (UT)	2	2	32	36	34	2	2	2	112	2	1	29	34	30	2	1	2	101	0	1	3	2	4	0	1	0	11
2	Andhra Pradesh	30	14	189	443	406	37	19	35	1173	26	6	164	369	332	33	10	33	973	4	8	25	74	74	4	9	2	200
3	Arunachal Pradesh	15	4	98	154	136	17	3	16	443	12	3	79	129	108	11	0	12	354	3	1	19	25	28	6	3	4	89
4	Assam	55	15	557	634	623	59	28	56	2027	49	12	453	549	491	51	8	47	1660	6	3	104	85	132	8	20	9	367
5	Bihar	48	12	365	694	577	52	25	52	1825	40	10	338	635	489	51	14	48	1625	8	2	27	59	88	1	11	4	200
6	Chandigarh (UT)	5	6	71	107	98	6	7	7	307	5	6	68	102	94	6	5	7	293	0	0	3	5	4	0	2	0	14
7	Chhattisgarh	28	14	262	405	405	36	20	35	1205	23	11	229	340	298	31	15	34	981	5	3	33	65	107	5	5	1	224
8	Dadar & Nagar Haveli (UT)	1	0	11	13	11	1	1	1	39	1	0	10	11	10	1	0	1	34	0	0	1	2	1	0	1	0	5
9	Daman & Diu (UT)	1	0	7	7	6	1	0	1	23	0	0	6	6	6	1	0	0	19	1	0	1	1	0	0	0	1	4
10	Delhi (UT)	45	59	846	1296	1305	71	64	69	3755	45	58	825	1223	1266	69	63	69	3618	0	1	21	73	39	2	1	0	137
11	Goa	5	2	46	71	62	6	4	6	202	4	1	38	60	51	6	0	4	164	1	1	8	11	11	0	4	2	38
12	Gujarat	44	12	361	545	484	45	22	45	1558	39	12	336	480	415	45	11	41	1379	5	0	25	65	69	0	11	4	179
13	Haryana	28	16	292	413	406	36	21	34	1246	28	15	284	379	386	33	13	33	1171	0	1	8	34	20	3	8	1	75
14	Himachal Pradesh	23	3	180	234	186	24	6	24	680	18	3	169	214	144	22	2	19	591	5	0	11	20	42	2	4	5	89

15	Jammu & Kashmir (UT)	35	9	254	402	371	37	14	37	1159	27	9	200	339	266	31	2	30	904	8	0	54	63	105	6	12	7	255
16	LEH (UT)	1	0	11	10	6	1	0	1	30	0	0	7	9	2	0	0	1	19	1	0	4	1	4	1	0	0	11
17	Jharkhand	32	15	270	405	398	40	18	38	1216	31	11	249	368	332	37	11	35	1074	1	4	21	37	66	3	7	3	142
18	Karnataka	45	26	301	734	741	51	32	52	1982	36	20	286	627	637	50	19	47	1722	9	6	15	10 7	104	1	13	5	260
19	Kerala	36	23	425	613	590	40	28	40	1795	30	16	409	538	521	39	6	39	1598	6	7	16	75	69	1	22	1	197
20	Lakshadweep (UT)	1	0	7	7	6	1	0	1	23	0	0	5	5	6	1	0	0	17	1	0	2	2	0	0	0	1	6
21	Madhya Pradesh	95	45	896	1384	1275	115	71	113	3994	82	42	817	1246	1028	108	36	109	3468	13	3	79	13 8	247	7	35	4	526
22	Maharashtra	57	39	570	973	931	63	48	64	2745	52	33	521	851	813	61	36	56	2423	5	6	49	12 2	118	2	12	8	322
23	Manipur	7	3	62	87	82	9	3	9	262	7	3	50	72	57	8	2	8	207	0	0	12	15	25	1	1	1	55
24	Meghalaya	7	2	67	74	64	7	2	7	230	6	2	52	63	57	7	0	6	193	1	0	15	11	7	0	2	1	37
25	Mizoram	4	0	17	36	29	4	1	4	95	3	0	13	24	23	3	0	3	69	1	0	4	12	6	1	1	1	26
26	Nagaland	5	1	38	46	41	6	1	6	144	4	1	28	35	28	3	0	4	103	1	0	10	11	13	3	1	2	41
27	Odisha	55	18	424	710	644	63	28	62	2004	45	16	357	599	526	50	16	56	1665	10	2	67	11 1	118	13	12	6	339
28	Puducherry (UT)	4	1	30	47	57	5	2	5	151	3	1	26	39	45	5	0	3	122	1	0	4	8	12	0	2	2	29
29	Punjab	49	19	440	662	620	50	36	50	1926	41	19	401	577	512	47	20	45	1662	8	0	39	85	108	3	16	5	264
30	Rajasthan	70	25	638	870	843	77	36	76	2635	65	24	615	844	720	76	24	72	2440	5	1	23	26	123	1	12	4	195
31	Sikkim	2	0	<b>20</b>	<b>16</b>	<b>12</b>	<b>2</b>	<b>0</b>	<b>2</b>	54	<b>1</b>	<b>0</b>	<b>17</b>	<b>11</b>	<b>9</b>	<b>1</b>	<b>0</b>	<b>2</b>	41	<b>1</b>	<b>0</b>	<b>3</b>	<b>5</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>0</b>	13
32	Tamil Nadu	41	22	388	676	681	42	35	42	1927	32	17	341	566	587	38	15	38	1634	9	5	47	11 0	94	4	20	4	293
33	Telangana	31	16	207	485	461	35	23	35	1293	25	13	194	430	372	35	17	29	1115	6	3	13	55	89	0	6	6	178
34	Tripura	9	1	66	86	80	9	2	9	262	7	0	55	71	65	7	0	8	213	2	1	11	15	15	2	2	1	49
35	Uttar Pradesh	111	77	1338	1966	1859	135	94	131	5711	103	75	1281	1825	1559	130	51	130	5154	8	2	57	14 1	300	5	43	1	557

36	Uttarakhand	43	17	451	537	454	46	22	45	1615	37	17	410	494	364	44	12	42	1420	6	0	41	43	90	2	10	3	195
37	West Bengal	58	26	575	808	763	60	38	60	2388	46	20	507	711	649	54	18	56	2061	12	6	68	97	114	6	20	4	327
	<b>TOTAL</b>	<b>1128</b>	<b>544</b>	<b>10812</b>	<b>16686</b>	<b>15747</b>	<b>1291</b>	<b>756</b>	<b>1272</b>	<b>48236</b>	<b>975</b>	<b>477</b>	<b>9869</b>	<b>14875</b>	<b>13298</b>	<b>1197</b>	<b>427</b>	<b>1169</b>	<b>42287</b>	<b>153</b>	<b>67</b>	<b>943</b>	<b>1811</b>	<b>2449</b>	<b>94</b>	<b>329</b>	<b>103</b>	<b>594</b>