



सत्यमेव जयते

**PARLIAMENT OF INDIA
RAJYA SABHA**

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

**THREE HUNDRED AND TWENTYTH REPORT
ON**

**Action Taken Note on 312th Report of the Department related Parliamentary
Standing Committee on Education, Women, Children, Youth and Sports on Demand
for Grants (2020-21) of Department of School Education and Literacy, Ministry of
Education.**

(Presented to the Rajya Sabha on 02nd February, 2021)
(Laid on the Table of Lok Sabha on 02nd February, 2021)



**Rajya Sabha Secretariat, New Delhi
February, 2021 /Magha, 1942, (Saka)**

Hindi version of this publication is also available

**PARLIAMENT OF INDIA
RAJYA SABHA**

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

**THREE HUNDRED AND TWENTYTH REPORT
ON**

**Action Taken Note on 312th Report of the Department related Parliamentary Standing Committee
on Education, Women, Children, Youth and Sports on Demand for Grants (2020-21) of
Department of School Education and Literacy, Ministry of Education.**

(Presented to the Rajya Sabha on 02nd February, 2021)
(Laid on the Table of Lok Sabha on 02nd February, 2021)



**Rajya Sabha Secretariat, New Delhi
February, 2021 /Magha,1942, (Saka)**

PAGES

1.	COMPOSITION OF THE COMMITTEE	(i) – (ii)
2.	PREFACE.....	(iii)
3.	*ABBREVIATIONS.....	
4.	REPORT.....	iv
	Chapter-I - Observations/Recommendations which have been accepted by the Government	
	Chapter -II - Observations/Recommendations which the Committee does not desire to pursue in view of the Government’s replies.....	
	Chapter-III - Observations/Recommendations in respect of which replies of the Government have not been accepted by the Committee...	
	Chapter-IV Observation/Recommendations in respect of which replies of the Government is still awaited...	
5.	*OBSERVATIONS/RECOMMENDATIONS OF THE COMMITTEE - AT A GLANCE....	
6.	*MINUTES.....	

* will appended later

COMPOSITION OF THE COMMITTEE

(Constituted w.e.f. 13th September, 2020)

1. **Dr. Vinay P. Sahasrabuddhe** - **Chairman**

RAJYA SABHA

2. Smt. Arpita Ghosh
3. Shri. Bhubaneswar Kalita
4. Shri Vishambhar Prasad Nishad
5. Dr. Sasmit Patra
6. Shri Jyotiraditya M. Scindia
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.

SECRETARIAT

Dr. Shikha Darbari, Joint Secretary and Financial Advisor

Shri Ashok K. Sahoo, Director

Ms. Chitra G., Deputy Secretary

Shri. Mohit Misra, Committee Officer

Smt. Suman Khurana, Committee Officer

PREFACE

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 Twentieth Report of the Committee on the Action Taken by the Government on the Observations/Recommendations contained in the Three Hundred and Twelfth Report on the Demands For Grants (2020-21) of the Department of School Education and Literacy. The Action Taken Notes were received from the Department of School Education & Literacy on 4th August, 2020.

2. Three Hundred and Twelfth Report of the Department-Related Parliamentary Standing Committee on Education, Women, Children, Youth and Sports was presented to Rajya Sabha on 5th March, 2020 and simultaneously laid on the Table of Lok Sabha on 5th March, 2020. Replies of the Government to the observations/recommendations contained in the Report were considered by the Committee at its meeting held on the 21st January, 2021.

3. The Committee considered the Draft Report and adopted the same in its meeting held on 21st January, 2021.

NEW DELHI
21st January, 2021
Magha/1942 (Saka)

Dr. Vinay P. Sahasrabudde
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 Government on the observations/recommendations contained in its 312th Report on the Demands for Grants 2020-21 of the Department of School Education and literacy, which was presented to the Rajya Sabha and laid on the table of Lok Sabha on 5th March, 2020.

2. The Action Taken Notes in respect of observations/recommendations contained in above mentioned Report were received from the Department of School Education and literacy on 04th August, 2020. These have been categorized as follows.

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

Paras-2.2, 2.6, 3.16, 3.26, 3.35, 4.5, 4.9, 4.12, 4.17 , 4.19 & 8.1

Total- 11

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

Paras- 3.32, 3.37, 3.9, 4.7, 4.10, 4.13, 4.17A, 4.20, 5.2, 5.4, 5.6, 5.8, 5.11, 6.4 & 7.4

Total- 15

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

Paras-2.4, 3.13, 3.15, 3.22, 3.34, 3.36, 5.10 & 6.5

Total- 08

Chapter IV: Observation/Recommendations in respect of which replies of the Government is still awaited

Paras- Nil

Total- Nil

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

BUDGETARY ALLOCATION

Observations/Recommendations

1. *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.*

(Para 2.2)

Action Taken: Observations of the Parliamentary Standing Committee have been noted. Request for additional funds will be made to Ministry of Finance at the stage of RE 2020-21 based on expenditure status and requirement of funds received from States. Besides, efforts are also being made to utilize the funds in a judicious and effective manner.

Observations/Recommendations

2. *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.*

(Para 2.6)

Action Taken: Observations of the Parliamentary Standing Committee have been noted and it is informed that the proposed Budget of School Education and Literacy was made by Ministry of Finance based on review of proposal and expenditure of Department. Based on expenditure and demand of funds by States, requirement of additional funds will be requested at the stage of RE 2020-21 and BE 2021-22. Department will try to ensure that adequate funds are provided for the better implementation of Centrally Sponsored Schemes and Central Sector Schemes for overall development of Education Sector in the country.

SAMAGRA SHIKSHA

Observations/Recommendations

3. *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.*

(Para 3.16)

Action Taken: Under Samagra Shiksha, the electrification components under new construction / upgradation of schools, residential schools, hostels etc. include use of Renewable energy like Wind Energy, Solar Energy etc. The sanction of solar electrification is based on the proposals of the States & UTs after considering viability of the proposal. For installation of on-grid and off-grid rooftop solar installations, the area norms and financial norms as prescribed by

Ministry of New & Renewable Energy (MNRE) are followed and implemented in convergence with MNRE. Under Samagra Shiksha, 6,016 solar electrification projects have been sanctioned for elementary and secondary schools.

Observations/Recommendations

4. *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.* (Para 3.26)

Action Taken: During the Appraisal of Annual work plan of States and UTs a rigorous analysis of educational indicators is carried out and States and UTs are advised to plan and implement interventions to fill the gaps wherever they exist. There is a robust monitoring mechanism which monitors all the indicators including drop out at all levels.

Under the Samagra Shiksha Scheme, financial assistance is provided to States and UTs for various activities to reduce number of dropouts, which include opening/strengthening of new schools upto senior secondary level, construction of school buildings & additional classrooms, setting up, upgradation and running of Kasturba Gandhi Balika Vidyalayas, setting up of residential schools/hostels, free uniforms, free text books, transport allowance *etc.*

Samagra Shiksha has integrated vocational education curriculum for class 9-12 classes, which aims to increase the employability of youth by introducing demand driven competency based, modular vocational courses at secondary and senior secondary level. The scheme provides for choice of courses by the girls 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 the girls employment or loans. 17 trades including Agriculture, Apparel Made-ups and Home Furnishings, Automobile, Beauty & Wellness, BFSI, Construction, Electronics, Healthcare, IT & ITeS, Logistics, Media/Entertainment, Multi Skill, Physical Education & Sports, Retail, Security, Telecom & Travel & Tourism and Physical Education and Sports have been approved for schools under the scheme. Course in Gems and Jewellery designing has also been approved for few schools keeping in view the interest of girl students.

In the year 2019-20, Rs. 1330.24 crore has been approved for Vocational Education (Source: PMS). Currently, 611437 girl students are undergoing vocational education.

KASTURBA GANDHI BALIKA VIDYALAYA's (KGBVS)

Observations/Recommendations

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

(Para 3.35)

Action Taken: KGBVs are being run as a part of the scheme of Samagra Shiksha, being implemented by the Department of School Education and Literacy. The draft framework for Samagra Shiksha specifies various instructions for publicity of the KGBVs, which are as follows:

- (i) State Governments will ensure wide publicity to the scheme with publication of guidelines of the scheme in leading regional newspapers and Doordarshan at least once in a year.
- (ii) Achievements of the scheme along with location of KGBVs/Girls Hostel will also be published in leading regional newspapers at least once in a year.
- (iii) One of the walls of the KGBVs/Girls Hostel will be painted with the exact details of what the scheme entails and what each beneficiary is entitled to under the scheme for the information to be readily accessible. Details of grants received and the facilities provided/ assets acquired by the KGBV authorities will also be displayed at each hostel.
- (iv) State Governments will develop publicity material for the scheme in the form of brochure, which will be made available to the Panchayati Raj Institutions and disseminated through them.

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

Observations/Recommendations

6. *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.* (Para 4.5)

Action Taken: The observation of the Committee has been noted for completing the procedural formalities like preparation of EFC, seeking comments of appraisal agencies, obtaining recommendations of EFC and approval of CCEA.

Observations/Recommendations

7. *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, Puducherry 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.*

(Para 4.9)

Action Taken: It is mentioned that, the payment of honorarium to cook-cum-helpers @ Rs.1000/- per month per cook-cum-helper on sharing basis as per approved funding pattern was started w.e.f. December, 2009 as per the decision of Cabinet Committee on Economic Affairs (CCEA) on 19th November, 2009. However, States and UTs may contribute additional funds from their resources in the honorarium to cook-cum-helpers. The issue of revision of honorarium of Cook-cum-Helpers is noted and may be taken up in the EFC Note.

Observations/Recommendations

8. *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. (Para 4.12)

Action Taken: The point regarding completion of kitchen-cum-stores is noted. The States which are lagging behind have been advised time to time for quickly complete the construction work for remaining kitchen-cum-stores. These States will be further advised to complete the same in a time bound manner.

Observations/Recommendations

9. *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.* (Para 4.17)

Action Taken: NGOs under Mid Day Meal are engaged by the States and UTs for providing hot cooked meals through their centralized kitchens. The meals are cooked in centralized kitchens and then transported to schools for serving to the children. States will be advised to ensure close coordination between NGOs and schools to achieve objectives of the scheme.

Observations/Recommendations

10. *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.*

(Para 4.19)

Action Taken: The Mid Day Meal Guidelines envisage use of locally available and culturally acceptable food items in the mid day meal. However, as directed by the Committee, States will be directed to conduct studies on the procurement of locally available food items during 2020-21 through professional institutes of repute.

Observations/Recommendations

11. *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.*

(Para 8.1)

Action Taken: The Ministry has Noted.

CHAPTER-II

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

SAMAGRA SHIKSHA

Observations/Recommendations

1. *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 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.*

(Para 3.32)

Action Taken: To rectify adverse gender gap in enrolment, a three-pronged action-framework, which includes a sector-wide approach, has been adopted at secondary level in Uttar Pradesh, Gujarat, Rajasthan and Madhya Pradesh. This is based on a gender inclusive approach in which states have visualized equitable quality education to girls, which leads to change in status of enrolment, retention and transition and learning outcomes and to empowerment of girls. Three important steps of this process includes the following:

1. *Rights to education* – focuses on the challenges of access to school education.
2. *Rights within education* – emphasize the way in which girls' needs are addressed during the schooling processes improving their retention and transition in higher grades.
3. *Rights through education* – pertaining to the outcomes, including girls' achievements (learning outcomes) and resulting economic and social opportunities.

i. Interventions in Uttar Pradesh:

- 1) **Upgradation of KGBVs:** To rectify gender gap at secondary level Samagra Shiksha Uttar Pradesh is in the process of upgradation of all KGBVs upto class 12th. In year 2019-20, total 84 KGBVs upgraded enrolling 8009 girls.
- 2) **Formation of task force-** Task force formed in all districts under leadership of DM and regular monitoring is being done by the task force to identify gaps and in all KGBVs.
- 3) **Legal awareness:** To make KGBV girls aware regarding their legal rights, sessions are being conducted on Right to birth, Violence against women, Right to equity, Right to vote, POCSO, Early marriage, Dowry, Law against child labor and Domestic violence.
- 4) **'Aao Angrezi Seekhen' radio programme:** To improve English, a programme supported by UNICEF, Aao Angrezi Seekhen designed in entertainment-education (e-e) format, with a central character called Sunita Didi is being implemented.
- 5) **5 days life skill development camps:** Life skill camps are being conducted in KGBVs on the basis of ARMAN module.

- 6) **Theatre workshop:** This training is providing a platform to girls to develop scripts and dramatize it. 10 days' theatre workshops are being conducting in KGBVs under the direction of experts.
- 7) **Scout guide:** In all KGBVs of the state, scout guide camps have been organized.
- 8) **Beti Bachao Beti Parhao programme** is being implemented in districts. The focus is being laid on gender sensitization within the classrooms.

ii. Interventions in Gujarat

- 1) **Community mobilization:** Samagra Shiksha Gujarat have identified 10 districts where there is a high gender gap at secondary level. For improving the GPI of these districts, District gender coordinators, BRCs, CRCs and school Principals identify issues and prepare strategy to improve the transition. SMC/SMDC mobilized to motivate the parents to send their girls to Secondary schools.
- 2) **Upgradation of KGBVs:** Samagra Shiksha Gujarat has upgraded 133 KGBVs up to secondary and senior secondary level enrolling 13434 girls.
- 3) **Free bus passes to girl students:** Free bus passes are being provided to all the school going girl students.
- 4) **Transportation facilities:** Samagra Shiksha Gujarat has identified 78 blocks where distance of the secondary school is more than 5 km. In these blocks, transport facilities will be provided to secondary school students to improve the transition rate in Secondary.
- 5) **Seasonal hostel facilities:** Where migration rate is high, separate seasonal girl hostels will be opened to motivate the girls to continue their studies.
- 6) **Vocational training:** To develop skills, Samagra Shiksha has started vocational training in 260 Secondary schools. Vocational trades like Beauty and wellness, Tourism and Hospitality, Retail, Apparel & made ups and Home furnishing, Electronics and hardware trades are available in the schools. For giving vocational training to KGBV girls, Samagra Shiksha Gujarat signed MoU with NIOS.
- 7) **Career Portal:** Samagra Shiksha Gujarat has launched career portal gujaratcareerportal.com for students to guide them for their future.

iii. Interventions in Rajasthan:

- 1) **Community engagement (Baal Sabha):** Baal Sabhas are observed in all schools to bring community closure to schools where schools share achievements with the community. School heads specifically talk about girls' education and initiatives being taken up by school education. These Baal Sabhas were able to leverage considerable amount of donation from community for schools to improve infrastructure addressing issues related to gender gap.

- 2) **Rajiv Gandhi Career Portal:** State has launched Rajiv Gandhi Career portal to provide opportunity for girls to explore future possibilities and plan their studies accordingly. All students of grade 9 to 12 have been provided individual log in Ids to navigate the portal. Approx 5 lakh girls have registered so far in the portal. This has helped girls to explore possibilities in future.
- 3) **Gargi Manch:** State has formed an adolescent collective in all secondary and senior secondary schools. This initiative is focusing on empowering girls in decision making through various activities and plays a role of catalyst to reach out to girls who are missing out school -education or are potential dropouts. Gargi Manch has mandate to interact with parents and communities to create girl child friendly environment in the community and schools for girls.
- 4) **Self Defense Training:** Department of Education, in partnership with the Police department, has been implementing self defense training programme for girls at secondary and senior secondary level. This has provided girls opportunity to build their capacities to address adverse situation. Programme has also impacted perception of community towards movement of girls. This has also helped in addressing bottleneck in ensuring safe travel to and from schools. Programme was implemented in all secondary and senior secondary schools.
- 5) **Vocational Training of Girls -** With the help of NIOS girls were provided vocational training in cutting–tailoring–dress making and beauty culture. The duration of the courses was 6 months (per course). Total 6230 girls were benefited. NIOS has accredited KGBVs as their centers and after completion of course, girls are provided certificates.
- 6) **Menstrual Hygiene Management:** State has given due attention in addressing issues which hamper regularity and enrolment of girls at secondary education level. A well thought of initiative has been planned to provide incinerators to 1000 secondary schools to provide conducive environment in schools for girls for menstrual hygiene management. The state has prepared specification to purchase and install incinerator and vending machine in select 1000 schools.
- 7) **Transport Voucher:** In Rajasthan many deserts, border & hilly areas districts have scattered population and access of secondary/ sr. secondary schools is more than 5 km. Transport voucher is given by SMCs to Girls Students of rural area of class 9 to 12; who don't have Secondary/Sr. Secondary School/section within 5 km. in rural area and of class 11 & 12 girls of rural area who are studying in urban schools which is more than 5 Km. Approx 42000 girls from most marginalized communities and remote areas were able to access secondary education using transport voucher.
- 8) **Up gradation of KGBVs:** Samagra Shiksha Rajasthan has upgraded 128 KGBVs to class 12 upto year 2019-20 enrolling 29558 girls.

9) **Activities for Co-scholastic and Life Skill Development:** For overall development of girls, there are many other activities conducted, such as exposure visit, scout and guide, sports and cultural activities, etc.

1) **Medical Care and Insurance:** All girls of KGBVs are covered under a group insurance policy – Student Accident Insurance Policy. Besides covering all girls under insurance scheme, regular health check-ups for girls in KGBV are also being conducted.

2) **Madhya Pradesh:**

3) **BVs:** State has 267 upgraded KGBVs XII enrolling 30412 girls to ensure smooth transition of girls and bridging gender gap at secondary level

4) **Sports for Development (S4D) Program-** Sports for Development (S4D) Programme, initiated by UNICEF, is designed for the holistic development of children. This program motivates children to enroll in and attend school and can help improve academic achievements as per National Curriculum Framework 2009 for healthy physical and mental development. This is an integral part of holistic quality education and leads to reduction in school drop-out rates.

5) **Hobby Club-** In Hobby Clubs girls are enrolled according to their hobby and participate in activities which they have opted for.

KASTURBA GANDHI BALIKA VIDYALAYA's (KGBVS)

Observations/Recommendations

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

(Para 3.37)

Action Taken: Department of School Education and Literacy, Ministry of Human Resource Development is providing funds to KGBVs for specific skill training. A total amount of Rs. 4331.02 lakhs has been sanctioned to KGBVs for specific skill training in the year 2019-20. Under Specific Skill Training, States are appointing 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.

Observations/Recommendations

3. *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.*

(Para 3.9)

Action Taken: Funds have not been a problem in the Samagra Shiksha implementation so far. Even though the funds are allocated to States/UTs based upon the approved funding pattern in the scheme many States / UTs are having huge unspent balances lying with them preventing thereby to tap more funds from the central kitty. MHRD has been requesting the States/UTs to

spend and reduce their unspent balances so that they will become eligible to claim more funds from the scheme.

Even though the funds allocated during 2020-21, Rs. 38,750 crores (BE) is low in comparison to our projected demand, these appear to be sufficient for the CFY in view of the unspent balances with the states and the pace of expenditure.

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

Observations/Recommendations

4. *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.* (Para 4.7)

Action Taken: The observation of the Committee has been noted. In this connection, it may be stated that the main reasons for less utilization of funds is savings in NER States occurred because the number of children in North Eastern Region (NER) is 6% approximately of the total number of children approved by Programme Approval Board-Mid Day Meal (PAB-MDM) under Mid Day Meal Scheme whereas as per instructions of Ministry of Finance, 10% of the Budget Estimates for any scheme are to be allocated for NER States. In addition, non-receipt of proposal for the release of recurring central assistance from GNCT of Delhi and less concurrence of non-recurring central assistance for Karnataka and Madhya Pradesh during 2017-18; non-receipt of complete proposal for the release of recurring central assistance to Jammu & Kashmir and non-receipt of proposals for release of non-recurring central assistance from various States during 2019-20 are the other reasons for less utilization of funds during those particular years.

The specific reasons for less utilization of funds during the year 2018-19 is Expenditure Finance Committee recommended inter-alia, in its meeting held on 30th November, 2017, the implementation of Mid Day Meal Scheme with the revised norms.

However, the approval of Cabinet Committee on Economic Affairs (CCEA) was received on 19th February, 2019. By this date, the funds to the States and UTs had been released as per existing norms. Moreover, the States and UTs could not submit their proposals for central assistance on revised norms.

Observations/Recommendations

5. *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 time-bound 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.*

(Para 4.10)

Action Taken: States and UTs are being advised to engage CCHs wherever required as per the norms. It is mentioned that, out of 24.95 lakh engaged cook-cum-helpers, 90% are women from the weak socio-economic segment of the society, widows etc.

Observations/Recommendations

6. *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.* (Para 4.13)

Action Taken: Tasting of meals by teachers and parents has been made mandatory in schools. In majority of schools the practice of tasting of meals is being followed. It partly ensures the quality of meal. Although testing of meals is being done, States and UTs will be advised to increase the number of testing samples as per the guidelines. The supervision of the scheme is ensured through the inspections of schools by the Cluster Resource Personnel, Block Resource Personnel, District Level Officers and State Level Officers. To enable States and UTs to undertake these visits at regular frequency, the Management, Monitoring and Evaluation funds have been revised from 2% to 3% with the approval of CCEA on 19th February, 2019.

Observations/Recommendations

7. *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.* (Para 4.17A)

Action Taken: The Observation/Recommendation of the Committee has been noted. In this regard it is submitted that the supervision of the Scheme is ensured through the inspection of school by Cluster resource personnel, Block level personnel, District & State level officers through school visit at frequent intervals. To facilitate their visits the Central Govt. has also revised MME funds from 2% to 3% with the approval of CCEA on 19.02.2019. It is further mentioned that State/UT wise Grievance Redressal cell has provided Toll-Free number to address complaints at any level in the State.

Observations/Recommendations

8. *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.* (Para 4.20)

Action Taken: A programme of the scale and magnitude of Mid Day Meal Scheme requires a robust, dynamic and well articulated Management Structure at various levels. The monitoring of the scheme at National, State, District, Block and Local Level (Gram Panchayat) and various new initiatives enables to focus on the problem areas and overcome them for improving the implementation of the scheme. This is a dynamic process and persistent action is taken to streamline the implementation of Mid Day Meal Scheme by identifying the bottlenecks and taking appropriate remedial measures for resolving these hurdles.

KENDRIYA VIDYALAYA SANGATHAN

Observations/Recommendations

9. *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 KV's. 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. (Para 5.2)

Action Taken: The requirement funds for KVS is projected when Budget Estimates and Revised Estimates for the particular year are called for. After due consideration, the allocation of funds has been made by the Ministry of Finance. Further requirement of additional funds to be projected by KVS would be taken up with Ministry of Finance at the stage of Revised Estimate as well as demands for supplementary.

The details of fund allocated under BE-2020-21, and the shortfall is mentioned below:-

(Rs. In Crore)

Sl. No.	Head	Estimated Expenditure 2019-20	Estimated Expenditure 2019-20 (excluding arrear)	Proposal of KVS for 2020-21	Allocated BE-2020-21	Shortfall	Remarks
01	GIA-Salaries (OH-36)	4299.42	4100.97	5252.66	4260.00	992.66	Amount required for Monthly Salary during 2020-21=4723.30. There is Shortfall in Monthly Salary =463.30 (4723.30-4260). The fund for TA/DA/CEA/Medical Reimbursement =216 Provision for Vacant post = 87.84 Provision for enhanced rate of NPS=225.52 (including arrears w.e.f. 01.04.2019)
02	GIA-General (OH-31)	2087.02	1449.90*	2064.98	1131.50	933.48	The requirement alone for Pension and Retirement Benefits (DCRG, Commutation and Leave encashment) is Rs 1562.23, whereas total funds allocated under GIA General is Rs 1131.50, hence there is Shortfall in Pension and Retirement benefits= 430.73 (1562.23-1131.50). Funds also required for : Special Repair & Maintenance =

							219.77 Training to staff=23.83 HEFA= 87.45 Admn. & Gen. Exp= 74.70 Remuneration to Contractual Teacher= 97.00
03	Grants for Creation of Capital Assets (OH-36)	143.90	143.90	464.30	125.00	339.30	For ongoing construction work=272.58 For Replacement of 21 KVs= 66.72 It is relevant to mention that due to inadequate fund allocation under Grants for Creation of Capital Assets, the constructions of school building is financed through HEFA. Above requirement is only for the activities not covered under HEFA .
Total		6530.34	5694.77* *	7781.94	5516.5 0	2265.4 4	

Observations/Recommendations

10. *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.* (Para 5.4)

Action Taken: Kendriya Vidyalaya Sangathan (KVS) had demanded a sum of Rs. 1157.59 crore for construction activities during 2019-20. But a sum of Rs. 137.88 crore allocated / sanctioned for construction activities, which was inadequate for ongoing construction works. Due to shortage of fund only 07 school buildings were completed.

However, to overcome the delay in completion of building & cost overrun, the proposal for Revised Cost Estimate (RCE) of 144 KVs had been considered by the Expenditure Finance Committee (EFC) on 18.6.2020 and the EFC had recommended that “allocation of funds for the purpose would be project based through gross budgetary support rather than through HEFA funding”.

For the year 2020-21, a sum of Rs. 125.00 crore has only been allocated against the demand of Rs. 1741.04 crore for construction activities. The requirements of funds during the current financial year would be projected at the time of firming up the RE 2020-21 proposals.

Observations/Recommendations

11. *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.*

(Para 5.6)

Action Taken: Kendriya Vidyalayas are functioning across the country, including difficult terrains. The employees posted at hard stations are provided accommodation, to the extent possible, for a safe and secure environment. Secondly, the employees posted at hard stations have a fixed tenure of 3 years, after which they become eligible to be transferred to their choice place. It is further stated that the candidates, who have been appointed in remote areas like North East Region are benefited of special duty allowance which is @10% of the basic pay and other related allowances.

The process of recruitment for the vacant teaching and non-teaching posts in KVS has been initiated. Earlier it was planned to be completed by June 2020. However, KVS could not go ahead with the recruitment exercise as planned because of the imposition of the lockdown due to the prevailing COVID-19 situation. If, as announced, the lockdown is relaxed, then KVS would be able to conduct the written exam in August 2020 for the teaching and non teaching posts, provided the same is agreed to by the agencies concerned, i.e., CBSE and EdCIL.

CONCLUSION

Observations/Recommendations

12. *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.*

(Para 5.8)

Action Taken: The allocation of funds to NER, SC and ST are done by Govt. of India. However, it is stated that as per the reservations prescribed by Govt. of India for SC and ST, selected candidates are appointed in each and every region in order to give equal distribution as per the requirement of the Region. It is further stated that the vacancies lying in such areas would be filled up from the ensuing recruitment process so that the studies of the students may not suffer. Funds as per requirement are made available to meet the welfare and needs of NER, SC and ST candidates.

Observations/Recommendations

13. *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.*

(Para 5.11)

- **Action Taken:** Artificial Intelligence (AI) is already in demand and much needed update to the school curriculum, including modernizing school curriculum, focusing on core concepts and embedding interdisciplinary themes and competencies with the end goal of making learning more enjoyable and useful in student's lives. AI is increasingly used in education and learning contexts. The collision of three areas – data, computation and education – is set to have far-reaching consequences, raising fundamental questions about the nature of education: what is taught and how it is taught.

Artificial Intelligence (AI) has been introduced in 1140 Kendriya Vidyalayas across the country in class VII as skill course from session 2020-21 and registration with CBSE has been completed.

- The objective of setting up the Atal Tinkering labs is to help instill a ‘maker’ spirit in young people, by providing opportunities for working outside the classroom, using hands-on experimentation and collaboration with the latest technology, and designing it to provide much needed solutions. The program aims to bring the do-it-yourself culture to the forefront, encourage and motivate students to become solution providers and get engaged in self-learning that will not only lead to the development of higher order thinking skills, but may eventually lead to discoveries, innovations and inventions.
- The content has been divided into modules; each module helps to build a specific skill set and takes students closer to the overall objective of acquiring the appropriate skills and becoming a tinkerer – a creator, a maker - in simple words, a solution provider. The five modules include -

(a) Digital Literacy

- To enhance students’ knowledge and skills in working with computers & other devices
- To introduce them to the basics of internet and how to be safe while using it
- To make students computer literate, thereby enabling them to create and innovate using technology
- Would have understood the basics of computers, and learnt how to use basic computer applications for collaboration like presentation, word processing, spreadsheets and multimedia applications
- Would have become adept at using internet search, email and various social media platforms and will be able to communicate, collaborate and create things like resumes, flyers, invitations, budgets etc. through hands-on activities
- Would have become cyber safe and will be able to protect themselves online

(b) Ideation

- To introduce students to the concept of ideation
- To encourage them to think out of the box, look at the world around them, identify problems and think of potential solutions
- Would have started to think over and above the everyday activities
- Would know how to generate multiple ideas to solve one problem statement

(c) Design Thinking

- To introduce and expose the students to the concept of Design Thinking,
- To enable them to practice and identify design opportunities through various phases with the help of hands-on activities
- Would have understood the concept of design thinking and its application for problem solving
- Would have been exposed to various phases of Design Thinking, getting a deeper understanding of each one of them with real-time activities

(d) Computational Thinking

- To help the students to develop their ideas into a robust step-by-step solution using adequate technology
- To introduce them to the concept of Computational Thinking - its key techniques/approaches
- To give them an understanding of algorithms, flowcharts, sensors, development boards, programming through hands-on/DIY activities and exposure to various resources
- Would have understood the concept of Computational Thinking and its application for problem solving
- Would know how to develop their ideas into flowcharts, algorithms and convert them into programming language
- Would have undergone real-time hands-on projects using sensors, coding while understanding their multiple applications
- This leads to learning of four key techniques of computational thinking:
 - (i) Decomposition - breaking down a complex problem or system into smaller, more manageable parts (e.g. where to go, how to complete the level)
 - (ii) Abstraction - focusing on the important information only, ignoring irrelevant detail (e.g. weather, location of exit)
 - (iii) Pattern recognition – looking for similarities among and within problems (e.g. knowledge of previous similar problems used)
 - (iv) Algorithms - developing a step-by-step solution to the problem, or the rules to follow to solve the problem (e.g. to work out a step-by-step plan of action)
- Understanding Algorithms and Flowcharts
- Understanding Sensors and Actuators, and their applications
- Understanding Circuits

(e) Physical Computing

- To provide hands-on experience of basic coding, using sensors for various activities and getting to work with microcontroller boards
- Would have understood the basics of computers, and learnt how to use basic computer applications for collaboration like presentation, word processing spreadsheets etc.

Persistent efforts are being made by KVS to adopt afore mentioned technologies for betterment of the students.

NAVODAYA VIDYALAYA SAMITI

Observations/Recommandations

14. *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.*

(Para 6.4)

Action Taken: Navodaya Vidyalaya Scheme envisages for opening of a JNV in each district of the country. So far 661 JNVs have been sanctioned, all over the India, except Tamil Nadu state, which has not yet accepted Navodaya Vidyalaya Scheme. Out of these JNVs, 645 have been made functional and 16 are non-functional for want of suitable land and temporary accommodation. Further, out of these 16 JNVs 15 JNVs are new, which have been sanctioned in 2016-17 (Nov. 2016) and one JNV in Kamrup Metro (Assam) was sanctioned in 2007-08. The lands for construction of JNVs have been provided by the State Govt. during the year 2017, 2018 & 2019. Still in case of 19 JNVs clear land is yet awaited. The concerned State Government/District Administration is being continuously chased to provide suitable land and temporary accommodation for these JNVs. These issues have also been taken up with State Govt at Secretary and Hon'ble Minister level.

For opening/commencement of the Vidyalaya, the concerned State Government/District Administration has to provide 30 acres of land (relaxable on case to case basis), free of cost, for construction of permanent school building and to make available a suitable rent free accommodation sufficient enough to house about 240 students and 25 staff members for a period of 3 to 4 years or till construction the building at permanent site. As on date 573 JNVs are functioning from permanent site and 72 JNVs are functioning from temporary site. Out of these 72 JNVs, only 30 are old school and rest have been sanctioned only in end of 2016. Construction for the JNVs at permanent site is under progress for these JNVs.

It is pertinent to mention here that after getting the proposal for suitable land for permanent site and sufficient accommodation at temporary site the JNVs are made functional without waiting for completion of the construction at permanent site so as make available the quality education of JNVs to the children of the concerned district at the earliest.

SCHEME FOR PROVIDING EDUCATION TO MADARSAS/MINORITIES

Observations/Recommendations

15. *The Committee notes that the Department has not been able to utilise the funds allocated to the Scheme for providing education to madarasas/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.*

(Para 7.4)

Action Taken: The Year-wise Budget allocation and Expenditure occurred under SPEMM scheme during the years 2017-18, 2018-19 and 2019-20 are as under:

Amount in Rs. Crore

Year	BE	RE	SPQEM Release	IDMI Release	Total
2017-18	120.00	120.00	77.59748	30.29642	107.8939
2018-19	120.00	120.00	14.67677	3.573275	18.250045
2019-20	120.00	120.00	63.57528	7.3581	70.93338

The balance amount during the years from 2017-18 to 2019-20 were not released to the respective State Governments due to non-receipt of the complete requisite documents to this Ministry.

CHAPTER-III

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

BUDGETARY ALLOCATION

Observations/Recommendations

1. *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.* (Para 2.4)

Action Taken: The allocation for NER, SCSP and TSP components are made as per the mandated provisions in this regard, which is 10% for NER, 20% for SCSP and 11% for TSP of the overall Scheme allocation w.r.t Department of School Education and Literacy. Department has accordingly made provisions for the development of NER region, SCSP and TSP. The observation made by the Committee has been noted, however, it is informed that allocation for these components has not been reduced in absolute terms as compared to the previous year's Budget allocation under these components. Funds have been increased in each of the components for NER, SCSP and TSP. This may be seen as per the table below:

Rs. in Crore

NER ALLOCATION	BUDGET ESTIMATES 2019-20			REVISED ESTIMATES 2019-20/ FINAL GRANT 2019-20			BUDGET ESTIMATES 2020-21		
	BE	NER	NER %	RE	NER	NER %	BE	NER	NER %
SCHEME ALLOCATION	48038.60	4806.36	10.01 %	46423.41	4388.79	9.45%	50600.00	5060.00	10.00 %
NON SCHEME ALLOCATION	8498.03	370.42	4.36%	10113.22	787.99	7.79%	9245.00	120.00	1.30%
TOTAL	56536.63	5176.78	9.16%	56536.63	5176.78	9.16%	59845.00	5180.00	8.66%

SC ALLOCATION	BUDGET ESTIMATES 2019-20			REVISED ESTIMATES 2019-20/ FINAL GRANT 2019-20			BUDGET ESTIMATES 2020-21		
	BE	SC	SC %	RE	SC	SC %	BE	SC	SC %
SCHEME ALLOCA	48038.60	9612.72	20.01 %	46423.41	9344.93	20.13%	50600.00	10130.00	20.02 %

TION									
NON SCHEME ALLOCATION	8498.03	645.20	7.59%	10113.2 2	985.70	9.75%	9245.00	140.00	1.51%
TOTAL	56536.6 3	10257.9 2	18.14 %	56536.6 3	10330.6 3	18.27 %	59845.0 0	10270.0 0	17.16 %

ST ALLOCATION	BUDGET ESTIMATES 2019-20			REVISED ESTIMATES 2019-20/ FINAL GRANT 2019-20			BUDGET ESTIMATES 2020-21		
	BE	ST	ST %	RE	ST	ST %	BE	ST	ST %
SCHEME ALLOCATION	48038.6 0	5486.48	11.42 %	46423.4 1	5469.94	11.78%	50600.0 0	5574.00	11.02 %
NON SCHEME ALLOCATION	8498.03	345.13	4.06%	10113.2 2	461.46	4.56%	9245.00	270.00	2.92%
TOTAL	56536.6 3	5831.61	10.31 %	56536.6 3	5931.40	10.49 %	59845.0 0	5844.00	9.77%

It is mentioned that all efforts will be made by Department to ensure that programmes under these sectors do not suffer due to any shortfall.

Further comments of the Committee

The Committee notes that the Department has stated that funds have been increased in each of the components for NER, SCSP and TSP. However, on analysis of the data furnished, it indicates that for NER the RE 2019-20 was Rs 5176.78 crore i.e. 9.16% while for BE 2020-21 is Rs 5180.00 crore i.e. 8.66%, while for SCSP, RE 2019-20 was Rs 10,330.63 crore i.e. 18.27% while BE 2020-21 is Rs 10,270.00 crore i.e. 17.16% while for TSP the RE 2019-20 was Rs 5931.40 crore i.e. 10.49% while BE 2020-21 is Rs 5844.00 crore i.e. 9.77%. Therefore, it indicates that only in case of NER only a slight increase in funds is there while in case of SCSP and TSP the funds have decreased both in percentage terms and in absolute terms. The Committee, accordingly, recommends the Department to rectify this situation and ensure that constraint of funds do not hamper the implementation of these schemes.

SAMAGRA SHIKSHA

Observations/Recommendations

2. *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.

(Para 3.13)

Action Taken: In spite of all the measures/precautions taken to complete the infrastructure works in time, delay occurred during execution of works. The main reasons for the delay are:

- i. Non availability of construction site free from all encumbrances.
- ii. Difficult terrain
- iii. Shortage of skilled / semi skilled labour
- iv. Shortage of building materials for construction specifically in remote areas such as forests, remote mountainous terrain etc.
- v. Impact of natural calamities
- vi. Litigation on the site and related issues
- vii. Court Cases
- viii. Delay in release of funds to the implementing agencies by the states.

In order to complete the infrastructure works under Samagra Shiksha in time, physical progress of the States and UTs is regularly monitored. Some of the monitoring mechanisms are following:

(i) **Monitoring through PMS portal:**

The progress of infrastructure works under Samagra Shiksha is monitored online through PMS portal w.e.f. 01.04.2018. States & UTs update the physical and financial progress of works on a regular basis. The data of physical progress reported by the States & UTs on PMS portal is analysed and States/UTs are advised to take corrective measures in the areas where progress is low. The old pending works are being reviewed with the states and cleared or surrendered if not feasible.

(ii) **National Workshop/ progress review meeting:**

National Workshop/ progress review meetings for infrastructure works are conducted regularly. The last National Workshop/ progress review meeting with State Project Director, State Project Engineers / Civil Works Coordinators along with Finance Controllers and PMS Coordinators was held at New Delhi from 4th No. 2019 to 8th Nov. 2019. During this meeting, detailed physical progress, status of non started works, updating the progress in PMS portal etc. were discussed. The States/ UTs were also requested to review the viability and take immediate action to start the non started works. The State and UTs were also advised to expedite progress of spill over civil works and prioritise completion of ongoing or old works before taking up new works.

(i) **Visit of Sr. Officers and Consultants :**

The progress of various components of Samagra Shiksha scheme including infrastructure is also monitored through the visits of Senior Officers and Consultants to States and UTs. During the visits, review of scheme is done in the meetings with the officials at State level, District level, Block level and field functionaries followed with field visits.

(ii) **Review of progress by Project Approval Board:**

During the annual meeting of Project Approval Board for the approval of the State/UT Annual Works Plan and Budget (AWP&B), the progress of various interventions including that of schools infrastructure are also reviewed. The approval of infrastructural works is given on the basis of progress of works allocated to the States & UTs in previous years.

In addition to above, the States and UTs are regularly advised to get the basic facilities like toilets, drinking water, electrification including their maintenance etc. in convergence with other relevant schemes of the Central and State Governments and also through CSR fund etc.

(iii) **Sharing of Best Practices with other States**

The States and UTs are regularly advised to upload best practices including construction & maintenance practices followed by States and UTs in SE Shagun web Portal of the Ministry for wide dissemination and adoption by other States & UTs.

Further comments of the Committee

The Committee appreciates the efforts made by the Union Ministry of Education and the States to expedite the creation of infrastructure assets like toilets, drinking water, electrification including their maintenance etc but is also constrained to note that the desired results have not been achieved. The Committee, therefore, recommends that the reasons furnished by the Department for the delay in the construction of the desired infrastructure needs to be addressed at the earliest and the Department along with the concerned States should draw up a time schedule for completing the infrastructure projects. Any deviance from the time schedule should be taken seriously and remedial measures should be taken to cover up for the delay.

Observations/Recommendations

3. *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.* (Para 3.15)

Action Taken: The playground and compound walls for Government run schools in the villages are provided through Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA) and under convergence with other Government Departments and with community participation as per Samagra Shiksha norms.

Ministry of Rural Development vide their notification S.O. 973(E) dated 27th March 2017, has inter-alia made the provision in the Mahatma Gandhi National Rural Employment Guarantee Act, 2005 for construction of play fields and compound walls for Government run schools in the villages.

Further comments of the Committee

The Committee is not satisfied with the comments/clarification furnished by the Department as no action plan for construction of boundary walls in schools has been provided. The construction of boundary walls is an important component in ensuring the safety of the students and the property of the school. The Committee, therefore, again recommends that the Department should take up the issue with the States and UTs and fast-track the construction process. Infact, a well constructed school would also help the children identify with the school and feel a sense of attachment.

Observations/Recommendations

4. *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.*

(Para 3.22)

Action Taken: Education is in the concurrent list of the Constitution. The recruitment, service conditions and deployment of teachers including staff members come under the purview of the respective State and Union Territory (UT) Government. The Right of Children to Free and Compulsory Education (RTE) Act, 2009 in its Schedule lays down Pupil-Teacher Ratio (PTR) for both primary and upper primary schools which is 30:1 and 35:1 respectively. As per the framework of erstwhile scheme Rashtriya Madhyamik Shiksha Abhiyan (RMSA)- now subsumed under Samagra Shiksha, PTR at secondary level should be 30:1. As per the Unified District Information System for Education (UDISE) 2017-18 (provisional), the PTR at national level for primary schools is 23:1, for upper primary schools is 25:1 and for Secondary level is 26:1.

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 and opening of new schools. Further, the Central Government through the centrally sponsored Scheme of Samagra Shiksha provides assistance to the States and UTs for deployment of additional teachers to maintain appropriate Pupil Teacher Ratio as per the prescribed norms for various levels of schooling. 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 and also reviews in the annual Project Approval Board Meetings and other review meetings.

Further comments of the Committee

The Committee, while noting the routine reply of the Department would like to know what specific strategy has been employed concerning the States of Bihar, Jharkhand, Assam, Kerala, UP, Uttarakhand and West-Bengal where huge vacancies of teachers exist as issuing advisories interventions and request have not elicited the desired result so far. The Committee recommends the Department to frame State specific strategies to reduce the backlog of teacher's vacancies.

KASTURBA GANDHI BALIKA VIDYALAYA's (KGBVS)

Observations/Recommendations

5. *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.*

(Para 3.34)

Action Taken: As on 31.12.2019, status of civil work of KGBV buildings is as under:

No. of KGBVs Sanctioned	No. of KGBVs operational	Civil Work Status		
		Completed	In progress	Not started
5930	4881	4855	444	631

444 KGBV building where civil work is in progress, are expected to be completed within the current financial year 2020-21.

Further, 631 KGBV buildings for which construction is yet to be started, the Department of SE&L is continuously pursuing the matter with respected States/UTs to begin and expedite the construction work and operationalise the pending KGBVs. In this regard, a letter dated 12.09.2019 has been sent to the State Project Directors of Andhra Pradesh, Bihar, Chhattisgarh, Jharkhand, Maharashtra, Odisha, Telangana, Uttar Pradesh and West Bengal States to expedite the construction work of KGBV buildings in LWE districts.

In addition to this, this Department had sent separate letters on 07.11.2019 to the Addl. Chief Secretary/Principal Secretary/Secretary of States/UTs except Jammu and Kashmir, where some KGBVs are non-operational, to expedite the process of operationalisation of the KGBVs.

Also the matter of pending civil works was reviewed in a workshop held from 4th to 8th November, 2019 with States and UTs, where states and UTs were requested to expedite the work and operationalise the pending KGBVs.

Further comments of the Committee

The Committee emphasises the fact that KGBVs as a concept are critical for reaching out to the girl students residing in the remote and inaccessible parts of the country i.e. the Educationally Backwards Blocks. More efforts need to be invested in making these schools functional/operational to attract the girl students to them and not only educate them but also help them become financially independent. The Committee therefore, recommends that the remaining KGBVs be made functional/operational at the earliest with all the infrastructural amenities.

Observations/Recommendations

6. *The Committee further recommends that the Department should upgrade all the KGBVs up to 12th Standard as early possible.*

(Para 3.36)

Action Taken: As per assessment based on proposals /requirements of States, it is expected that 2045 KGBVs will be upgraded from class VIII to class XII and 844 KGBVs will be upgraded from class X to class XII in a phased manner.

State-wise details of KGBVs which will be upgraded from class VIII to class XII is as under:

Arunachal Pradesh (46), Assam (14), Bihar (493), Chhattisgarh (94), D & N Haveli (01), Gujarat (32), Haryana (12), Himachal Pradesh (3), Jammu & Kashmir (99), Karnataka (71), Madhya Pradesh (141), Maharashtra (43), Manipur (05), Meghalaya (10), Mizoram (01), Nagaland (11), Punjab (10), Rajasthan (91), Tamil Nadu (54), Tripura (09), Uttar Pradesh (692), Uttarakhand (21) and West Bengal (92).

State-wise details of KGBVs which will be upgraded from class X to class XII is as under:

Andhra Pradesh (181), Arunachal Pradesh (03), Assam (67), Gujarat (47), Manipur (06), Odisha (182), Sikkim (01), Tamil Nadu (03), and Telangana (354).

The task of upgradation of the KGBVs was started in the year 2018-19 and by the end of the year 2019- 20 a total of 1838 KGBVs have been upgraded upto class XII.

Further comments of the Committee

The Department has given the details about the schedule for upgrading the 2045 KGBVs to class XII whereas the Committee had recommended for upgrading all the KGBVs to class XII. The Committee is, therefore, constrained to recommend again that all the KGBVs be upgraded to class XII level. This is a practical consideration as girl students would have to shift to another school after finishing class VIII/X if the concerned KGBV is not upgraded to class XII, or these students would have to leave their studies. Accordingly, the Department should take concrete steps for upgrading these schools at the earliest.

KENDRIYA VIDYALAYA SANGATHAN

Observations/Recommendations

7. *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.*

(Para 5.10)

Action Taken: Opening of new Kendriya Vidyalayas is an ongoing process. New Kendriya Vidyalayas are opened on receipt of a proposal from the sponsoring authority on fulfilling of mandatory prerequisites prescribed for the purpose. Govt. of India has opened as many as 114 new Kendriya Vidyalayas during years 2014-15 to 2019-20 and 30 new Kendriya Vidyalayas during the year 2019-20 itself.

Accordingly, at present 1235 Kendriya Vidyalayas (including 03 abroad) have been opened by Govt. of India all over the country which are successfully completing the task of imparting quality education to more than 13 lakhs students.

It's worth mentioning that Govt. of India sanctioned 50 new Kendriya Vidyalayas in March, 2019 out of which 19 Kendriya Vidyalayas are yet to be opened and similarly 04 more new KVs, out of the sanction of 13 Kendriya Vidyalayas sanctioned by the Govt. of India in August, 2018, are yet to be opened. However, these KVs are likely to be opened during the year 2020-21.

With regard to opening of new Kendriya Vidyalaya abroad, the same are opened on receipt of a formal request from the Embassy of India in that particular country. Proposals thus received are examined in consultation with Ministry of External affairs, Govt. of India. Such Kendriya Vidyalayas are opened on self- Financed basis. Presently, 03 Kendriya Vidyalayas are functioning abroad, i.e., 01 each at Moscow, Kathmandu and Tehran. At present, Kendriya Vidyalaya buildings are constructed as double story and triple story only.

Further comments of the Committee

The Committee recommends that keeping in view the fact that a number of Indians today are settled in different parts of the world, hence KVS should take undertake a feasibility study for opening KVs in these countries. Further, as opening new KVs in lengthy process KVS should explore possibilities for constructing multi-storied class rooms in existing KVs as it would address the shortage of KVs and also help better utilization of infrastructure.

NAVODAYA VIDALAYA SAMITI

Observations/Recommendations

8. *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.*

(Para 6.5)

Action Taken: Vacancies keeps on arising in JNVs due to opening of new JNVs, upgradation of JNVs to higher classes, sanctioning of streams in JNVs, promotion, retirement, resignation, death etc. Constant efforts are made by the Samiti to fill up the vacancies on priority by conducting Recruitment Drives & promotion drives from time to time.

As on 31.01.2020, vacancy position of Principal, Vice Principal, PGTs, TGTs & Misc Category of Teachers is as under:

Post	Sanctioned	In Position	Vacancy
Principal	632	590	42
Vice Principal	500	328	178
PGTs	4815	3999	816
TGTs	5732	4218	1514
Misc Category of Teachers	3259	2604	655

Action taken to fill up these vacancies are as under:

Principal: Out of 632 Principals, 590 are in position. 42 vacancies of Principals exist. Against these 42 vacancies, details of joining in respect of 35 Principals promoted under Seniority cum Fitness & LDCE quota are awaited from Regional Offices as they are not able to join to the promoted post due to ongoing lockdown.

As such, the net vacancies for the post of Principal will be only 07 after joining of above 35 Principals promoted under Seniority cum Fitness & LDCE quota which is less than 1% as compared to around 30% in 2016.

Status of Vice Principal:

Out of 500 sanctioned post of Vice Principals, 328 are in position. Process to fill up 80 vacancies of Vice Principal under LDCE promotion quota has been completed and offers issued. Joining is

awaited due to ongoing lockdown. Accordingly, apparently 92 vacancies of Vice Principal exists. Immediate steps will be taken to fill up the remaining vacancies by conducting DPC for promotion on seniority cum fitness basis on resuming the normalcy in functioning after lockdown.

Status of PGTs:

Out of 4815 posts of PGTs, 3999 are in position. Process to fill up vacancies on direct basis and LDE basis has been completed for 727 PGTs. Hence, only 89 posts of PGTs will be vacant.

As such, vacancy for the post of PGTs will be less than 2% which was around 20% in 2016.

Status of TGTs:

Out of 5732 posts of TGTs, 4218 are in position. Process to fill up vacancies direct basis has almost been completed for 1295 TGTs. However, due to Pandemic of CORONA, interviews were cancelled in mid between. After its completion, around 219 posts of TGTs will only be vacant.

As such, vacancy for the post of TGTs will be less than 4% which was around 18% in 2016.

Recruitment Notification to fill up 1295 vacancies of TGTs was issued in July 2019. Computer Based Test was conducted in Sept 2019. Interviews were scheduled from 16.03.2020 to 28.03.2020 but deferred due to ongoing corona activities.

It may be evident from the above that on completion of the Recruitment Drive July 2019, majority of the vacancies will be filled up and vacancies remains to be filled up will only 2% to 3% of the overall sanctioned post of Teaching Cadre.

Further, it is to mention that to cater the academic needs of the students, teachers purely on short term contract basis are engaged against vacant posts till these posts are filled up by making posting of regular teachers.

Further comments of the Committee

The Committee takes note of the steps taken to address the issues of shortage of teachers in the JNVs and recommends that subject-wise vacancies of teachers should be reduced at the earliest so that the students are not deprived of the benefits of quality education which happens to be the hallmark of JNVs.

CHAPTER - IV
OBSERVATIONS/RECOMMENDATIONS IN RESPECT OF WHICH FINAL REPLIES
OF
THE GOVERNMENT ARE STILL AWAITED.

Nil

OBSERVATIONS/RECOMMENDATIONS OF THE COMMITTEE – AT A GLANCE
BUDGETARY ALLOCATION

The Committee notes that the Department has stated that funds have been increased in each of the components for NER, SCSP and TSP. However, on analysis of the data furnished it indicates that for NER the RE 2019-20 was Rs 5176.00 crore i.e. 9.16% while for BE 2020-21 is Rs 5180.00 crore i.e. 8.66%, while for SCSP for RE 2019-20 was Rs 10,330.63 crore i.e. 18.27% while BE 2020-21 is Rs 10,270.00 crore i.e. 17.16% while for TSP for RE 2019-20 was Rs 5931.40 crore i.e. 10.49% while BE 2020-21 is Rs 5844.00 crore i.e. 9.77%. Therefore, it indicates that only in case of NER only a slight increase in funds is there while in case of SCSP and TSP the funds have decreased both in percentage terms and in absolute terms. The Committee, accordingly, recommends to the Department to rectify this situation and ensure that constraint of funds do not hamper the implementation of these schemes.

(Para 2.4)

SAMAGRA SHIKSHA

The Committee appreciates the efforts made by the Union Ministry of Education and the States to expedite the creation of infrastructure assets like toilets, drinking water, electrification including their maintenance etc but is also constrained to note that the desired results have not been achieved. The Committee, therefore, recommends that the reasons furnished by the Department for the delay in the construction of the desired infrastructure need to be addressed at the earliest and the Department along with the concerned State should draw up a time schedule for completing the infrastructure projects. Any deviance from the time schedule should be taken seriously and remedial measures should be taken to cover up for the delay.

(Para 3.13)

The Committee is not satisfied with the comments/clarification furnished by the Department as no action plan for construction of boundary walls in schools has been provided. The construction of boundary walls is an important component in ensuring the safety of the students and the property of the school. The Committee, therefore, again recommends that the Department should take up the issue with the States and UTs and fast-track the construction process. Infact, a well constructed school would also help the children identify with the school and feel a sense of attachment.

(Para 3.15)

The Committee, while noting the routine reply of the Department would like to know what specific strategy has been employed concerning the States of Bihar, Jharkhand, Assam, Kerala, UP, Uttarakhand and West-Bengal where huge vacancies of teachers exist as issuing advisories interventions and request have not elicited the desired result so far. The Committee recommends the Department to frame State specific strategies to reduce the backlog of teacher's vacancies.

(Para 3.22)

KASTURBA GANDHI BALIKA VIDYALAYA's (KGBVS)

The Committee emphasises the fact that KGBVs as a concept are critical for reaching out to the girl students residing in the remote and inaccessible parts of the country i.e. the Educationally Backwards Blocks. More efforts need to be invested in making these schools functional/operational to attract the girl students to them and not only educate them but also help them become financially independent. The Committee therefore, recommends that the remaining KGBVs be made functional/operational at the earliest with all the infrastructural amenities.

(Para 3.34)

The Department has given the details about the schedule for upgrading the 2045 KGBVs to class XII whereas the Committee had recommended for upgrading all the KGBVs to class XII. The Committee is therefore constrained to recommend again that all the KGBVs be

upgraded to class XII level. This is a practical consideration as girl students would have to shift to another school after finishing class VIII/X if the concerned KGBV is not upgraded to class XII, or these students would have to leave their studies. Accordingly, the Department should take concrete steps for upgrading these schools at the earliest.

(Para 3.36)

KENDRIYA VIDYALAYA SANGATHAN

The Committee recommends that keeping in view the fact that a number of Indians today are settled in different parts of the world, hence KVS should take undertake a feasibility study for opening KVs in these countries. Further, as opening new KVs in lengthy process KVS should explore possibilities for constructing multi-storied class rooms in existing KVs as it would address the shortage of KVs and also help better utilization of infrastructure.

(Para 5.10)

NAVODAYA VIDALAYA SAMITI

The Committee takes note of the steps taken to address the shortage of teachers in the JNVs and recommends that subject-wise vacancies of teachers should reduced at the earliest so that the students are not deprived of the benefits of quality education which happens to be the hallmark of JNVs.

(Para 6.5)