



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

**232**

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

**TWO HUNDRED THIRTY SECOND REPORT**

**ON**

**ACTION TAKEN BY GOVERNMENT ON THE  
RECOMMENDATIONS/OBSERVATIONS CONTAINED IN  
THE TWO HUNDRED TWENTY FIRST REPORT ON  
DEMANDS FOR GRANTS 2010-2011 (DEMAND NO. 57) OF THE  
DEPARTMENT OF SCHOOL EDUCATION AND LITERACY  
(MINISTRY OF HUMAN RESOURCE DEVELOPMENT)**

**(PRESENTED TO THE RAJYA SABHA ON 8<sup>TH</sup> MARCH, 2011)  
(LAID ON THE TABLE OF LOK SABHA ON 8<sup>TH</sup> MARCH, 2011)**

**RAJYA SABHA SECRETARIAT  
NEW DELHI**

**JANUARY, 2011/PAUSA, 1932 (SAKA)**



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## RAJYA SABHA

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COMPOSITION OF THE COMMITTEE ON HRD  
(2010-11)

**RAJYA SABHA**

1. Shri Oscar Fernandes — *Chairman*
2. Shrimati Mohsina Kidwai
3. Dr. K. Keshava Rao
4. Shri Prakash Javadekar
5. Shri M. Rama Jois
6. Shri Pramod Kureel
7. Shri N.K. Singh
8. Shrimati Kanimozhi
9. Dr. Janardhan Waghmare
10. Shri N. Balaganga

**LOK SABHA**

11. Shri Kirti Azad
12. Shri P. K. Biju
13. Shri Jeetendra Singh Bundela
14. Shri Suresh Chanabasappa Angadi
15. Shrimati J. Helen Davidson
16. Shri P.C. Gaddigoudar
17. Shri Rahul Gandhi
18. Shri Deepender Singh Hooda
19. Shri Prataprao Ganpatrao Jadhao
20. Shri Suresh Kalmadi
21. Shri P. Kumar
22. Shri Prasanta Kumar Majumdar
23. Capt. Jai Narain Prasad Nishad
24. Shri Sheesh Ram Ola
25. Shri Tapas Paul
26. Shri Brijbhushan Sharan Singh
27. Shri Ashok Tanwar
28. Shri Joseph Toppo
29. Dr. Vinay Kumar Pandey 'Vinnu'
30. Shri P. Viswanathan
31. Shri Madhu Goud Yaskhi

**SECRETARIAT**

Shrimati Vandana Garg, *Additional Secretary*

Shri N.S. Walia, *Director*

Shri Arun Sharma, *Joint Director*

Shri Sanjay Singh, *Assistant Director*

Shrimati Himanshi Arya, *Committee Officer*

Shrimati Harshita Shankar, *Committee Officer*

## PREFACE

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 Two Hundred Thirty Second Report on Action Taken by Government on the recommendations/observations contained in the Two Hundred Twenty First Report on Demands for Grants (Demand No. 57) of the Department of School Education & Literacy for the year 2010-11.

2. The Two Hundred Twenty First Report of the Department-related Parliamentary Standing Committee on Human Resource Development was presented to Rajya Sabha on 26 April, 2010 and laid on the Table of Lok Sabha on the 26 April, 2010. Replies of the Government to the recommendations/observations contained in the Report, were considered, by the Committee at its meeting held on the 17 January, 2011.

3. The Committee considered the Draft Report and adopted the same at its meeting held on the 17 January, 2011.

NEW DELHI;  
January 17, 2011  
*Pausa 12, 1932 (Saka)*

**OSCAR FERNANDES**  
*Chairman,*  
*Department-related Parliamentary*  
*Standing Committee on Human Resource Development*

## REPORT

The Report of the Committee deals with the action taken by the Government on the recommendations/observations contained in the Two Hundred Twenty First Report of the Department-related Parliamentary Standing Committee on Demands for Grants (Demand No. 57) of the Department of School Education & Literacy (Ministry of Human Resource Development) for the year 2010-11.

2. Action Taken Notes received from the Government in respect of the recommendations contained in the Two Hundred Twenty First Report have been categorized as follows:

- (i) Recommendations/Observations which have been accepted by the Government---paras - 3.9.4

**(Chapter-I) Total - 1**

- (ii) Recommendations/Observations which the Committee does not desire to pursue in view of the Government's reply--paras ---1.1, 2.1, 2.2, 2.3, 3.1, 3.2.1, 3.2.2, 3.3.1, 3.3.4, 3.3.8, 3.4.1, 3.4.2, 3.5.1, 3.6.1, 3.6.2, 3.7.1, 3.7.2, 3.8.1, 3.8.2, 3.8.3, 3.8.4, 3.8.5, 3.8.6, 3.8.7, 3.10.1, 3.10.2, 3.10.3, 3.10.4, 3.10.5, 4.1.1, 4.2.2, 4.3.1, 4.3.2, 4.3.3, 4.5.1, 4.5.2, 4.5.3, 4.5.4, 4.6.2, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 7.1, 7.3, 8.1, 8.2, 8.3, 8.4, 8.5, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7, 10.1, 10.2, 10.3, 11.1, 11.2, 11.3, 12.1, 13.1, 13.3, 14.1, 14.2, 14.4, 15.1, 15.2, 15.3, 15.4, 15.5, 16.1, 16.2 and 17.1

**(Chapter-II) Total--- 82**

- (iii) Recommendations/Observations in respect of which replies of the Government have not been accepted by the Committee---paras -204, 2.5, 2.6, 2.7, 3.3.2, 3.3.3, 3.3.5, 3.3.6, 3.3.7, 3.3.9, 3.4.3, 3.4.4, 3.5.2, 3.8.8, 3.9.1, 3.9.2, 3.9.3, 3.9.5, 4.2.1, 4.4.1, 4.6.1, 5.4, 5.5, 5.6, 5.7, 7.2, 7.4, 10.4, 11.4 and 13.2.

**(Chapter III) Total--- 30**

- (iv) Recommendations/Observations in respect of which replies of the Government are still awaited- 4.6.3, 12.2, 14.3 and 17.2

**(Chapter IV) Total--- 4**

## CHAPTER-I

### RECOMMENDATIONS/OBSERVATIONS WHICH HAVE ACCEPTED BY GOVERNMENT

#### III. TEACHERS RECRUITMENT AND TRAINING UNDER SSA

##### Recommendations/observations

3.9.4 The Committee also observes that in some of these States, percentage of para teachers recruited is higher than the regular teachers recruited. Not only this, qualification norms for recruitment of teachers prescribed by NCTE are being followed in very few States like Delhi and Karnataka. A large number of States including Bihar, West Bengal, Jharkhand, Uttar Pradesh and Chhattisgarh and most of the North Eastern States have recruited teachers not having NCTE prescribed qualifications. For instance, in West Bengal, the minimum qualification for primary school teacher is class X. The Committee was informed that the States have been advised to facilitate the training of untrained teachers through distance education programmes instituted by IGNOU and the State Open Universities. The Committee would, however, like to point out that this alone would not meet the present requirement of training to be given to a very large number of untrained teachers recruited both under SSA and recruited by States directly. In fact this requirement is going to increase manifold with the RTE Act coming into force. One must not forget that the RTE Act provides a period of maximum 5 years for untrained teachers to acquire the prescribed professional qualifications.

##### Action Taken

The terms and conditions of service are fixed by the respective State Governments. Under section 23 of the RTE Act, NCTE has prescribed minimum qualification for the teachers which are at **Annexure - I**. In 2010-11, provision for training of 1,38,222 untrained teachers has been made. IGNOU is revising its D.Ed. programme in consonance with the NCF 2005 and NCFTE 2009. The States have been advised to prepare plans of action for training of Untrained teachers within the stipulated time frame. The Central Government has approved funds for implementation of RTE-SSA for the next five years including financial support for training of teachers.

The point raised by the Committee is noted for compliance that all untrained teachers in Government schools will have to be trained in five years.



## CHAPTER-II

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

#### I. INTRODUCTION

##### Recommendations/observations

1.1 The Department of School Education & Literacy is responsible for the promotion and development of elementary education, secondary education and adult education. This Department was earlier called the Department of Elementary Education & Literacy. However, with the transfer of the mandate for promotion and development of Secondary Education to this Department from the then Department of Secondary and Higher Education on 12th July, 2006, it is now called Department of School Education and Literacy. Since then, the area of operation of the Department has been widening and it is the nodal agency for giving required support and direction to children through its various schemes especially Centrally Sponsored Schemes like Sarva Shiksha Abhiyan and Mid-Day Meal Scheme. Special emphasis of the Department is on universalization of elementary and Secondary Education with focus on girls, SCs, STs, OBCs and other marginalized groups of the society. The Department has also taken new initiatives for achieving its mandate through National Programme for Education for Girls at Elementary level and Kasturba Gandhi Balika Vidyalaya scheme and the recent legislation of the Government *i.e* Right of Children to Free & Compulsory Education Act, 2009 which endeavours to provide free and compulsory education to all children under the age of 14.

##### Action Taken

No comments except that the Right of Children to Free & Compulsory Education Act, 2009 endeavours to provide free and compulsory education to children in the age group of 6 to 14 years and not all children under the age of 14.

#### II. BUDGETARY ALLOCATION

##### Recommendations/observations

2.1 The plan allocation for the Department of School Education & Literacy is Rs. 31,036.00 crore in BE 2010-11 which is Rs. 6536.00 crore more than the RE allocation of Rs. 24,500.00 crore in 2009-10 and Rs. 4236.00 crore higher than BE 2009-10.

##### Action Taken

With the additional resources of 4000 crore being made available for SSA, the Plan Allocation for the Department has been enhanced from 31036 crore to 35036 crore for the current financial year.

##### Recommendations/observations

2.2 The break up of the plan allocation for important schemes of the Department for the years 2009-10 and 2010-11 is as follows:---

(Rs. in crores)

Schemes	2009-10	2010-11	Increase/Decrease	
	RE	BE		
Elementary Education				
(i) SSA	13100.00	15000.00	(+)1900.00	
(ii) MDM	7359.15	9440.00	(+)2090.85	
Secondary Education	3161.00	4675.00	(+)1514.00	

Teacher Education	325.00	500.00	(+) 175.00	
Adult Education	451.00	1300.00	(+) 849.00	

The Committee observes that all the sectors/schemes of the Department have got higher funds with the major share going to the Adult Education followed by Mid-Day Meal Scheme, SSA, Secondary Education and Teacher Education. Out of the total allocation of Rs. 31036.00 crore under plan, an amount of Rs. 2996.97 crore has been earmarked for North-Eastern Region and Sikkim. The two flagship programmes viz Sarva Shiksha Abhiyan and Mid-day Meal Scheme have got the total budgetary provision of Rs. 24440.00 crore which is 78.75 per cent of the plan budget of 2010-11. Out of Rs. 15,000 crore allocated for SSA in 2010-11, Rs. 8608.00 crore is proposed to be met from Prarambhik Shiksha Kosh. SSA is also partially funded by external funding agencies like International Development Association (World Bank), Department for International Development (DFID) of UK and the European Commission. The EAP component for SSA in 2010-11 is Rs. 1025.00 crore. Similarly, under MDM Scheme, out of the total allocation of Rs. 9440.00 crore for 2010-11, Rs. 5825.00 crore is proposed to be met from Prarambhik Shiksha Kosh and Rs. 125.88 crore from the National Investment Fund.

#### **Action Taken**

The Plan Allocation for SSA for 2010-11 has been enhanced from 15000 crore to 19000 crore.

#### **Recommendations/observations**

2.3 The Committee was informed that enhancement in the allocation for Sarva Shiksha Abhiyan was on account of opening of new schools in habitations lacking schooling facilities, upgrading primary schools to upper primary schools, strengthening existing school infrastructure, providing free textbooks and computer education, focusing on girl children in educationally backward blocks to promote gender parity in addition to harmonizing and aligning the SSA goals with the norms and standards of Right to Education Act, 2009. Budgetary enhancement in Mid-day Meal Scheme is on account of its extension to upper primary stage in all areas across the country from 2008-09. Enhanced allocation for Secondary Education has been made to implement the Rashtriya Madhyamik Shiksha Abhiyan (RMSA) for ensuring universalisation of access of education at secondary stage. Allocation for Teacher Education has been enhanced for focusing on pre-service (professional) training and in service training of the teachers. Substantial increase in allocation for Adult Education has been made to recast the National Literacy Mission with prime focus on female literacy striving to achieve 80 per cent literacy by the end of Eleventh Plan.

#### **Action Taken**

No comments.

### **III. SARVA SHIKSHA ABHIYAN**

#### **Recommendations/observations**

3.1 Sarva Shiksha Abhiyan, an important social sector programme, was launched in 2001-02 to universalize elementary education with focus on universal access, retention, social and gender parity and quality improvement in elementary education. SSA covers all districts in the country addressing the needs of 19.4 crore children in the age group of 6-14 years in 12.3 lakh habitations. With the enforcement of the Right of Children to Free and Compulsory Education Act, 2009 w.e.f. 1st April, 2010, SSA is the only Scheme to ensure the implementation of the Act.

#### **Action Taken**

Noted.

#### **Achievements under SSA**

#### **Recommendations/observations**

3.2.1 The Department has enlisted the following achievements under SSA:

Activity	Achievement
Access	99% of the rural population has a primary school within 1 km. 300895 new schools opened till December 2009.
Gross Enrolment Ratio	GER increased in 6-14 age group to 114.61 in 2007-08 from 96.3 in 2001-02 at the primary level and to 77.50 in 2007-08 from 60.2 in 2001-02 at the upper primary level (SES).
Gender Parity Index (GPI)	Improved from 0.83 in 2001-02 to 0.98 in 2007-08 at primary level and from 0.77 to 0.92 at upper primary level (SES).
Drop-out Rate at the primary level	Reduced by 13.48% to 25.55% in 2007-08 from 39.03% (2001-02). Drop-out rate for girls declined by 15.06% points.
Pupil-Teacher Ratio	In 2007-08 the PTR at the national level was 46:1 for primary and 35:1 for upper primary level. 10.22 lakh teachers were recruited by December 2009.
Enrolment of children with special needs	29.57 lakh children identified and 24.77 lakh children (83.78% of those identified) enrolled in school by 2009-10.

### Action Taken

Noted.

### Recommendations/observations

3.2.2 The Committee understands that the Sarva Shiksha Abhiyan has played a crucial role in the universalisation of elementary education both in terms of access and retention of the children in the targeted age group in the Schools. It equally appreciates the gigantic task involved in the process in view of the unique socio-cultural background and geographical variations throughout the country. The Committee opines that whatever may be the hindrances, the objective of universalisation can be achieved through SSA as main stay in Inclusive Education for all. With that objective as the motto, it is important that no group or area of the country is left out of the reach of SSA.

### Action Taken

Noted. Sarva Shiksha Abhiyan (SSA) programme is already being implemented in all the districts of the country in a universal manner.

### Status of goals of SSA

### Recommendations/observations

3.3.1 The Committee is aware of the following targets of Sarva Shiksha Abhiyan

- All Children in School, Education Guarantee Centre, Alternate School, Back to School Camp by 2005;
- Bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010;
- Universal retention by 2010; and

Focus on elementary education of satisfactory quality with emphasis on education for life.

#### **Action Taken**

Noted.

#### **Recommendations/observations**

3.3.4 From the data/Statistics made available by the Department, it appears that the goal of universal retention by 2010 is still as elusive as it was at the start of the SSA programme. As per the data for the year 2007-08, the average national drop-out rate at primary level (Class I-V) is 25.55 and at elementary level (Class I-VIII) it is 43.03. It simply means that quite a large number of children leave school at primary and elementary level thus reducing the retention level. There are 16 States/UTs where drop-out rate is higher than the national average. All the North-Eastern and major States like Uttar Pradesh, Bihar, Orissa, Rajasthan, West Bengal come under this category. The Department has identified low retention districts as “special focus districts” to improve retention. The Department maintained that better access to schooling facilities, provision of infrastructure, teacher availability, teacher training, provision of textbooks for children, as also nutritional support under the Mid-day Meal Programme have proved to be useful interventions in bringing down the drop-out rate. The Committee has noted some of the specific interventions such as Hunar programme providing vocational courses for Muslim girls in collaboration with National Open School by Bihar, Child Tracking System by Orissa and Muskaan Programme by Uttarakhand for Out of School Children in convergence with ICDS and schemes of Departments of Social Welfare and Labour are worth emulating.

#### **Action Taken**

Noted.

#### **Recommendations/observations**

3.3.8 There are 114 districts in the country which have been identified as low retention districts with States like Bihar (21 districts), Madhya Pradesh (10 districts), Rajasthan (18 districts), Uttar Pradesh (14 districts) and West Bengal (10 districts) having the maximum number of such districts. Comparative figures of drop-out rates in some States indicate increasing drop-out rates at elementary level as indicated below:

Drop-out Rate (Elementary Level)		
State	2001-02	2007-08
Jammu & Kashmir (3)	30.14	40.50
Mizoram (3)	59.89	60.55
Rajasthan (18)	53.56	62.33
Sikkim (3)	63.41	64.93

Not only this, drop-out rate inspite of showing some improvement continues to be very high in States like Bihar (70.64), Meghalaya (60.43) and West Bengal (63.87).

#### **Action Taken**

Under Annual Work Plan and Budget exercise of SSA programme, districts with less than 60% retention rate are classified as Special Focus Districts. In 2010-11, the following districts have been identified as SFDs under low retention category:-

Sl.No.	Name of State	District
1.	Arunachal Pradesh	7
2.	Bihar	21
3.	Madhya Pradesh	10
4.	Nagaland	5
5.	Uttar Pradesh	14
6.	West Bengal	10
7	Others	47

The above districts are kept under special focus under AWP&B exercise of SSA programme. These districts have been provided an outlay of Rs.9733 crore in 2010-11 which is 26% of total outlay.

### Infrastructure Development Under SSA

#### Recommendations/observations

3.4.1 The Committee takes note of the following cumulative performance registered under the SSA with regard to new schools opened, school buildings constructed, additional classrooms constructed and teachers recruited till 31.12.2009:-

Items	Cumulative	Cumulative Achievements up to 31.12.2009
	Targets up to	
	2009-10	
Opening of new schools	3,32,333	3,00,895 (90.5%)
		schools opened
Construction of school buildings	2,63,015	2,42,608 (92.24%) completed & in progress
Construction of additional classrooms	11,05,125	1033719 (93.53%) completed & in progress
Drinking water facilities	1,98,154	1,88,198 (94.97%) completed & in progress
Construction of Toilets	3,34,916	2,88,706 (86.20%)
		Completed & in progress

3.4.2 The Committee is happy with the overall achievements under all these components. The Committee would, however, like to point out that overall achievement level under different infrastructure related components of SSA does not depict the ground realities fully. Out of 2,42,608 school buildings reported to be constructed and in progress, construction process is continuing in respect of 37,050 school buildings. Similarly, 1,62,675 additional classrooms are being constructed out of 10,33,719 additional classrooms reported to be completed and in progress. Same is the status of toilets where out of 2,88,706 toilets constructed and in progress, as many as 31,485 are yet to be completed. With regard to 1,88,198 drinking water facilities, construction work in 5,822 places is still going on.

## Action Taken

MHRD monitors the progress of completion of school infrastructure viz. school buildings, additional classrooms, drinking water facilities and school toilets in quarterly performance review meetings with all the States and Union Territories. Problem being faced by the States are identified and States are requested to expedite the civil work. Since SSA is an ongoing programme and new items of school infrastructure work are sanctioned on year to year basis, for example, in 2009-2010 construction of 14,579 school buildings, 1.27 lakh additional class rooms, 8425 drinking water facilities and 71,017 toilets were sanctioned during the year. In view of the ongoing nature of the programme some buildings, construction work will always remain in progress.

## Quality under SSA

### Recommendations/observations

3.5.1 Quality of elementary education being imparted to the children is another aspect that has engaged the attention of the Committee. One of the major objectives of SSA is to enhance the quality of learning. For this purpose SSA ensures that (i) children receive text books and work books, (ii) teachers are made available to ensure that required pupil teacher ratio is maintained, (iii) teachers get in-service training, (iv) block and cluster resources centres are set up for continuing academic resource support to schools and teachers and (v) teachers are provided an annual teacher grant for local teaching learning material. SSA also provides for learning enhancement through introduction of early reading and early mathematics programme. However, inspite of all these initiatives the ground reality presents a poor picture. It is widely reported that the students of higher class can not read text books of lower class indicating a very poor quality of education being imparted to the children. The Department has itself admitted that there has been a modest improvement in achievement level as per the National Learning Achievement Survey indicated below:-

		Maths	Language	EVS	Science	Soc. Sc.
Class-III (29 States/UTs)	1st Rd.	58.25	63.12	-	-	-
	2nd Rd.	61.90	67.00	-	-	-
Class-V (31 States/UTs)	1st Rd.	46.51	58.57	50.30	-	-
	2nd Rd.	48.50	60.31	52.19	-	
Class-VII (10 States/UTs)	1st Rd.	30.50	54.24	-	37.78	34.04
	2nd Rd.	40.40	57.30	-	42.90	44.40
Class-VIII (17 States/UTs)	1st Rd.	39.17	53.86	-	41.30	46.19
	2nd Rd.	42.57	56.50	-	42.70	47.90

The above data reveals students from class V onwards perform very poorly in mathematics, science and social science subjects. Class VII and VIII students perform extremely poor in mathematics with just 30.50% and 39.17% of the students being able to pass the subject.

## Action Taken

Ensuring education of satisfactory quality is a key SSA goal, of which raising the standard of teaching- learning is a central component. Sarva Shiksha Abhiyan places great emphasis on raising the standard of teaching by building the capacity of teachers through regular training programmes. The Scheme provides support for following three kinds of training:

- Annual in-service teachers' training for upto 20 days;
- 30-days induction training for newly recruited teachers; and
- 60-days training for professionally untrained teachers.

The SSA framework was amended *w.e.f.* 1.4.08 to give greater emphasis to practical classroom related teacher training. It provides for 10 days institutional training at BRCs level, and another 10 days training at cluster/school level in order to ensure follow-up, peer learning and practical classroom transaction. All training funded from SSA cover pedagogical issues, including content and methodology, and are aimed at improving teaching learning transactions at classroom level. Some of the major focus areas of training include the guiding principles of NCF 2005.

To ensure that all untrained teachers acquire the requisite qualifications, SSA provides for 60-days training for teachers who have not received pre service training, in order to provide customized distance mode programmes for such teachers to acquire progressive qualifications. Many States have undertaken such programmes in collaboration with IGNOU's distance training programmes, or by increasing the capacity of their own teacher education institution such as SCERTs and DIETs.

SSA advocates a shift from a teacher-centred classroom to an active classroom that promotes maximum opportunity time for active student participation and learning. States have undertaken various initiatives to promote such changes in classroom processes. 2% of the total SSA outlay for a district has been made available for specific Learning Enhancement Programmes from 2008-09 onwards. These include programmes for strengthening reading and mathematics in the early primary grades, or for strengthening Science and Maths at the upper primary level, etc.

Revitalizing and revamping supervision and supports system for quality elementary education: About 6,472 Block Resource Centers (BRCs) and 69,268 Cluster Resource Centers (CRCs) have been set to provide decentralized academic support and supervision to teachers and schools. Block Resource Centres are venues for training of teachers.

Moreover, many States have set up State, District, Block and Cluster Level Resource Groups to work in conjunction with SCERTs, DIETs and BRCs for guiding quality improvement measures. This has resulted in better textbooks, teaching learning materials and training modules.

Sarva Shiksha Abhiyan also provides for grants to schools @ 5000/- per annum for primary schools and @ 7000/- per annum for upper primary schools. Grants are also provided to teachers @ 500/- per annum for developing local context specific, teaching learning materials that have the potential to improve pedagogical processes in the classroom.

#### **Measures to improve reading and numeracy levels:**

- NCERT has launched a reading programme for the early grades of the primary stage, as an exemplar for States to build their own programmes for strengthening children's reading skills. The objectives of this programme are: (a) to provide a platform to assist States in running these programmes and provide technical assistance in the form of graded readers, (b) to provide a platform to NGOs willing to assist States in reading enhancement programmes, (c) to undertake periodic assessment of ongoing State initiatives, to check whether the desired results are being attained and (d) to institutionalize a changed pedagogy for strengthening early reading. NCERT has developed a graded series of early readers, a teachers' training manual, and a dossier of materials on reading pedagogy.

In 2008-09, NCERT has initiated a focused programme for strengthening the teaching of Mathematics at early primary grades. This involves development of pedagogic strategies for early Maths education, development of a maths learning kit for Class I and II, selection/development of appropriate pedagogic materials to support concrete, experienced based classroom transactions and development of a teacher training manual for capacity building.

#### **Funding Pattern under SSA**

##### **Recommendations/observations**

3.6.1 As the SSA programme was envisaged to be implemented in mission mode in partnership with the States and local bodies, the funding pattern of SSA was also envisaged to be on sharing basis. During the Eleventh Plan, the fund sharing pattern between the Centre and States was fixed to be 65:35 for the first two years of the plan, 60:40 for the third year, *i.e.* 2009-10. The funding pattern for 2010-11 and 2011-12 would be in the ratio 55:45 and 50:50 respectively. With regard to North East States, the funding is in the 90:10 ratio. The Committee was informed that during 2008-09, majority of the States/UTs, *i.e.* Andhra Pradesh, Arunachal Pradesh, Chhattisgarh, Himachal Pradesh, Jammu and Kashmir, Maharashtra, Meghalaya, Orissa, Puducherry, Punjab, Rajasthan, Tripura, Uttarakhand and Andaman and Nicobar Islands could not provide their proportionate

share for the programme. During 2009-10 also, overall shortfall in State share as on 31st December, 2009 was reported to be Rs. 1137.65 crore. The Committee also notes that all the States failing to release their share in 2008-09 failed to do so during 2009-10 also. Not only this, Manipur, Mizoram and Nagaland were not in a position to release even their 10 per cent contribution upto 1st December, 2009. Position is going to deteriorate further during 2010-11 when these States would be required to share additional 5 per cent.

#### **Action Taken**

Noted.

#### **Recommendations/observations**

3.6.2 The Committee understands that the inability of these States in contributing their share has hampered the achievements made under SSA in these particular States. Their financial constraints with regard to SSA could increase manifold in view of requirement of enormous funds for implementation of the Right to Education Act. As per the assessment of the National University for Educational Planning and Administration the cost of implementation of the Act for a period of five years would be about Rs. 171,000. crore. The Committee can only conclude that many States would not be in a position to meet their share for RTE. As a result several States have again begun seeking revision of the SSA funding pattern to factor in the RTE requirements. The Committee was informed that MHRD has taken up the issue of change in funding pattern with the Planning Commission and the Ministry of Finance for the combined SSA-RTE requirements. The Committee desires that the issue of funding may be considered in the light of the States inability to bear the huge financial burden and the matter be referred to the National Development Council. This issue must be considered during the forthcoming meeting of the National Development Council being convened to consider and adopt the Mid Term Appraisal of the Eleventh Five Year Plan.

#### **Action Taken**

Noted.

The Government has since revised the fund sharing pattern between the Centre and States for implementation of the combined RTE/SSA programme to the 65:35 ratio for all States/UTs, and 90: 10 for 8 States in North Eastern Region. The 13th Finance Commission has also recommended grant of 24068 crore for elementary education sector in States during 2010-2015.

#### **Educational Guarantee Scheme (EGS) and Alternative and Innovative Education (AIE) under SSA**

#### **Recommendations/observations**

3.7.1 SSA reaches out to the hardest to reach children by setting up of centres under Alternative and Innovative Education (AIE) and Education Guarantee Scheme (EGS). AIE centres are intended for children in difficult circumstances, with no regular schooling experience or whose schooling has been disrupted. These centres transact a specially tailored curriculum and pedagogic practices that seek to impart required age/grade specific knowledge and skills so that a child is ready to be enrolled in a regular school. As and when children in AIE centres are mainstreamed into the regular schools, the AIE centres are closed down. In 2009-10, there were 61,000 AIE centres across the country catering to 18.31 lakh children. EGS centres are intended to provide access to formal schooling through a regular curriculum and text books to children in habitations that do not qualify for a regular school due to existing State norms for opening schools. Often EGS centres are sanctioned in remote habitations with few children and upgraded to regular schools within two years. There were a total number of 26,548 EGS centres functioning in 2009-10 with 24,24,807 children enrolled in these centres. During the same year, 2962 EGS centres were upgraded to regular schools.

#### **Action Taken**

There were 26,548 EGS Centres functioning in 2009-10 with 24,24,807 children enrolled in these centres. During the same year, 2962 EGS centres were sanctioned for upgradation out of which 2834 centres were actually upgraded to regular schools. State-wise details are given below:



Upgradation of EGS to PS - 2009-10

	Approved	Achievement
Andhra Pradesh	17	17
Arunachal Pradesh	174	174
Assam	1521	1521
Himachal Pradesh	40	0
Meghalaya	208	208
Nagaland	61	0
Punjab	69	69
Sikkim	4	0
Uttar Pradesh	827	808
Uttarakhand	41	37
TOTAL :	2962	2834

**Recommendations/observations**

3.7.2 The Committee notes that out of 26,548 EGS centres functioning in the country maximum are located in West Bengal (17,808) followed by Assam (5141), Arunachal Pradesh (1499), Manipur (970) and Meghalaya (689). On being inquired whether any proposal to upgrade EGS centres into regular schools in the above mentioned States has been received, the Department informed that Assam has decided to upgrade 1521 centres out of 5141 to primary schools and West Bengal has taken a decision to upgrade the 17,808 EGS centres into primary schools in a phased manner. However, no such proposal has been received from Arunachal Pradesh, Manipur and Meghalaya so far. The Committee, while understanding the need of the EGS and AIE centres would like to point out that they are not a substitute for formal schooling and these centres needed to be replaced with regular schools as expeditiously as possible.

**Action Taken**

The status of upgradation of EGS centres in respect of Arunachal Pradesh, Manipur and Meghalaya is explained below:

**Arunachal Pradesh**

State had 1499 EGS centres functioning during 2009-10. Of these 194 are proposed for upgradation and 38 are to be closed down. The remaining 1267 EGS centres are in small habitations and, therefore, are proposed to be continued during 2010-11.

**Manipur**

Out of 1313 EGS centres approved so far, the State had reported functioning of only 970 EGS centres during 2008-09. State had proposed continuation of the same in 2009-10 which was approved by the PAB. But the State could operationalise only 717 EGS centres during 2009-10. These EGS centres have completed two years and are due for upgradation to regular primary schools. Due to the absence of State policy on opening of primary schools, the state has not yet proposed upgradation of EGS centres.

For 2010-11, P AB has approved continuation of 717 EGS centres with a suggestion to the State to review the need for continuing existing EGS centres and formulate a policy for upgradation of these EGS centres into regular schools expeditiously.

## Meghalaya

Out of 689 EGS centres running in the State, 208 have been upgraded into regular schools during 2009-10. State had reported that 486 EGS centres are still running in the State instead of 481. Out of the 486 EGS centres, 445 are proposed for upgradation to regular schools in 2010-11 and the remaining 41 EGS centres are being closed down as a regular primary school exist within a radius of 1 km. The State has reported that all the children enrolled in 41 EGS centres shall be mainstreamed in nearby regular schools.

### Girl's Education under SSA and Special Initiatives Taken Towards Girls Education

#### Recommendations/observations

3.8.1 One of the goals of SSA is bridging gaps especially the gender gap not only in terms of equal opportunities but also in eliminating disparities both in enrolment and retention. The Committee was informed that at the national level, the gender gap at primary and upper primary level has decline as under:-

Years	Primary level	Upper primary level
2003-04	4.8%	8.8%
2008-09	3.23%	4.85%
% of decline	1.57%	3.95%

The data indicates a marginal decrease in the gender gap especially at primary level from 2003-04 upto 2008-09, though at the upper primary level there is appreciable decrease 3.95% during the same period. The gender parity was stated to be 0.94 at the primary level and 0.91 at the upper primary level during 2008-09. It was informed that there were 26 districts in the country where gender gap was above 10% at primary and 20% at upper primary level. The maximum number of these districts were in Rajasthan (9) followed by Punjab (5), Jammu and Kashmir (4), Gujarat, Bihar, Arunachal Pradesh (2 each) and Daman and Diu and Madhya Pradesh (1 each).

#### Action Taken

No comments, factual.

#### Recommendations/observations

3.8.2 Some special initiatives are also taken towards girls education under SSA such as provision for availability of schools within one km. from habitations at primary level and within three kms. at upper primary level, provision for upper primary schools exclusively for girls, separate toilets for girls, back to school camps for out of school girls; bridge courses for older girls; recruitment of 50 per cent women teachers; early childhood care and education centers in/near schools in convergence with ICDS programme etc. Teachers' sensitization programmes to promote equitable learning opportunities; gender sensitive teaching-learning material including text books; intensive community mobilization efforts and 'Innovation Fund' per district for need based interventions for ensuring girls' attendance and retention are the other initiatives.

#### Action Taken

No comments, factual.

#### Recommendations/observations

3.8.3 The Committee notes that the provision of girls only upper primary schools has resulted in positive outcomes in the State of Arunachal Pradesh, Daman and Diu, Goa, Orissa and Rajasthan. Similarly, percentage of women teachers was stated to be above 50 per cent (as per DISE 2008-09) in Adaman and Nicobar Islands, Chandigarh, Dadra and Nagar Haveli, Daman and Diu, Delhi, Goa, Gujarat, Karnataka, Kerala, Laskhadweep, Meghalaya, Puducherry, Punjab, Rajasthan and Tamil Nadu. Under 'Innovation Fund', around 4 crore girls were said to have been benefited, progress of providing separate toilets for girls in some

of the States viz. Arunachal Pradesh, Bihar, Chhattisgarh, Daman and Diu, Goa, Jharkhand, Madhya Pradesh, Meghalaya, Mizoram, Nagaland and Rajasthan was also stated to be over 50 per cent.

**Action Taken**

No comments, factual.

**Recommendations/observations**

3.8.4 The Committee also notes two additional components schemes launched in respect to girls' education. These schemes are being implemented in the educationally backward blocks of the country to promote gender parity.

**Action Taken**

No comments, factual.

**National Programme for Education of Girls at Elementary Level (NPEGEL)**

**Recommendations/observations**

3.8.5 The National Programme for Education of Girls at Elementary Level (NPEGEL), is a focused intervention to reach the "hardest to reach" girls. The scheme addresses the needs of girls who are 'in' as well as 'out' of schools. It is an important component of SSA which provides additional support for enhancing girl's education over and above the investments for girl's education through normal SSA interventions. The programme provides for development of a "model school" in every cluster with more intense community mobilization and supervision of girls' enrolment in schools. Gender sensitisation of teachers, development of gender-sensitive learning materials, and provision of need-based incentives like escorts, stationery, workbooks and uniforms are some of the components endeavours under the programme. The scheme is being implemented in educationally backward blocks (EBBs) where the level of rural female literacy is less than the national average and the gender gap is above the national average; in blocks of districts which are not covered under EBBs but are having at least 5 per cent SC/ST population and where SC/ST female literacy is below 10 per cent and also in select urban slums. About 3261 educationally backward blocks are covered under the Scheme in the 25 States. Under NPEGEL upto 31st December, 2009 around 40,322 Model cluster schools have been opened, 10,104 early childhood care and education (ECCE) centres are being supported, 26,838 additional classrooms have been constructed and 2,14,731 teachers have been given training on gender sensitization. In addition remedial teaching to 24,18,036 girls, bridge course covering 4,37,645 girls including additional incentives like uniforms etc. to about 14,37,318 girls have also been provided under the scheme.

**Action Taken**

No comments, factual.

**Kasturba Gandhi Balika Vidyalaya (KGBV)**

**Recommendations/observations**

3.8.6 Kasturba Gandhi Balika Vidyalaya (KGBV) is a scheme, for setting up residential schools at upper primary level for girls belonging predominantly to the SC, ST, OBC and minority communities. The scheme is being implemented in educationally backward blocks of the country where the female rural literacy is below 30 per cent and in select urban areas where female literacy is below the national average. The KGBV, since merged with the Sarva Shiksha Abhiyan (SSA), provides for a minimum reservation of 75 per cent of the seats for girls belonging to SC, ST, OBC or minority communities and priority for the remaining 25 per cent is accorded to girls from families below poverty line. Out of 2573 sanctioned KGBVs, 2565 KGBVs are reported to be functional as on 31st January, 2010 in the States with 1,96,786 girls enrolled in them.

The Department has informed that KGBVs are not sanctioned in all 3479 EBBs in the country and as such there is a requirement of an additional 906 KGBVs of 100 seat capacity. A proposal to extend the KGBV scheme to cover to all the EBBs in the country is presently under consideration.

## **Action Taken**

No comments.

## **Recommendations/observations**

3.8.7 The Committee notes that a joint evaluation of NPEGEL & KGBV schemes was undertaken in 2007 in 13 States. While overall there is a positive impact of these schemes in reaching out to girls from most deprived and rural areas of the country, some areas highlighted for improvement are as follows:

- Greater effort is required to reach out to girls from minority communities and other extremely disadvantaged social groups.
- There needs to be a policy/guideline for the recruitment and training of KGBV teachers.
- Hygiene, sanitation and physical environment of KGBVs need attention.
- Parents want KGBVs to be extended to class 10.

The Committee hopes that corrective measures on these recommendations made in the joint evaluation must have been undertaken. If not, the Committee would appreciate required action is taken without any further delay.

## **Action Taken**

- **Greater effort is required to reach out to girls from minority communities and other extremely disadvantaged social groups**

Out of 2,573 KGBVs sanctioned till date, 427 KGBVs are sanctioned in blocks having over 20% Muslim Population and enrolment of Muslim Girls is 23% in these KGBVs. Continued efforts have been made by MHRD to increase the enrolment of Muslim girls in these KGBVs. These efforts include periodic review of the status of category-wise enrolment through quarterly review meetings with States. Moreover MHRD has taken up this matter with the States and the Ministry has written to the States to take up steps to improve enrolment of Muslim girls.

- **There needs to be a policy/guideline for the recruitment and training of KGBV teachers**

There is a policy /guideline at required level for recruitment and training of KGBV teachers and also development of an appropriate curriculum framework, teaching-learning material, teacher training programmes and monitoring and assessment mechanisms keeping in mind the contexts and age of the learners and the residential nature of the scheme. This would be taken up urgently by the appropriate authorities with the involvement of experienced organizations, especially with a strong gender orientation.

- **Hygiene, sanitation and physical environment of KGBVs need attention**

Hygiene, sanitation and physical environment issues in KGBVs are dealt on priority. During teachers training of KGBV teachers, adolescent health training is also imparted. Financial provisions of KGBV scheme provides separate fund of Rs. 750 /- per girl per month to maintain health & hygiene conditions in the KGBVs. Through NPEGEL funds, trainings are organised to sensitize girls and community towards health and hygiene issues.

- **Parents want KGBVs to be extended to class 10**

There is a Girls' Hostel Scheme under RMSA for girls belonging to SC, ST, OBC, Minority communities and BPL families and studying in classes IX-XII in recognized schools in the EBB (run by any authority, which would be an extension of hostels facilities for girls at secondary level). Under RMSA girls from KGBVs can avail/are availing this facility to continue their studies further.

## **SSA and Right of Children to Free and Compulsory Education (RTE) Act, 2009**

### **Recommendations/observations**

3.10.1 The Right of Children to Free and Compulsory Education Act, 2009 implemented *w.e.f.* 1st April, 2010, is a landmark initiative toward improving the quality of education alongwith the quantitative expansions. The Act mainly provides:-

- (i) The right of children to free and compulsory education till completion of elementary education in neighbourhood school.
- (ii) Compulsory admission, attendance and completion of elementary education to every child in the 6-14 age group without any fee or charges or expenses.
- (iii) Admission of every child to his age appropriate class.
- (iv) The duties and responsibilities of appropriate Governments local authority and parents.
- (v) The norms and standards relating to Pupil Teacher Ratios (PTRs), buildings infrastructure, school working days, teacher working hours.
- (vi) Appointment of appropriately trained teachers, with the requisite academic qualifications.
- (vii) Punitive action for (a) physical punishment and mental harassment of children; (b) screening procedures for admission of children; (c) charging capitation fees; (d) private tuition by teachers; (e) running of schools without recognition; and Protection and monitoring of the child's right to free and compulsory education and redressal of grievance by the National and State Commissions for Protection of Child Rights.

**Action Taken**

Noted.

**Recommendations/observations**

3.10.2 The coming into force of the Act has generated a lot of euphoria. The Act ensures every child the right to guaranteed quality elementary education. However, its implementation requires exclusive dedicated efforts as inspite of similar significant achievements under SSA, there are still as many as 81 lakh children out of school and the drop out rate continues to be very high in respect of certain social groups. Given the disparities in infrastructures and allied facilities across the States coupled with varied social and geographical considerations, it would be a challenging task under the RTE Act to bring those 81 lakh out of school children to the schools.

**Action Taken**

Noted.

**Recommendations/observations**

3.10.3 The Committee is of the considered view that the teachers would be the main stakeholders in implementation of RTE. Focus should therefore be to improve the quality of teaching and learning in case the objective of providing access and quality of education to all children is to be ensured in the right spirit. The Committee is given to understand that currently more than 5.23 lakh teacher posts are vacant and to bring the pupil-teacher ratio to 30:1 as prescribed by RTE Act, 5.1 lakh additional teachers are required to be recruited. The Committee feels that the SSA should serve as the special vehicle to fill up those vacant posts of teachers. The Committee would like the Department to hold talk with all States Governments and chalk out a time bound action plan to recruit regular trained teachers. RTE has provided the much needed legal framework to fill vacant posts of teachers piling up over the years. Achievements on all components of the Act are possible only when Central Government together with all States/UTs jointly strive hard to realize the noble objective with which this Act has been piloted and passed in Parliament last year.

**Action Taken**

For the purpose of implementation of RTE Act, 2009, for which SSA programme shall be the main vehicle, MHRD is in constant touch with the State Govts. and necessity of filling up of existing teachers' vacancies and re-deployment of teachers from surplus to deficit areas has been emphasised to the States. These issues were also discussed in State Education Secretaries' Conference held in New Delhi in September, 2010.

### **Recommendations/observations**

3.10.4 The Committee has been given to understand that the following SSA norms will require changes to bring them into conformity with RTE:

- Pupil Teacher Ratio;
- At least one classroom for every teacher;
- Office-cum-store-cum-Head Teacher's room;
- Upper primary schools within the prescribed limits of neighbourhood; and
- Provision of Libraries in schools.

The Committee hopes that preliminary exercise on the above-mentioned parameters must have been initiated by the Department. If not, the Committee would appreciate that required steps are taken at the earliest to harmonize the vision, strategy and norms of SSA with those of RTE. Similarly, the department would continue to secure independent evaluation of teaching outcomes with a view to focusing on areas, sectors and regions which are specially problematic.

### **Action Taken**

As explained earlier in reply to para 3.10.3, MHRD is in constant touch with States to implement the RTE Act, 2009. SSA norms have since been aligned with the provisions of RTE Act, 2009.

MHRD would continue to monitor implementation of SSA programme with the help of 42 monitoring institutions and use data generated by NCERT in assessing teacher & learning outcomes.

### **Recommendations/observations**

3.10.5 Similarly, the Department in order to encourage supply side responses would have to make special efforts for better utilization of improved infrastructure both in Government and Private unaided institutions and accordingly send necessary advice to all the State Governments. The issue of viability of private unaided institutions in view of new obligations being cast on them under the RTE would also receive due consideration of the Government.

### **Action Taken**

MHRD is in constant touch with State Govts. on effective implementation of RTE Act and the Committee's views are duly taken note of.

## **IV. NATIONAL PROGRAMME OF MID-DAY-MEAL IN SCHOOLS**

### **Recommendations/observations**

4.1.1 With a view to enhance enrolment, retention and attendance and simultaneously improve nutritional levels among children the Mid-Day-Meal programme was launched as a centrally sponsored Scheme initially at primary level in 1995. Now the scheme is applicable to all children of primary and upper primary classes covering even children attending Government, Government-aided and local body schools and EGS/AIE Centres including Madarsa and Maqtabs supported under SSA. Under the scheme, hot cooked meal is provided to children of primary level with 450 calories & 12 grams of protein and to the children of upper primary level with 700 calories & 20 grams of protein with adequate, quantities of micro-nutrients. The scheme is implemented by the State Governments/UT Administrations. However, the cost of the scheme is shared between the Centre and the States on 75:25 basis. For the NE States the sharing pattern is 90:10. In order to facilitate uninterrupted implementation of the scheme, the Government of India provides funds and foodgrains to the States and UTs in advance.

### **Action Taken**

No comment, factual.

## Recommendations/observations

4.2.2 Committee's attention has also been drawn by the availability of unspent balance of Rs. 1316 crore and Rs. 1030.63 crore with the States/UTs as on 31.3.2008 and 31.3.2009 respectively. These funds were adjusted against the admissible Central assistance for 2008-09 and 2009-10. Funds remaining under utilized in a Flagship scheme is a cause of serious concern for the Committee. Availability of unspent balance with States/UTs in two consecutive years clearly indicates that the scheme is not being implemented as envisaged. The Committee finds that the same allocation (Rs. 8000 crore) has been made for 2010-11 also. The Committee would appreciate if concerted efforts are made for optimum and judicious utilization of funds under the scheme during 2010-11.

## Action Taken

The main reason for non-utilization of full Central assistance is that it is released by the Central Government to the Consolidated Fund of the States/UTs. Thereafter, States/UTs follow their own procedure to transfer it to the Directorate/Districts/Block/Village/School level. It has been observed that in several States/UTs, it takes anywhere around 3-6 months for the funds to reach the actual working level *i.e.* school/cooking agencies. This delay affects the implementation of the programme adversely, resulting in low utilization of the funds. Besides natural calamities, availability of foodgrains and local administrative problems also affect the implementation, and hence utilization of funds.

This matter was discussed in the Chief Secretaries' Conference held on 1st and 2nd February, 2010 and it was decided that States would ensure that funds released by the Central Government under MDM Scheme reach the schools within one month of being released. This position was again reiterated by this Department to the State Governments.

The Central Government has released 25% *ad hoc* grants to all the States / UTs between 29th of April and 5th May, 2010 without seeking any information from States / UTs. Further, the Central Government has also released balance amount of 1st instalment of 2010-11 to all States/UTs, after adjusting unspent balance as on 31.3.2010. Earlier the Department used to release 50% of annual allocation as first instalment after adjusting the *ad hoc* release and the unspent balance of previous year. This has now been enhanced to 60% so that sufficient fund is available with States/UTs before the final instalment is released. First instalment has been released to all the States except the transportation assistance to nine special category States which have not furnished the requisite information as per the norms applicable since 1.12.2009. Consultative process is on to streamline the procedure for releasing of funds at all levels.

Through the Programme Approval Board's (PAB) meetings and various review meetings, States/UTs are continuously urged to ensure full utilization of Central assistance as well as the State share.

## Lifting of foodgrains

## Recommendations/observations

4.3.1 As per the information made available by the Department, almost all the States/UTs have been failing to lift their gross allocated share of foodgrains. Further, they are even failing to utilize the foodgrains so lifted. Data relating to the year 2008-09 shows that all the States/UTs have been lifting less than their share and reporting even lesser utilization with the following States showing the minimum utilization:

(in MTs)

States/UTs	Gross	Lifting	Utilization	%
Allocation	2008-09	2008-09	utilization	
			2008-09	
1	2	3	4	5
Assam	106053.43	39406.85	29802.27	28%
Bihar	236037.90	132297.71	124135.78	53%
Goa	3474.03	1278.09	1601.04	46%
Manipur	7003.62	2473.90	2901.02	41%

Tripura	17340.04	6564.68	7594.63	44%
West Bengal	268213.82	142079.16	149631.66	56%
Chandigarh	2124.42	956.84	905.79	43%
Delhi	35798.19	15242.82	15242.82	43%

4.3.2 The Committee notes that substantial quantum of foodgrains allocated in the previous year was also available with almost all the States/UTs. The very purpose of the scheme gets diluted if there is under utilization of allocated foodgrains. On being inquired from the Department regarding less lifting and under utilization of food grains it was informed that there were State specific reasons for the same. For instance, Bihar could not lift the entire foodgrains share because of floods and heavy rains. In Goa and Delhi, the delayed start of the scheme at upper primary level caused less utilization. In Chandigarh, all children of primary and upper primary classes did not take cooked mid-day meal whereas in West Bengal 5 per cent institutions at primary and 39 per cent institutions at upper primary level were yet to be covered under the scheme. Assam, Manipur and Tripura were yet to give their reasons for less lifting and under utilization. The Committee is surprised to note that not only the States, the status of lifting as well as utilization of food grains is quite poor even in UTs like Chandigarh, Dadra & Nagar Haveli, Daman & Diu and Pondicherry, which are under the administrative control of the Centre. There is perhaps lack of proper planning and coordination between Centre and States in so far as actual requirement of foodgrains is concerned. The Committee is, however, given to understand that the Programme Approval Board at the beginning of the year after reviewing the performance of the previous year approves the number of children and number of school working days. The Committee fails to comprehend the factors behind the availability of foodgrains inspite of such a meticulous planning.

4.3.3 On a specific query in this regard, the Committee has been informed that utilization of foodgrains depends on actual attendance of students and regular serving of mid-day meal. The Committee finds these facts as deeply disturbing. The very fact that surplus foodgrains are available due to irregular attendance of students and mid-day meals not being served daily defeats the very objective of this Flagship Scheme conceived for improving the student retention. The Committee strongly feels that a beginning needs to be made from the first quarter of 2010-11, itself, to identify the States not performing well and take correctives measures so as to ensure both regular attendance of students and serving of meals without break.

#### **Action Taken**

The Programme Approval Board for Mid Day Meal Scheme, after taking into consideration the performance of the States/UTs and other relevant factors, approves the number of children and number of days for the purpose of estimating the resource requirement including foodgrains. Allocation/release of resources to States/UTs is made after adjusting the unspent balances of the previous year. The overall responsibility to ensure full and proper utilisation of available resources for serving cooked mid day meal lies with the State Governments/UT administrations. However, the Government, through MDMS Guidelines, has made elaborate arrangements for monitoring the implementation of the scheme at all levels. The guidelines also provide greater involvement of local community through the representatives of Gram Panchayats/Gram Sabhas, Village Education Committee, Parents Teachers' Association, School Management and Development Committee etc. As a result of all these, in 2009-10 the lifting of foodgrains as a percentage of net allocation has improved to 86.17% as compared to 77.27% during 2008-09. The utilisation of food- grains as a percentage of gross allocation in all States/UT has also gone up to 79.56% in 2009-10 as compared to 73.69% in 2008-09. As regards the States/UTs specifically mentioned in this para, there has been considerable improvement in lifting as well as utilisation of foodgrains during 2009-10 as may be observed from Annexure-III.

In order to streamline the lifting of foodgrains and its utilization under the MDM Scheme this Ministry has issued detailed guidelines on 10th February, 2010 which provide the following:---

- (i) The foodgrains are allocated in advance to the States/UTs in two instalments. The States/UTs further allocates it to Districts and Districts to Schools/Cooking Agencies.



- (ii) The District Administration on receiving the allocation from the State/UT is required to send a schedule (periodicity and date/week) of lifting of foodgrains depending on its requirement, transportation, convenience and storage capacity to the local FCI depot.
- (iii) The FCI is required to ensure continuous availability of adequate quantity of good quality food- grains in its depots to facilitate timely lifting.
- (vi) District Administration is also required to lift foodgrains in advance to ensure that foodgrains are available at every consuming unit in time. All the consuming units are expected to maintain a buffer stock of foodgrains' requirement of a month to avoid disruption due to unforeseen exigencies.
- (v) In order to sort out issues pertaining to lifting, quality of foodgrains and payment to FCI, the District Administration is required to hold a monthly meeting with the representatives of FCI and all other concerned officials in the last week of the month. A similar meeting is also required to be held at the State Headquarters with the officers of the FCI and others to monitor *inter-alia* the lifting and utilization of foodgrains.
- (vi) All States/UTs are required to send monthly report in the prescribed proforma to this Ministry.

However, receiving the monthly report in time has remained a big challenge. Steps are also being taken for setting up a web portal to monitor the progress of utilization of resources including foodgrains by each State/UT. These steps would go a long way in ensuring optimum utilization of foodgrains by the States/UTs in future.

## **Infrastructure Under MDM Scheme**

### **Problem Areas**

### **Recommendations/observations**

4.5.1 Committee's attention was also drawn to the complaints being received about poor quality of meals supplied by NGOs and other agencies. Some members of the Committee were in favour of the scheme being implemented entirely through panchayats instead of NGOs. To this, the Department clarified that only NGOs who undertake to supply the mid-day meal on a no profit basis, willing to work with PRIs/Municipal bodies in accordance with relevant guidelines of the State Governments are involved in the supply of cooked mid-day meal. As and when any complaint comes to the notice of the Government, the same is got investigated through the respective State Government for taking appropriate measures including blacklisting of the NGO. As for the implementation of the Scheme through panchayats, the Department clarified that relevant guidelines have such provisions. The Committee observes that in spite of the procedural mechanism, complaints are routinely being received against the NGOs and other agencies with regard to poor quality of meals. The Committee would like to stress that remedial steps should be taken to prevent even a single instance of complaint. In addition to blacklisting the NGO, stringent penal action under IPC should also be taken against the erring NGOs/supplying agencies for committing irregularities/supplying inferior quality of food.

### **Action Taken**

The responsibility of implementing the scheme lies with the State Governments and UT Administrations. Every complaint received by the Central Government is got investigated through the State Government and remedial action is taken accordingly. In response to several complaints against NGOs and supplying agencies, not only action like blacklisting has been taken, but also FIRs have been lodged against them. As per records, between 2005 to 2008, FIRs have been lodged in 8 cases against NGOs and supplying agencies by the State Governments and the UT Administrations.

This Department has recently issued circular to all State Governments/UT Administrations on 8th September, 2010 reiterating the guiding principles laid down in para 3.9.1 of the MDM Guidelines as well as including certain measures to be taken by the States/UTs to ensure better accountability from the NGOs. In the above instructions, it has been emphasised that NGOs having a local presence and familiarity with the needs and culture of the State should be preferred. The functioning of the NGOs should be evaluated every year and their MOU should be renewed for the next year only when their performance is found satisfactory in the current year.

### **Recommendations/observations**

4.5.2 Some members raised the issue of non availability of foodgrains to the extent that many schools are not being provided timely financial assistance resulting in non availability of foodgrains and on occasions the mid-day meals being stopped altogether particularly in remote/rural areas which speaks very poorly about the States implementation and the monitoring mechanism by the agencies responsible. The Committee finds that foodgrains being supplied to States/UTs undergo joint inspection by nominee of District Collector/CEO of Zila Panchayat and FCI officer. Not only this, the scheme guidelines provide for inspection of 25 per cent schools/EGS/ AIE centres every quarter by the supervisory officers. The Committee would like to have the feedback pertaining to quarterly inspections conducted in 2008-09 and 2009-10 along with follow-up action taken.

### **Action Taken**

As per the Quarterly Progress Reports (QPRs) received from the States/UTs, during the year 2009-10, inspections were carried out in 9,29,499 institutions, out of a total number of 12,48,580 institutions where mid day meal is served. State/UT-wise details are enclosed (Annexure V).

### **Recommendations/observations**

4.5.3 Committee's attention was also drawn towards pilferage taking place in many places in the Mid-Day Meal Scheme. The Department clarified that in order to check pilferage, guidelines have been issued to display all information viz quantity of foodgrains received, date of receipt, utilization, number of children given mid-day meal, daily menu and members involved in programme etc. In addition, provision of inspection is also there. The Committee would like to emphasize that only a strong and effective monitoring mechanism can prevent such pilferage. Another suggestion could be to appoint the cook-cum-helpers on regular basis and their remuneration be fixed on higher side. Given the high index of inflation, remuneration of Rs. 1000/- p.m appeared to be too meagre and instead forces them to commit pilferage for their sustenance. Better remuneration with a stable job would motivate them to render better service with a sense of commitment and responsibility. The Committee would like the Department to consider this suggestion in right perspective.

### **Action Taken**

This Department has prescribed the following comprehensive and elaborate mechanism for monitoring and supervision of the Mid Day Meal Scheme which can combat pilferage effectively:-

- (i) **Arrangements for local level monitoring:** Representatives of Gram Panchayats/ Gram Sabhas, members of Village Education Committees (VECs), Parents-Teachers Associations (PTAs), School Management and Development Committees (SMDCs) as well as Mothers' Committees are required to monitor the (i) regularity and wholesomeness of the mid day meal served to children. (ii) Cleanliness in cooking and serving of the mid day meal, (iii) timeliness in procurement of good quality ingredients, fuel, etc., (iv) implementation of varied menu, (v) social and gender equity on a daily basis.
- (ii) **Display of Information:** In order to ensure transparency and accountability, all schools and centres where the programme is being implemented are required to display the following information at a visible place in the campus for the notice of the general public:
  - Quantity of foodgrains received, date of receipt.
  - Quantity of foodgrains utilized
  - Other ingredients purchased, utilized
  - Number of children given mid day meal
  - Daily Menu
  - Roster of Community Members for supervision, and
  - Monitoring

- (iii) **Block level Committee:** A broad based Steering-cum-Monitoring Committee would also monitor the implementation of the Mid Day Meal Scheme at the block level.
- (iv) **Inspections by State Government Officers:** Officers of the State Government/ UTs belonging to the Departments of Revenue, Rural Development, Education and other related sectors, such as Women and Child Development, Food, Health are also required to inspect schools and centres where the programme is being implemented. It has been recommended that 25% of primary schools/EGS & AIE centres are visited every quarter.
- (v) **District Level Committee:** Besides a Steering-cum-Monitoring Committee for monitoring the MDM Scheme at district level, the States/UTs have been directed to constitute a District Level Committee with the following composition:
- All Members of Parliament, Members of the State Legislature and members of the Zilla Parishad.
  - The District Magistrate/Collector/Deputy Commissioner/Chief Executive Officer of the Zilla Parishad/Urban local body will be the Member-Secy.
  - District Officer in-charge of MDM
  - District Officers in-charge of Drinking Water Mission/Total Sanitation Programme/ICDS Programme/Panchayati Raj/Labour/Handicapped Welfare/Social Welfare/Minority Welfare etc.
  - Two NGOs working on elementary education for MDM in the area.
  - The senior-most Member of Parliament present in the meeting will chair the Committee on the day it meets.
  - This Committee monitors the implementation of SSA as well as MDM programmes in the district.
- (vi) **Periodic Returns:** The State Government/UT is also required to submit periodic returns to the Department of School Education and Literacy, to provide *inter alia* information on (i) coverage of children and institutions, (ii) number of school days (iii) Progress in utilisation of Central assistance, (iv) availability of necessary infrastructure in schools, (v) any untoward incident etc.
- (vii) **Monitoring by Institutions of Social Science Research:** Forty two Institutions of Social Science Research have been entrusted with the task of monitoring the mid-day-meal scheme.
- (viii) **State level:** States and UT Administrations are also required to set up a Steering-cum-Monitoring Committee at the State level to oversee the implementation of the Scheme. States/UTs have deployed independent institutions for the evaluation of the Scheme. A circular has been issued to ensure that steering-cum-Monitoring Committee meetings are held at all levels regularly and its happening is monitored meticulously.
- (ix) **National level:** At Central level, Government of India monitors the Scheme through National level review meetings and quarterly progress reports received from the States/UTs and the report of the Monitoring Institution.
- (x) **Review Mission on Mid-Day-Meal Scheme:** The Government sends Review Missions consisting of representatives from the Centre, State Government, NGO and UNICEF to see the actual functioning of the Scheme in the field. The Review Mission visits about 10 schools in two districts of a State. During 2009-10, it visited three States namely Uttar Pradesh, Bihar and Assam during February, 2010. The report prepared by the Mission was shared with these States for taking corrective measure. This year Review Mission has visited Andhra Pradesh and Gujarat and it proposes to visit Uttarakhand.

This Department is also developing a web based Monitoring System with the help of NIC and IIT, Delhi for quicker transmission of all relevant information, both physical and financial, to supervisory level for effective monitoring.

As regards regularizing the job of cook-cum-helpers with better remuneration than Rs.1000 per month, the position is that this is not a full time job as only one mid-day-meal has to be cooked and served. In order to ensure that food is cooked and served hot, a norm for engaging cooks has been prescribed. According to this, one cook-cum-helper may be engaged in a school having upto 25 students, two cooks-cum-helpers for schools having 26 to 100 students, and one additional cook-cum-helper for

every addition of up to 100 students. Currently, there are about 26 lakh cook-cum-helpers in the system. The budgetary resources for MDM Scheme are grossly insufficient to support regularization and hike in wages of cook-cum-helper.

#### **Recommendations/observations**

4.5.4 Committees' attention has also been drawn by reported engagement of teachers in cooking activities in schools. On a specific query in this regard, the Committee was informed that instructions have been issued on 8th October, 2009 to all States/UTs to ensure that teachers are not at all involved in the process of cooking and its supervision. Their involvement is to be restricted to supervising the serving of good quality, wholesome food to children. While appreciating the fact that the only advisories can be issued by the Department, the Committee would like the Department to conduct an all India review of status of cook-cum-helpers under the scheme. Wherever cook-cum-helpers are not in place, the Department may advise the concerned State Governments to recruit them without any further delay.

#### **Action Taken**

The norm for engaging cook-cum-helpers and their honorarium have been revised since 1.12.2009. As a result of this revision, against 15,69,706 cook-cum-helpers engaged during 2009-10 in all States/UTs, now 26,16,165 cook-cum-helpers have been approved to be engaged for 2010-11 by MDM-PAB. This substantial increase in the number of cook-cum-helpers would be very helpful in doing away with the practice of involving teachers in some schools.

#### **Miscellaneous**

#### **Recommendations/observations**

4.6.2 At the national level, the Central Government monitors the scheme through a National level Steering-cum-Monitoring Committee (NSMC). The States/UTs were advised to set up State/District/Block and local level Committees to monitor the programme. All the States/UTs have constituted State Level Steering Monitoring Committees. The Department had advised all the States/UTs to constitute a district level committee and also include public representatives such as MPs/MLAs and Members of Zilla Parishad. While appreciating all these steps/measures the Committee would still like to point out that complaints continue to pour in regarding irregularities in supply of the mid-day-meals and particularly the unhygienic food supplied to children. The Committee would like the Department to devise a focused approach for maintaining the hygiene and quality standards for cooking meals for the children.

#### **Action Taken**

Chapter 4 of the MDM guidelines deal elaborately with the nutrition, safety and hygiene aspects of the MDM. It also highlights the need and extent of community support. As per the guidelines, representatives of Gram Panchayats/Gram Sabhas, members of VECs, PTAs, SDMCs as well as Mothers' Committees are required to monitor *inter alia* the (i) procurement of good quality foodgrains and other ingredients (ii) their proper storage (iii) drawing wholesome, nutritious and varied menu (iv) cleanliness in cooking and serving of the mid day meal and (v) observance of hygienic practices by cooks as well as children. This Ministry has all along been stressing this fact to the State Governments and UT Administrations.

The Government has issued guiding material to States/UTs in June, 2010 for developing a grievance redressal mechanism which advises them to set up call centres, SMS services and other means of communications for receiving grievances and getting them redressed in time bound manner under intimation to the complainant.

### **V. TEACHERS' EDUCATION**

#### **Recommendations/observations**

5.1 As envis. No comments aged in the National Policy on Education (NPE), 1986 and its Programme of Action (POA), a Centrally-Sponsored Scheme of Restructuring and Reorganization of Teacher Education was launched in 1987 to create a sound institutional infrastructure for pre-service and in-service training of elementary and secondary school teachers and for provision of academic resource support to elementary and secondary schools. The Scheme which provided the Central assistance to States for setting up District Institutes of Education and Training (DIETs) for elementary teachers, Colleges of Teacher Education (CTEs) and Institutes of Advanced Study in Education (IASEs) and strengthening of State Council of Educational Research & Training (SCERTs) was revised in the Tenth Plan. The scheme was proposed to be revamped during the Eleventh plan.

**Action Taken**

No comments.

**Recommendations/observations**

5.2 The Committee notes that there are a large number of posts, both academic and non academic lying vacant in DIETs, CTEs and SCERTs in all the States/UTs with the position in the following States being quite alarming:-

**DIETs****Posts Sanctioned****Posts Vacant**

State	Academic	Non-	Total	Academic	Non-	Total	
	Academic			Academic			
1	2	3	4	5	6	7	
Andhra Pradesh	631	542	1173	348	184	532	
1	2	3	4	5	6	7	
Gujarat	650	364	1014	366	118	484	
Madhya Pradesh	1180	1294	2474	393	237	6302	
Rajasthan	546	571	1117	195	172	367	
Uttar Pradesh	2030	1330	3360	880	382	1262	
Jharkhand	562	515	1077	317	351	668	

**CTEs**

State	Academic	Non-	Total	Academic	Non-	Total	
	Academic			Academic			
Manipur	160	176	336	60	66	126	
Orissa	138	259	397	78	76	154	

**SCERTs**

State	Academic	Non-	Total	Academic	Non-	Total	
	Academic			Academic			
Andhra Pradesh	61	66	127	31	27	58	
Haryana	70	72	142	16	30	46	
Tamil Nadu	26	65	91	15	30	45	
Delhi	51	103	154	41	32	73	

**Action Taken**

No comments.

### **Recommendations/observations**

5.3 On being inquired about this state of affairs and the fate of evaluation report of the NCERT with regard to strengthening of DIETs, CTEs and SCERTs the Department apprised the Committee that the evaluation report of the NCERT has been circulated to all the State Governments and intensive consultations have been held with them and other stakeholders. Based on the recommendations of the NCERT, the view expressed during consultations and the implications of the Right of Children to Free and Compulsory Education Act, the Government was in the process of revising the Teacher Education Scheme which would become operational after approval of the competent authority.

### **Action Taken**

No comments.

## **VI. KENDRIYA VIDYALAYA SANGATHAN**

### **Recommendations/observations**

6.1 There are presently (as on 25.2.2010) 981 Kendriya Vidyalayas including 3 Kendriya Vidyalayas abroad viz. Kathmandu, Moscow and Tehran. Of the total 981 Kendriya Vidyalayas, 502 are in civil sector, 350 in defence, 110 in public sector undertakings and 19 in the institutes of higher learning sector. Due to heavy demand for admission introduction of second shift in Kendriya Vidyalayas has been increased from 38 schools to 40 schools in the academic year 2009-10. Though KVs are basically day schools, 9 Kendriya Vidyalayas have hostel facilities also.

### **Action Taken**

There are 982 Kendriya Vidyalayas (KVs) as on 02.08.2010. Sector-wise distribution is as under:

Total No. of KVs including 03 KVs abroad	982
No. of KVs under Civil Sector	502
No. of KVs under Defence Sector	350
No. of KVs under Project Sector	109
No. of KVs under Institute of Higher Learning Sector	21
TOTAL	982
No. of KVs with Second Shift	39

### **Recommendations/observations**

6.2 The Committee notes that out of the 982 Kendriya Vidyalayas, 31 KVs have been declared as smart schools. Each of these schools has been provided with Rs. 25.00 lakh for augmenting infrastructure and to enhance the quality of education through optimum use of I.T. and multimedia. As many as 951 KVs have computer labs, 978 KVs have their school websites and 967 KVs have internet facilities.

### **Action Taken**

Facts confirmed with a slight modification that instead of 951 KVs presently 954 KVs have computer labs.

### **Recommendations/observations**

6.3 During the year 2010-11 Kendriya Vidyalayas have been provided Rs. 350.00 crore in BE under plan and Rs. 1652.00 crore BE under non-plan head. During 2009-10 the KVs could spend Rs. 225.00 crore only out of Rs. 340.00 crore sanctioned to it at RE stage under plan head.

### **Action Taken**

The funds provided under plan during the year 2009-10 have been fully utilized. As regards the approved amount of 350.00 crore in Budget Estimates 2010-11 under plan, KVS will be able to fully utilize the same and may require additional funds to meet the expenditure for 71 new KVs already planned for opening during the 2010-11 session, and also to meet the cost of construction of school buildings, Government has already approved opening of 107 new KVs during the remaining period of the 11th Plan. KVS has issued orders to opening 71 of them during 2010-11 session.

### **Recommendations/observations**

6.4 The Committee notes that as on 2nd March, 2010, out of 981 KVs, 780 KVs were functioning in permanent buildings. 87 buildings were under construction, land has been identified at 73 places for building KVs. However, land was yet to be identified in respect of 33 KVs. During 2010-11, Government proposes to open 107 new KVs.

### **Action Taken**

Kendriya Vidyalayas are opened on the specific request of sponsoring organizations which are Central Government and State Government Departments under various Ministries. As per the terms and conditions of opening of KVs, the following two main commitment are to be fulfilled by the sponsoring organizations:

- (i) An adequate suitable plot of land as per KVS norms shall have to be transferred 'free of cost' on lease or permanent grant basis
- (ii) Till permanent school building is constructed, sponsoring organization shall provide adequate and safe accommodation to run the Vidyalaya.

Soon after Vidyalaya is opened, the request for transfer of land is initiated at Vidyalaya/KVS Regional Office/KVS (Hqrs) level with sponsoring organization, so that land is transferred within reasonable time frame. However, even after making prolonged efforts, some of the sponsoring organizations fails to honour the commitment made by them at the time of opening of KV. Such defaulting cases are regularly taken up at KVS (HQ) level with concerned Ministries/Directorate and also highlighted in the meetings of Works Committee and Board of Governors of KVS wherein the representatives of sponsoring organizations are also present. Similarly such cases are also regularly taken up in the Vidyalaya Management Committee meetings at Vidyalaya level.

In the past all these pending cases reflected in the report were also taken up with State Governments and Ministry of Defence by KVS and Ministry of HRD.

The delay in transfer of land by sponsoring organizations is basically on account of

- Non-availability of land with sponsors
- Non-receipt of no objection certificate from State Governments by the sponsors
- Prolonged procedural formalities of the sponsors

Despite these constraints KVS has been making consistent efforts for procurement of land without further delay, so that permanent school buildings are constructed.

### **Recommendations/observations**

6.5 The Committee takes a serious view of the physical targets, in terms of school building construction, for setting up of KVs still being in various stages of progress. Even though construction work was continuing in 87 KVs, still there were 12 KVs where land had been obtained but building plans were under preparation. Further for 33 KVs land was yet to be identified. The maximum number of such KVs are in the State of Jharkhand (7) followed by Jammu and Kashmir (6) Bihar and Uttarakhand (4) and one each KV in Arunachal Pradesh, Assam, Haryana, Lakshadweep, Madhya Pradesh, Mizoram, Nagaland, Punjab, Tripura and West Bengal. The Committee strongly recommends that procedural and administration formalities should be completed within the shortest possible time so that physical targets are achieved in a time bound manner.

## **Action Taken**

All the construction works of KVS are entrusted to various Government agencies *viz.* CPWD, MES, Railways, State PWD and Public Sector Undertaking of Central and State Governments as 'Deposit Work.'

After transfer of land in favour of KVS, the Sangathan initiates action by requesting one of the above construction agencies for preparation of preliminary drawings and preliminary estimates. In case of delays, KVS takes up such cases with their Directorates. Such cases are also discussed in the Works Committee meeting of KVS and review meetings held from time to time wherein representatives of these agencies are invited. As per procedure, KVS issues administrative approval and expenditure sanction to the construction agency with release of first instalment of funds on the basis of preliminary drawings and estimates received from the agency. Normally these agencies take 10-12 months for preparation of drawings, estimates, detailed engineering and floating of tenders. The construction agency generally needs 18-24 months to complete the works of construction depending upon the size of building and location of KV. However, head of construction agencies being competent technical authority may grant extension of time depending upon the circumstances and ground realities, as they are directly involved and accountable for execution of work. KVS is making all efforts at various levels for completion of school building at the earliest possible time-frame. During the XI Plan period 47 school buildings have been completed till the end of 2009-10.

## **Recommendations/observations**

6.6 Some members of the Committee raised the issue of difficulties being faced in opening new KVs at various places due to inadequacy of funds. Some other desired that more KVs should be opened for children to have quality education. The Committee would like the Department to take note of the same. Members of the Committee also expressed their displeasure over scraping of the Dispensation quota allotted to them for recommending admission of children. The members of the Committee desired that the provision of Dispensation quota should not only continue but also that number of coupons be increased from existing 2 to 5 to facilitate more admission to deserving poor children for quality education. The Committee would like the Department to consider the issue.

## **Action Taken**

Keeping in view the demand for KVs, the Government has sanctioned 107 KVs in different parts of the country during the remaining period of the 11th Five Year Plan. The special Dispensation quota of Members of Parliament has been restored by KVS. With regard to increase in number of special dispensation quota for MPs, the provision is regulated by the Hon'ble High Court of Delhi's decision in CWP No. 4281/1998 and CM No. 8025/98 dated 17.11.1998.

## **VII. NAVODAYA VIDYALAYA SAMITI**

### **Recommendations/observations**

7.1 The Navodaya Vidyalaya Samiti, an autonomous organization under the Ministry of Human Resource Development runs Jawahar Navodaya Vidyalayas. The Navodaya Vidyalayas are fully residential, co-educational institutions providing education upto senior secondary stage.

### **Action Taken**

No comments.

### **Recommendations/observations**

7.3 Admission in Navodaya Vidyalayas is made at the level of Class VI through a test conducted in the concerned districts in which the children had studied and passed the V Class. A total number of 2,27,497 students were on the rolls of Navodaya Vidyalayas in 2009-10. The percentage of students belonging to rural, SC, ST and Girls in Navodaya Vidyalayas has been encouraging as indicated below:



Years	Rural	SC	ST	Girls
2007-08	77.18	24.19	16.19	35.70
2008-09	77.93	24.19	17.18	36.15
2009-10	77.00	24.00	15.00	35.00

The Committee appreciates the educational need of the marginal section of rural India being taken care of in NVs.

#### **Action Taken**

Noted. However, as on 31.03.2010, the total number of students in JNVs was 2,10,138. The percentage of students belonging to rural area, SC, ST and percentage of girls is as under:-

Rural	SC	ST	Girls
77.84	24.36	17.25	36.67

### **VIII. INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) IN SCHOOLS**

#### **Recommendations/observations**

8.1 The Information and Communication Technology (ICT) @ School Scheme was launched in December, 2004 to provide opportunities to students at secondary stage to build their capacity on ICT skills and make them learn through computer aided learning process. The scheme intends to bridge the digital divide amongst students of various socio-economic and other geographical barriers. The scheme provides support to States/UTs to establish enabling ICT infrastructure in Government and Government aided secondary and higher secondary schools.

#### **Action Taken**

No comments.

#### **Recommendations/observations**

8.2 The Committee was informed that the scheme has been revised in January, 2010 with the following objectives:-

- the non-recurring cost now would be Rs. 6.40 lakh per school and recurring expenditure would be Rs. 2.70 lakh per year for five years from the year of sanction.
- revised sharing pattern would be 75:25 for all States except the North Eastern States for which the sharing pattern would be 90:10
- provision of a dedicated suitably qualified teacher for imparting computer literacy in all secondary and higher secondary schools.
- training for 10 days and annual training for 5 days for all teachers.
- Assistance to CIETs, SIETs and RIEs for content development.
- establishment of 150 smart schools at the rate of one per district by State Government/UT.
- reward for teacher for encouraging use of ICT innovations in education.

#### **Action Taken**

No comments.

### **Recommendations/observations**

8.3 The scheme was granted a plan allocation of Rs. 300.00 crore in 2009-10 which was reduced to Rs. 200.00 crore at RE stage out of which only Rs. 185.55 crore could be spent up to 15th March, 2010. On being inquired for the reason of this reduction in funds the Committee was informed that it was due to non receipt of viable Computer Education Plans (CEPs) from the States on time, non-submission of utilization certificates from the States and non-intimation of budget provision in the State budget. The scheme has been provided with an enhanced allocation of Rs. 400.00 crore in 2010-11 BE.

### **Action Taken**

No comments.

### **Recommendations/observations**

8.4 The Committee was informed that the target of the scheme under the Eleventh Plan is to cover about 1 lakh Government and Government aided secondary and higher secondary schools. Out of the targeted 1 lakh schools, only 59,126 schools were approved for coverage and even out of these 59,126 schools only 22,432 schools were fully covered upto 3rd March, 2010. The main reason for the gap between the schools approved and their coverage under the ICT Scheme was the delay in finalizing the process for installation of ICT hardware by the States. Coverage of 22432 schools was finally determined on the basis of utilization certificates received from various States.

### **Action Taken**

No comments.

### **Recommendations/observations**

8.5 The Committee expresses its deep concern over the slow pace of progress made under this scheme. The fact that less than 1/3rd of the targeted schools could be covered so far during the Eleventh Plan till March, 2010 reflects very discouraging performance of the scheme. The Committee is apprehensive that given the slow performance of the targets till now, it would be a daunting task to cover majority of schools under the ICT scheme. The Committee, therefore, urges the Department to take steps in co-ordination with the States/UTs to enhance the pace of progress for this scheme.

### **Action Taken**

The major reasons for the slow progress made under the ICT Scheme is due to :---

- (i) The progress of implementation is critically dependent on receipt of viable proposals from the State Governments. In several cases, the proposals were not received from the States though Ministry of Human Resources Development writes to all State Governments every year seeking proposals and also reminds them from time to time.
- (ii) In some cases, the States do not submit utilization certificates for the amount already released and hence are not able to receive further funds.
- (iii) The tendering process in the States sometimes take a long time.
- (iv) States are expected to make adequate budget provision to take care of both the Central and State shares. In some cases, States do not do so, and hence release is affected.

The Department of Secondary Education and Literacy has raised these issues with the State Governments in the meetings of State Education Ministers held by the Minister of HRD on 18.6.2010, and also in the Project Monitoring and Evaluation Group Meetings (PMEG) taken by Secretary (Secondary Education and Literacy). Specific problems are also brought to the notice of the States through DO letters from Joint Secretary (Secondary Education).

As a result, Computer Education Plans (CEPs) of several States have already been appraised during 2010-11 and PMEG has recommended coverage of 7473 new schools so far during the current year. All the States have been asked to ensure coverage of all Government and Government aided Secondary and Higher Secondary Schools by 2011-12.

## **IX. RASHTRIYA MADHYAMIK SHIKSHA ABHIYAN**

### **Recommendations/observations**

9.1 Rashtriya Madhyamik Shiksha Abhiyan scheme was launched in March, 2009 to universalize access to and improve quality of education at secondary stage but it could actually be implemented from the year 2009-10. The scheme is targeted to achieve a Gross Enrolment Ratio (GER) of 75% at secondary stage within 5 years, universal access by 2017 and universal retention by 2020. The physical targets of the scheme are aimed at providing facilities for estimated additional enrolment of more than 32 lakh students by 2011-12 through strengthening of about 44,000 existing secondary schools, opening of 11,000 new secondary schools, appointment of 1.79 lakh additional teachers and construction of more than 80,000 additional class rooms. As per the Statistics of School Education 2007-08 (provisional), the Gross Enrolment Ratio (GER) at secondary stage stood at 58.16 per cent as on 30.9.2007.

### **Action Taken**

No comments.

### **Recommendations/observations**

9.2 The Committee was surprised to find that out of Rs. 1353 crore provided in 2009-10, the Department could spend only Rs. 213 crore under Rashtriya Shiksha Madhyamik Abhiyan and yet the Department claimed to achieve the physical targets. The Department clarified that the physical target for 2009-10 provided for sanctioning for upgrading about 1500 upper primary schools and strengthening of 5000 existing secondary schools. As against this, the PAB recommended setting up of 2478 new secondary schools and strengthening of 6998 existing secondary schools. However due to limited availability of fund in the revised estimate it has not been able to release central share in all cases. Consequently Rs. 474 crores has been released to 29 States/UTs in the current financial year. The remaining part of approved costs will be released in next financial year. Reduction of allocations at RE Stage indicates that the scheme was not fully operational even during 2009-10, by when it had already been delayed. The actual expenditure upto 31st December, 2009 was abysimally low at Rs. 57crore.

### **Action Taken**

No comments.

### **Recommendations/observations**

9.3 The Committee was informed that project proposals were submitted by 31 States/UTs and the first instalment of central share was released to 29 States/UTs, Madhya Pradesh, Andaman and Nicobar Islands, Chandigarh, Dadra and Nagar Haveli, Daman and Diu and Delhi were the States to which funds could not be released due to various reasons.

### **Action Taken**

No comments.

### **Recommendations/observations**

9.4 The Committee was further informed about the State-wise details of interventions recommended under RMSA upto 2nd March, 2010. In the first phase, it included strengthening of 6998 existing schools in various States. The most number of schools recommended for strengthening were in Karnataka (1646) followed by Madhya Pradesh (1459), Andhra Pradesh (1299), Uttarakhand (969), Jammu and Kashmir (360), Manipur (224), Sikkim (151), Gujarat (144) and Maharashtra (120). The financial and physical progress achieved under the scheme during 2009-10 was that project proposals of Rs. 3418.57 crore with central share of Rs. 2598.38 crore were cleared. During the period, 2478 schools were either newly opened or upgraded and inservice training was provided to 27,500 teachers. Rs. 1700 crore has been provided in the BE 2010-11.

### **Action Taken**

No comments.

### Recommendations/observations

9.5 The Committee appreciates the initial difficulty with regard to attainment of physical and financial targets under RMSA Scheme. However, these starting troubles need to be addressed in co-ordination with the States. The Committee would like to caution the Department with regard to the State share in funding of the scheme. Government is aware that some of the States have not been able to provide their share of funds for the Sarva Shiksha Abhiyan and it is very unlikely that they would be able to come up with their share for RMSA particularly in the Twelfth Plan where the share is envisaged to be 50:50. The Committee would like the Department to look into the issue of funding earnestly and work out a mutually acceptable formula and strategy for utilization of funds lest this ambitious abhiyan may face the similar teething problems which are being encountered under SSA.

### Action Taken

The present scheme envisages sharing pattern of 75:25 between the Centre and the States during the 11th Five Year Plan and on 50:50 basis during the 12th Five Year Plan. The sharing pattern for the NER States (including Sikkim) will be 90:10 for both the Plans.

The new scheme has been operational from 2009-10 *i.e.* 3rd year of 11th Five Year Plan and hence sharing pattern of 75:25 has been limited to only three years instead of the entire duration of the 11th Five Year Plan. In view of the Committee's suggestions and concern about sharing pattern of 50:50 in the 12th Five Year Plan, this aspect will have to be addressed at the appropriate time while obtaining approval of the scheme during 12th Five Year Plan.

### Recommendations/observations

9.6 One of the main goals of this recently launched scheme under secondary education is achievement of Gross Enrolment Ratio (GER) of 75 per cent at secondary stage within five years. The Committee feels that this would prove to be the biggest challenge keeping in view the All India average of 53.27 per cent for secondary stage (class IX and X) and 41.13 per cent for classes IX-XII. Not only this there are wide-ranging disparities of State-wise status is looked at. There are 16 States/UTs having GER lower than the national level at secondary stage and 14 States/UTs for classes IX to XII. Following details in respect of States having very low GER are self-revealing:

State	GER (Classes IX to X)	GER (Classes IX to XII)
Assam	48.61	31.61
Bihar	24.42	17.96
Jharkhand	26.07	14.91
Nagaland	31.14	23.71
Jammu and Kashmir	43.61	35.18
Sikkim	42.67	33.19
All India	53.27	41.13

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### Action Taken

No comments.

### Recommendations/observations

9.7 The Committee is not aware about the strategy planned for achievement of this ambitious goal of 75 per cent GER within five years. The goals of all children in school, EGC, alternate school, back to school camp by 2005 and universal retention by 2010 under SSA still remain to be achieved. As compared to elementary education, expansion of secondary education seems to

be an uphill task. The Committee can only hope that experience under SSA would help in formulating State specific interventions under RMSA. With focus on the States having lower retention districts/SC/ST/Minority specific districts, this gigantic task may prove to be some what manageable.

#### **Action Taken**

It is true that success of RMSA is dependent on the success of SSA, and the maximum enrolment at secondary stage is limited by the no. of students completing class VIII. The framework of RMSA gives enough flexibility to States to come up with State specific interventions while planning for implementations based on a bottoms up approach.

The scheme also has several provisions meant for SC/ST/Minority concentration areas such as:-

- (i) Priority for opening of new schools in SC/ST/Minority concentration areas including upgradation of Ashram schools to secondary schools.
- (ii) Special focus on SC/ST/Minority during micro planning.
- (iii) Enrollment drives, special coaching classes in minority, and SC/ST concentration areas.

During 2009-10, out of the 2478 new secondary schools sanctioned, 304 schools were sanctioned in minority concentration districts.

### **X. SCHEME FOR SETTING UP OF 6000 MODEL SCHOOLS AT BLOCK LEVEL AS BENCHMARK OF EXCELLENCE**

#### **Recommendations/observations**

10.1 The scheme for setting up of 6000 model schools at block level as benchmark of excellence was launched in 2008-09 and is being implemented from 2009-10. The scheme is intended to provide quality education to talented rural children in these model schools at block level at the rate of one school per block. In the first phase, 2500 Model Schools are proposed to be set up in educationally backward blocks in government sector the land for which will be provided by the State Governments. These schools will be run by the State Government Societies similar to Kendriya Vidyalaya Sangathan.

#### **Action Taken**

No comments.

#### **Recommendations/observations**

10.2 In the BE of 2009-10 Rs. 350.00 crore were provided for the scheme which was reduced to Rs. 280.00 crore at RE stage while the actual expenditure as on 31.12.2009 was only Rs. 189.21 crore. The Committee notes that funds allocated for the scheme were remained under utilized during 2009-10. An allocation of Rs. 425.00 has been provided for the scheme in BE of 2010-11.

#### **Action Taken**

No comments.

#### **Recommendations/observations**

10.3 The Committee was informed that so far 316 schools have been sanctioned in 10 States. In addition, the proposal for sanctioning 11 schools in Nagaland was also under process. Of the schools sanctioned so far, maximum are in the State of Bihar (105) followed by Karnataka (74), Madhya Pradesh (33), Punjab (21), West Bengal and Chhattisgarh (20), Jammu and Kashmir (19), Tamil Nadu (18), Himachal Pradesh (5) and Mizoram (1). It is given to understand that land has been identified for all the schools. The Secretary of the Department during her oral evidence informed the Committee that out of 6000 model schools 3500 will be opened under State Governments in Educationally Backward Blocks (EBBs). The remaining 2500 schools under PPP mode are to be set up throughout the country. She added that several rounds of discussions have taken place with various stakeholders in that regard and the finalization of guidelines will take some time.

**Action Taken**

No comments.

**XI. VOCATIONALIZATION OF EDUCATION****Recommendations/observations**

11.1 The Centrally Sponsored Scheme of Vocationalization of Secondary Education provides for diversification of educational opportunities so as to enhance individual employability, reduce the mismatch between demand and supply of skilled manpower and to provide an alternative for those pursuing higher education. Under the scheme job-oriented courses at +2 level are being provided in the areas of Agriculture, Business and Commerce, Engineering and Technology, Home Science etc. Financial assistance is provided to the States, NGOs and voluntary Organisations for implementation of specific innovative projects.

**Action Taken**

Noted.

**Recommendations/observations**

11.2 The Committee notes that the fund allocation under the scheme has been quite skewed. No expenditure has been incurred under the scheme in the last three financial years *viz* 2007-08, 2008-09 and 2009-10. The Committee was informed that the scheme is being revised. In fact the revision of the scheme has been going on for quite some time. The Committee would like the Department to finalize the scheme without any further delay so that the funds allocated year after year do not remain unutilized.

**Action Taken**

Noted.

**Recommendations/observations**

11.3 The Committee has been monitoring the implementation of scheme of Vocationalisation of Secondary Education since long. The Scheme in spite of interventions made from time to time has failed to take off in the real sense so far. During the Tenth Plan, out of Plan outlay of Rs. 350.00 crore, expenditure reported was only Rs. 63.69 crore. A modest target of setting up of 409 new schools at +2 level stage and sanctioning of 1230 sections for conducting vocational courses for the entire Tenth Plan period indicates the below average performance level of the scheme.

**Action Taken**

Noted.

**XII. INCLUSIVE EDUCATION FOR THE DISABLED AT SECONDARY SCHOOLS (IEDSS)****Recommendations/observations**

12.1 After the implementation of the Centrally Sponsored Scheme of Integrated Education for the Disabled Children (IEDC) till March, 2009, a new scheme of Inclusive Education for Disabled at Secondary Stage (IEDSS) has been launched since April, 2009. The IEDSS Scheme will cover students of class IX to XII with one or more disabilities as defined in PWD Act (1995).

**Action Taken**

Noted.

**XIII. INCENTIVES TO GIRLS EDUCATION AT SECONDARY SCHOOL LEVEL****Recommendations/observations**

13.1 The “Incentive to Girls for Secondary Education” is a Centrally Sponsored Scheme launched in 2008-09. Under the scheme, a sum of Rs. 3000/- is deposited in the name of eligible girls as fixed deposit which can be withdrawn along with interest thereon on reaching 18 years of age and after passing 10th class examination. The scheme covers all girls belonging to SC/ST communities who pass class VIII and all girls who pass class VIII examination from KGBV irrespective of whether they belong to SC/ST, and enroll in class XII in Government, Government-aided and local body schools.

#### **Action Taken**

The scheme covers all girls belonging to SC/ST communities who pass class VIII and all girls who pass class VIII examination from Kasturba Gandhi Balika Vidyalaya (KGBV) irrespective of whether they belong to SC/ST communities and enroll in class IX (and not in class XII) in Government, Government-aided and local body schools.

#### **Recommendations/observations**

13.3 The Committee is surprised to find that in both the years, *i. e.* 2008-09 and 2009-10 only 8 States/UTs each year could take the benefit of the scheme. The other trend noticed by the Committee is that while 71,748 girls could be selected during 2008-09, there were only 22,934 girls found eligible during 2009-10. Out of 71,748 girls selected in 2008-09, 44,410 girls were from Gujarat alone. Similarly, out of 22,934 girls found eligible in 2009-10, 18,918 were from Jharkhand. Taking note of uneven spread of the scheme, that too within the eight States/UTs, the Committee can only conclude that the scheme is yet to take off. Non-receipt of adequate and viable proposals from States/UTs and non-completion of necessary formalities by the States/UTs which were released earlier instalments are the two main factors cited by the Department as found responsible for such a situation. The Committee strongly feels that all the inherent constraints being faced by the States/UTs need to be removed and simultaneously vigorous monitoring may also be initiated. The Committee would also appreciate if wide publicity through local print and electronic media is also given to the scheme.

#### **Action Taken**

A sum of 122.87 crore has been sanctioned for 409580 eligible girls of 25 States/UTs for the year 2008-09. For the year 2009-10, a sum of Rs. 29.49 crores has been sanctioned for 98305 eligible girls of 12 States/UTs. The number of eligible girls from Gujarat is 44410 for the year 2008-09. For the year 2009-10, the number of girls from Jharkhand is 18918 out of 98305 girls of 12 States/UTs. The statements showing the names of the States/UTs, number of eligible girls and amount sanctioned under the Centrally Sponsored Scheme of Incentives to girls for Secondary Education for the year 2008-09 is at **Annexure-VI** and for the year 2009-10 is at **Annexure-VII**. The following steps are being taken for proper implementation of the scheme:

- (i) A Technical support Group (TSG) in EdCIL has been set up for ‘National Scheme of Incentive to Girls for Secondary Education’ for the purpose of administration, Monitoring and Evaluation.
- (ii) The incentive amount sanctioned in favour of eligible girls was released to the State Govts./UTs to deposit the same with State Bank of India, Parliament Street, New Delhi to enable them to issue Fixed Deposit Certificates to the beneficiaries. Now, it is proposed to take consent of the State Governments to release the sanctioned amount directly to the State Bank of India to avoid delays.
- (iii) The scheme has been put on the Website of the Ministry of Human Resource Development.

States/UTs have also been requested to send proposals for 2010-11 and to give wide publicity to the scheme through local print and electronic media.

### **XIV. NATIONAL MEANS-CUM-MERIT SCHOLARSHIP SCHEME**

#### **Recommendations/observations**

14.1 Under the National Means-cum-Merit Scholarship Scheme launched in 2008-09, one lakh scholarships @ Rs. 6000/- per annum per student are to be awarded to the selected students *i.e.* meritorious students of economically weaker sections each year for studying in classes IX to XII. The main objective of the scheme is to arrest their drop out at class VIII and to encourage them to continue in the secondary stage.

### **Action Taken**

No comments.

### **Recommendations/observations**

14.2 The Committee notes that under the scheme, Rs. 750.00 crore was to be deposited as corpus fund in 2009-10 out of which only Rs. 250.00 crore has been deposited. Thereafter, a decision was taken to wind up the Corpus Fund and instead to make budget provisions for this scheme every year. The Committee was given to understand that this would not affect the scheme as annual budget provisions would be made.

### **Action Taken**

A Budget provision of Rs. 90.50 crores has been made for the Scheme for the year 2010-11.

### **Recommendations/observations**

14.4 The Committee fails to comprehend the lack of interest of these States. The Committee has been given to understand that State-wise quota of scholarships has been fixed on the basis of weightage on the enrolment in classes VII and VIII and weightage on child population of the relative age. The only pro-active action required to be taken by the States/UTs is to prepare the list of selected candidates on the basis of the National Talent Search Examination conducted in November. It seems that States have to be sensitized for giving wide publicity to the scheme through both local print and electronic media so that increasing number of students take the National Talent Search Examination. The Department will have to constantly monitor the participation of States/UTs and also identify the constraints being faced by them and resolving them also. Only then, the outreach of this scheme will extend to the targetted beneficiaries. The Committee would also like to point out that the mismatch between the scholarships allotted and the selected candidates has to be removed. Timely release of scholarships can only help the students.

### **Action Taken**

24521 scholarships have been sanctioned to the selected students of 27 States/UTs for the year 2009-10. The statement for the year 2009-10 is at **Annexure-IX**.

The cost of conducting examination is also reimbursed to State Governments/UT Administrations.

All State Governments/UT administrations have been requested to give wide publicity to the scheme. They have also been asked to write to all schools to send at least 5 students from each school to appear for the selection test. The scheme is also on the website of the Ministry .

## **XV. ADULT EDUCATION**

### **Recommendations/observations**

15.1 Government has been running the adult education schemes with a view to impart functional literacy to non-literates in the age group of 15-35 years. One such scheme was the National Literacy Mission which has been recast as Saakshar Bharat with focus on female literacy. The scheme launched in September, 2009 aims to achieve 100% female literacy in districts where the adult female literacy rate is 50% or less as per 2001 census. Though the scheme would cover the whole of India, rural areas will have the first claim on the programme fund. In short, the focus of the Saakshar Bharat will be entirely on the low literacy areas, the marginalized and vulnerable sections of the society especially women, scheduled castes, scheduled tribes, minorities etc. The Committee further notes that the central funding may be confined to such districts where female literacy rate is 50% or below it and left wing extremism affected districts.

### **Action Taken**

Central funding under Saakshar Bharat will be confined to low adult female literacy districts in rural areas and left wing extremism affected districts (irrespective of their adult female literacy rate).

### **Recommendations/observations**



15.2 The total financial outlay for Saakshar Bharat during the last 3 years of Eleventh Plan period is Rs. 6502.70 crore out of which Centre shall provide Rs. 4993.02 crore. The share of funding between Central and State Governments is in the ratio of 75:25 and in the case of North Eastern States including Sikkim in the ratio of 90:10. The total allocation for adult education programmes as per BE 2010-11 is Rs. 1300.00 crore. The Saakshar Bharat scheme will be implemented through a new flagship programme “Adult Education and Skill Development Scheme” for which Rs. 1167.00 crore has been earmarked in 2010-11. The Committee further notes, that the total budgetary provision for adult literacy will also provide support to NGOs/Institutions/SRCs for adult education skill development. A provision of Rs. 121.00 crore has been made in the BE of 2010-11 for the purpose. The Committee notes that during 2009-10, 167 districts in 19 States have been covered under the scheme. The State Governments and local bodies would be taking up campaigns in remaining districts working through programmes like SSA, NREGA and NRHM etc.

#### **Action Taken**

Factual position. No comments.

#### **Recommendations/observations**

15.3 Despite the increased allocation and focused attention being given to adult literacy, the Committee is apprehensive of the real outcome of the literacy missions. It was observed that the people being educated through such missions are just able to write their names/put signatures which means no quality education is being imparted to them especially in rural areas. Even though the Department claims prescribed competencies are laid on the basis of which a person is declared literate the Department needs to devise methods which actually help in translating literacy into education in real terms.

#### **Action Taken**

Saakshar Bharat will not be limited to imparting knowledge of 3 “Rs.” Its broad objectives are:

- (i) Impart functional literacy and necessary to non-literate and non-numerate adults;
- (ii) Enable the neo-literate adults to continue their learning beyond basic literacy and acquire equivalency to formal education system;
- (iii) Impart non and neo-literate adults relevant skill development programmes to improve their earning and living conditions.

Promote a learning society by providing opportunities to neo-literate adults for continuing education.

#### **Recommendations/observations**

15.4 On a specific query regarding dissemination of information/activities regarding literacy programmes, the Department informed the Committee that a web based monitoring and information system is in place. Besides, under the Saakshar Bharat Abhiyan the Jan Shikshan Sansthan (JSSs) will be intuitionally networked with adult education centres in Gram Panchayats for dissemination of information.

#### **Action Taken**

National Informatics Centre (NIC), New Delhi has been engaged to develop web-based monitoring and information system for Saakshar Bharat programme. As regards the networking of JSS with adult education centre in Gram Panchayats for dissemination of information, the modalities of networking are being worked out and necessary instructions will be issued to the concerned agencies.

#### **Recommendations/observations**

15.5 There are 271 JSSs in 264 Districts of the country. Basically the objective of these institutions is to provide vocational training to neo-literates. The Committee notes that most of these institutions are not functioning properly. Even the Department has conceded that 10 JSSs are defunct and in their place, no JSSs would be set up. The present level of monitoring leaves much to desire. The Committee is not sure as to what specific monitoring the Government proposes to ensure by linking the Sansthans with Saakshar Bharat. Co-ordination was otherwise also required with district implementation authorities before

Saakshar Bharat scheme came into being. Commitment and will power is equally important. The Committee expects the Department to strengthen its monitoring mechanism and streamline its delivery system.

### Action Taken

In order to streamline the monitoring and evaluation of the Jan Shikshan Sansthan, the following steps have been initiated:

- (i) The annual action plans of the Jan Shikshan Sansthans are being approved by the competent authority.
- (ii) Half-yearly review meetings are being organized to review progress and shortcomings if any are communicated for improvement of the functioning of the JSS.
- (iii) The external evaluation of the JSSs is being conducted through empanelled evaluation agencies ---- IIMs, MDI, University Departments and reputed social science institutions.
- (iv) The officers of National Literacy Mission Authority (NLMA) and Directorate of Adult Education (DAE) attending BOM meetings and visit the vocational training centres.
- (v) The format of Annual Action Plans of JSSs has been standardized to cross check the progress as well as the expenditure.

A web-based monitoring system is being developed through NIC.

## XVI. NEW SCHEMES OF THE DEPARTMENT

### Scheme for providing quality education in Madarsas (SPQEM)

#### Recommendations/observations

16.1 With a view to provide all possible means for the development of educationally backward minorities the Central Government has launched a new scheme, namely the scheme, for providing quality education in Madarsas (SPQEM). The scheme will cover educationally backward muslim minority children who are attending Maktab/Madarsas/Darul-Ulloms. Financial Assistance will be extended to Madarsas and Maktab to introduce modern subjects such as science, Mathematics, Social Studies, Hindi and English in their curriculum so that children studying in these institutions gain academic proficiency for class I-XII. An allocation of Rs. 500.00 crore has been made for the scheme in BE 2010-11. The Committee hopes that all preparatory exercises have been undertaken under the scheme so that the targeted group takes advantage of the facility.

#### Action Taken

The erstwhile Scheme of Area Intensive and Madarsas Modernisation Scheme was reformulated in November, 2008 into two schemes, namely (a) Scheme for Providing Quality Education in Madarsas (SPQEM) and (b) Scheme for Infrastructure Development of Private Aided/Unaided Minority Institutions (Elementary Secondary/Senior Secondary Schools) (IDMI).

The objective of the SPQEM is to encourage traditional institutions like Madarasas and Maktab to introduce Science, Mathematics, Social Studies, Hindi and English in their curriculum so that children studying in these institutions gain academic proficiency for classes I-XII. SPQEM also provides for accreditation of Madarsas to NIOS and vocational education for children in the 14+ age group. In addition, it provides for assistance for computer and science laboratories in Madarssas of Secondary and Higher. Secondary level, and book banks and science kits at all level.

#### Achievement under the scheme during 2009-10 is given hereunder:

	No. of	No. of	Budget	Funds	Percent
Madarsas	Teachers	Allocation	Released	Achievement	supported
supported					
SPQEM	1978	4961	50 Crore	46.23	92%

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### Scheme for infrastructure Development in Minority Institutions (IDMI)

#### Recommendations/observations

16.2 The objective of IDMI is to augment school infrastructure in Minority Institutions (elementary/secondary/senior secondary schools) in order to expand facilities for formal education to children of minority communities. The scheme aims to encourage education facilities for girls, children with special needs and those who are most deprived educationally amongst minorities. The Committee appreciates the objectives of the scheme and would like to see its expeditious implementation.

#### Action Taken

The objective of IDMI is to augment and strengthen school infrastructure in Minority Institutions (elementary/secondary/senior secondary schools) in order to expand facilities for formal education for children of minority communities. The scheme aims at encouraging education facilities for girls, children with special needs and those who are most deprived educationally amongst minorities.

#### Achievement under the scheme during 2009-10 is given hereunder:

IDMI	No. of Institution	Budget	Funds	Percent
Supported	Allocation	Released	Achievement	
	22	5 crore	4.48 crore	90%

## XVII. MISCELLANEOUS

### Appointment of Language Teachers

#### Recommendations/observations

17.1 The main objective of the scheme is to assist States/UTs in implementing three language formula. It provides for appointment and training of Hindi teachers in non-Hindi speaking States, appointment of Urdu teachers and grant of honorarium for teaching Urdu and appointment of Modern Indian Language teachers (other than Hindi) in Hindi speaking States.

#### Action Taken

No comments.

## CHAPTER-III

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

#### II. BUDGETARY ALLOCATION

##### Recommendations/observations

2.4 Eleventh Plan Outlay of Rs. 1,84,930.00 crore for School Education and Literacy shows a phenomenal increase when compared with Tenth Plan outlay of Rs. 35,238.00 crore. With substantial additional funds provided during the Plan period, overall financial releases of Rs. 51,139.00 crore were made for different schemes of School Education and Literacy by the end of Tenth Plan Period. The Committee notes that plan allocation of Rs. 71,191.00 crore for the first three years of the Eleventh Plan has substantially exceeded the total utilization of Rs. 51,139.00 crore in Tenth Plan. The Committee, however, finds that unlike Tenth Plan, pace of expenditure of allocated funds during the first three years of the Eleventh Plan has not succeeded so far in full utilization. Not only this, BE provision in 2008-09 and 2009-10 had to be brought down at the RE stage and by the end of the year, the reduced allocation remained under-utilised as indicated below:

(Rs. in crores)

	2008-09		2009-10		
BE	RE	Actuals	BE	RE	Actuals (upto
				23.03.10)	
26800.00	24500.00	22462.47	26800.00	24500.00	23179.00

The Committee also observes that substantial expenditure of allocated funds occurred during the last quarter of the year. What is more worrisome is that this trend is noticed in all the major schemes of the Department, with the exception of one or two schemes where Budget allocation was not reduced at the RE stage. Following details are self revealing:

(Rs. in crores)

Scheme	BE	RE	Actuals as on 31.12.2009	As on 31.03.10
1	2	3	4	5
SSA	13100.00	13100.00	10966.92	12825.96
MDM Scheme	8000.00	7359.15	4789.08	6942.17
NCERT	40.00	25.00	13.40	25.00
Strengthening of Teachers' Training Institutions	500.00	325.00	258.41	323.13
KVS	300.00	340.00	225.00	340.00
1	2	3	4	5
NVS	1300.00	1300.00	838.23	1300.00
IEDS	70.00	60.00	10.36	55.13
ICT in Schools	300.00	200.00	97.66	186.60
Vocationalization	37.00	1.00	0.00	0.00

of Education				
Adult Education and Skill Development	315.00	345.00	1.65	340.39
Support to NGOs in the field of Adult Education	121.58	91.58	40.82	82.54

Under the following two schemes even non-plan funds remained under utilized during 2009-10:-

(Rs. in crores)

Scheme	BE	RE	Actuals as on	Actuals As
		31.12.2009	on 31.03.10	
KVS	1812.83	2085.44	1359.63	2085.44
NVS	341.29	376.20	221.86	376.20

The Committee observes that the factors resulting in substantial under utilization and skewed pattern of quarterly expenditure will be separately examined in depth by the Department. Furthermore, on the basis of projected expenditure in the balance part of the Eleventh Plan and Twelfth Plan, efforts should be intensified with the Planning Commission and Ministry of Finance to secure the necessary budgetary allocation.

#### Action Taken

The observations of the Committee have been noted.

The Department has been able to get additional resources of Rs. 4000 crore for the current financial year for implementation of SSA/RTE Act. The pace of expenditure during the current year has improved considerably. Against the enhanced allocation of Rs. 35036 crore, funds to the tune of Rs. 17412.52 crore have been released as on 08.10.2010. In percentage terms it comes to 49.70 as against 31.49 in the previous year (as on 30th September, 2009).

#### Comments of the Committee

**The Committee observes that it is evident from the reply of the Department that around 50 per cent of the allocated resources for implementation of the SSA/RTE Act continue to remain under utilized. Not only this, the Committee is somewhat surprised to note that no response has been there with regard to its specific observation about substantial expenditure of allocated funds under some of the major Schemes being made only in the last quarter of the year 2009-10. The Committee is of the considered opinion that non-adherence to financial norms and action plan in utilization of allocated funds is indicative of the bottlenecks in the effective implementation of Flagship Schemes like SSA and MDM Scheme. The Committee reiterates that the Department needs to identify the factors responsible for under utilization of funds and initiate remedial steps for optimum and judicious utilization of funds allocated for these schemes.**

#### Recommendations/observations

2.5 On a specific query, the Committee was informed that lack of viable proposals under Rashtriya Madhyamik Shiksha Abhiyan, Schemes of Model Schools and Girls' Hostel specially from NER States, availability of unspent balances, delay in revision of cooking cost under MDM Scheme and delay in the launch of recast National Literacy Mission were the main factors responsible for funds remaining under-utilised during 2009-10. While appreciating the inherent constraints faced in the implementation of some schemes, the Committee would like to point out that under-utilization and uneven spread of expenditure in respect of major schemes viz SSA, MDM Adult Education and Teachers' Training during 2009-10 calls for some

serious introspection. Total Plan allocation of Rs. 31,036 crore for 2010-11 shows a substantial enhancement when compared with RE allocation of Rs. 24,500 crore in 2009-10. The Committee, therefore, would like the Department to make concerted efforts to ensure maximum utilization of allocated funds in the remaining two years of Eleventh Plan Period so as to ensure the achievement of the universalisation of education in the real term.

### **Action Taken**

The recommendations of the Committee have been noted. All efforts are being made to utilize allocation of funds to the maximum for the remaining period of the 11th Five Year Plan.

### **Comments of the Committee**

**The Committee finds the reply of the Department too general. The Department has not indicated what concrete and concerted steps it has initiated to ensure maximum utilization of funds for the remaining period of the Eleventh Five Year Plan. The Committee would like the Department to chart out a roadmap/action plan for effective and maximum utilization of funds for all its major Schemes.**

### **Recommendations/observations**

2.6 Pending Utilisation Certificates and availability of Unspent Balances with the implementing agencies are the twin problem areas which have been engaging the attention of the Committee for quite some time. Through its Reports every year, the Committee has been drawing the attention of the Department towards this unhealthy trend evident in all the major schemes being handled by it. The Committee observes that by constant monitoring on the part of the Department during the last 3-4 years, level of pendency/availability of UCs/Unspent Balances has somewhat come down. However, the latest details made available to the Committee indicate that more vigorous monitoring is required on the part of the Department. The Committee notes that in respect of Grants released upto March, 2009, number of Utilisation Certificates outstanding as on 31 st January, 2010 is 1602 involving an amount of Rs. 1619.86 crore. Similarly, as on 30th September, 2009, Unspent Balances amounting to Rs. 1568.20 crore were available with State Governments/UTs and with other implementing agencies, unspent balances of Rs. 3166.26 crore were available.

2.7 The Committee is fully aware that quite a few major schemes having a variety of components and involving huge amounts are being administered across the country. Therefore, one cannot rule out the trend of pending UCs and Unspent Balances. But it has also to be kept in mind that all these schemes are to be run in accordance with well established Annual Action Plan. Availability of unspent balances clearly indicates that all the targeted beneficiaries are not being covered as envisaged. Secondly, pendency of UCs clearly indicates that all the financial norms are not being strictly adhered to. The Committee would, therefore, like to remind the Department once again to be more vigilant in realising its fiscal responsibility. It is incumbent upon the Department to take up the issue of unspent balances with the State Governments with due sincerity to ensure that the allocated funds are utilized judiciously.

### **Action Taken**

Concerted efforts are made by the Department to settle all the pending utilization certificates and thus reduce pendency. With regard to unspent balances remaining available with State Governments, the position is reviewed periodically at the time of approving the Annual Work Plan and Budget of the States, and also in the meetings of State Education Secretaries and State Project Directors. In addition, quarterly meetings of State Financial Controllers are also undertaken to ensure narrowing the gap of funds allocated and utilized.

The State specific issues are also discussed during visits of the officers of the Department to States/UTs.

### **Comments of the Committee**

**The Committee would like to be apprised of the ground realities and how far the concerted efforts of the Department have resulted in reducing the pendency of Utilization Certificates. Further, the Committee would like to know what State specific interventions have been initiated by the Department to address the problem of unspent balances in the States where the gap in allocation and utilization of funds has been quite large. The Committee would**

appreciate if the Department is able to ensure judicious and optimum utilization of allocated funds to reduce unspent balances to a minimum level.

### **III. SARVA SHIKSHA ABHIYAN**

#### **Achievements under SSA**

#### **Recommendations/observations**

3.3.2 The first major goal of Sarva Shiksha Abhiyan to bring all children to school by 2005 appears to have been partially achieved. Department's claim of 114.6 GER at primary level is contested by a study commissioned by Ministry of HRD showing 81 lakh children out of school in the age group of 6-14. Out of 81 lakh, 61 lakh children do not attend any form of schooling. The GER at upper primary level in 2007-08 was also quite low at 77.5 only. The Department had itself conceded that improving coverage at upper primary level was a challenge ahead especially in the States of Bihar, Jharkhand, Jammu & Kashmir, Uttar Pradesh, Punjab, West Bengal and Haryana. The Committee notes with serious concern the above issues and the fact that the target year *viz* 2005 has long elapsed and the first goal of Sarva Shiksha Abhiyan is still elusive. The Committee concludes that despite focusing on universalization of primary education for a long time we have not been able to achieve this goal in the real sense. It would like the Department to look into the issue more earnestly and take corrective steps to improve GER.

#### **Action Taken**

The Gross Enrolment Ratio (GER) represents children who are already in the school system. GER includes under-age and over-age children in the education system, and therefore often exceeds 100, even though some children in the relevant age group (6-14 years) may remain outside the school system.

The sample study on out of school children referred to in the para has shown that 81 lakh children in the 6-14 age group are outside the school system. This is not in contradiction of the GER figures. The 81 lakh out of school children represent the hard to reach category of children. This Ministry fully appreciates the challenges involved in bringing the children into the school system and will address this challenge with greater vigour.

#### **Comments of the Committee**

**The Committee is not inclined to agree to the Department's view point that 81 lakh children in the age group of 6-14 years out of schooling system is not in contradiction of the GER figures. While it may be a matter of statistics for the Department, the Committee feels that it is a fact that such large number of children are still outside the schooling system. The Committee would appreciate if the Department comes out with a vision/strategy plan to cover the 'hard to reach' category of children as well in the schooling system. The Committee, accordingly, recommends the Department to initiate State specific interventions for such children.**

#### **Recommendations/observations**

3.3.3 In so far as gender and social parity is concerned, the situation seems to be no better. The Committee notes that some progress has been made towards reducing gender gap. At the national level the gender gap at primary level has reduced from 4.8% in 2003-04 to 3.23% in 2008-09 and at the upper primary level it has come down from 8.8% to 4.85% during the same period. The gender parity index at primary and upper primary level was stated to be 0.94 and 0.91 respectively in 2008-09. On social parity front, the enrolment ratio for the Girls, SCs, STs in the year 2007-08 at primary level was stated to be 113.24, 124.86 and 129.29 respectively, indicating narrowing down of the social gaps. As per the findings of a study commissioned by MHRD in 2009 among the different social groups, the estimated percentage of out of school children is 5.20% for STs, 5.96% for SCs, 2.67% for OBCs and 4.6% for the Girls. Going by the available statistics, it could safely be concluded that the goal of bridging gender and social gaps in elementary education is still a distant dream. The Committee re-emphasizes that the Department take corrective measures to bring all the social groups within the schooling fold.

#### **Action Taken**

Noted. Under SSA programme following interventions are in place to bridge the social and gender gap:

- Funds for innovation activities in respect of girls @ upto Rs.15 lakh per district
- Kasturba Gandhi Balika Vidyalaya - KGBV scheme provides for setting up of residential upper primary schools for girls from SC, ST, OBC and Muslim communities. The outlay in 2009-10 was Rs.95995.139 lakh.

NPEGEL - NPEGEL is a holistic effort to address obstacles to girls' education at the micro level through flexible, decentralized processes and decision making. NPEGEL is implemented in educationally backward blocks (EBB) and addresses the needs of girls who are 'in' as well as 'out' of school. The outlay for 2009-10 was Rs. 41770.995 lakh.

#### Comments of the Committee

**The Committee is aware about the specific interventions under SSA initiated for bridging social and gender gaps and adequate funds being allocated therefor. The Committee would like to point out that need of the hour is effective implementation of such interventions at the ground level so as to ensure their reach to the targeted beneficiaries.**

#### Recommendations/observations

3.3.5 The Committee notes that drop-out rate of Girls, SCs and STs contributes in the overall low retention of the children in the schools. For the girls, the drop-out rate at primary (I-V) and Elementary (I-VIII) level in the year 2007-08 was 24.8 % and 41.4 % respectively. In respect of SCs, the drop-out rate at primary (I-V) and elementary (I-VIII) level in 2007-08 was 31.9% and 52.6% respectively. Similarly, the figures for STs for the same period were 32.2% and 63.4%. Evidently, the drop-out rate for these marginalized groups of the society is high at primary level and disturbingly high at the elementary level. The Committee is compelled to believe that by the time children reach class VIII almost 50 per cent of girls, SC & ST children drop out of the school thus leaving the goal of 100 per cent retention in schools almost practically impossible. For that matter the target of universal retention even in near future would be difficult to achieve.

#### Action Taken

The reduction in the dropout rate at the Primary and Upper Primary level since the launch of Sarva Shiksha Abhiyan (SSA) is indicated below:

#### Dropout Rate of SC/ST Students

Primary (%)							
	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
SC	45.2	41.5	36.6	34.2	33.79	35.96	31.85
ST	52.3	51.4	48.9	42.3	39.8	33.15	32.23
All	39.03	34.89	31.36	29	25.47	25.43	25.55
Elementary (%)							
	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
SC	60.7	59.9	59.4	57.3	55.25	53.05	52.62
ST	69.5	68.7	70.1	65.9	62.95	62.54	63.36
All	54.6	52.79	52.32	50.84	48.71	46.03	43.03

(Source-SES 2007-08)

It is evident from the above table that the dropout rate of SC and ST students has declined over the years. In 2001-02 the dropout rate for SCs at the primary level was 45.2%, which came to 31.9% during 2007-08 . At the elementary level it has



reduced from 60.7% in 2001-02 to 52.6% in 2007-08. Similarly dropout rate for STs has declined from 52.3% in 2001-02 at the primary level to 32.2% in 2007-08. At the elementary level the same declined from 69.5% to 63.4%.

SSA has always given special focus to the education of SC/ST children to bridge social category gaps as these sections are socially and economically backward and need special attention in the area of education. In order to cater to the educational needs of this group and make the education more accessible to them, SSA has provided a range of context specific interventions. The following provisions have been made for the education of SC/ST children.

- Provision of upto rupees 15 lakh per district per year for taking up innovative interventions relating to the education of SC/ST children for better retention, attendance and learning levels.
- Schools to be set up within one kilometer of all un served habitations.
- Free text books.
- Hostels in remote sparsely populated areas.
- Special teaching support as per need with teacher's sensitization programs to promote equitable learning opportunities.
- Kasturba Gandhi Balika Vidhyalaya (KGBV) for girls at upper primary level where a minimum of 75% seats are for SC/ST/OBC/Muslim girls.
- Additional funds for girl's education in educationally backward blocks under NPEGEL especially in SC/ST areas.

In addition to the above, MHRD has also identified Special Focus Districts (SFDs) to overcome infrastructural gaps and other disparities. These districts are identified on the basis of indicators such as (a) number of out of school children, (b) gender gap, (c) infrastructure gap, (d) districts with low retention rates, and (e) concentration of SC/ST/ Minority population. The MHRD has identified 61 SC concentration and 109 ST concentration districts for Special Focus and provision under SSA.

#### Comments of the Committee

**The Committee feels that inspite of the elaborate interventions initiated by the Department, the overall dropout rate of SC/ST students as in 2007-08 both at elementary and primary level is much above the national average dropout rate. The dropout rate at elementary level especially is a cause for serious concern. The Committee is unable to comprehend the reasons for more than 50 per cent dropout rate at elementary level evident since 2001-02 up till 2007-08 in spite of all the efforts of the Department. The Committee is of the considered opinion that the situation requires urgent remedial and focused steps not only in terms of fiscal/financial interventions but also social and psychological interventions. The Committee also strongly feels that a sustained publicity campaign about the benefits of these interventions/Schemes is required to be carried out. Involvement of Panchayats, local community leaders and dedicated NGOs working as a well-knit team can definitely lead to achievement of goals.**

#### Recommendations/observations

3.3.6 The Committee would also like to draw the attention of the Department towards some disturbingly revealing facts with regard to over all drop-out scenario prevailing presently in the country. According to a flash data provided by the District Information System for Education (DISE) for the year 2008-09, over 50 per cent of children who enroll in class I leave school by class VIII. Even the total enrolment and net enrolment ratio at upper primary i.e class VI-VIII is only half of the primary level. The following data is self revealing.

Year	Classes	Total	Net	Drop out
	Enrolment	Enrolment	rate	
	Ratio			
2008-09	Primary I to V	134.4	97%	29%

	Upper Primary VI	53.4	54.5%	51%
to VIII				

From the above, it is evident that in classes VI-VIII, the total enrolment dramatically drops to 53.4. It simply means that with each successive class, the students tend to quit school in large numbers. By class V every third child drops out and by class VIII every second child leaves the school. Thus, retention of children in schools still hovers around 50 per cent only by class VIII making 100 per cent retention a very uphill task. The Committee would like the Department to focus its educational plan and policy on this biggest problem if it desires to achieve one of the cherished goals of SSA i.e universal retention by 2010.

#### **Action Taken**

The drop-out rate between 2001-02 and 2007-08 has declined as under at National level :-

	Primary level		Elementary level	
	2001-02	2007-08	2001-02	2007-08
Boys	38.36	26.19	52.91	44.29
Girls	39.88	24.82	56.92	41.43
SC	45.18	31.85	60.73	52.62
ST	52.34	32.23	69.52	63.36
National level	39.03	25.55	54.65	43.03

To improve retention of children the following interventions are in place under SSA

- Provision of 12.82 lakh teachers;
- Free text books to all children upto elementary level;
- Provision for innovation activities for girls education, SC, ST and URC districts;
- Development of text books in tribal language to facilitate tribal children to transit from home language to school language;
- Provision of Mid-Day meals in schools;

Provision of more differentiated in-service training to teachers to improve class-room processes.

#### **Comments of the Committee**

The Committee notes that there has been a marginal decrease both at primary and elementary level in the over all drop out rate since 2001-02 upto 2007-08 at national level. The Committee also notes the specific interventions initiated by the Department to improve retention of children in the schools under SSA/RTE Act. The Committee, however, would like to point out that overall national drop out rate of 25.55 and 43.03 per cent at primary and elementary level negates the impact of the efforts put in by the Government for retention of students at initial level of schooling/enrolment. Another area of concern about low Enrolment Ratio and high dropout rate in classes VI to VIII needs to be tackled at the earliest. Existing Schemes/interventions should be reviewed so as to include specific inputs in this regard. Therefore, the Committee would like the Department to initiate targeted efforts for both enrolment and retention of students simultaneously and rope in all agencies viz State Governments, NGOs, Panchayats etc. for the same.

#### **Recommendations/observations**

3.3.7 As mentioned earlier, there are 81,50,618 out of school children at present in the country comprising 4.28 per cent of the total children in the age group of 6-13 years. Even though there has been an overall reduction in the number of out- of-school children by 53 lakh between 2005 and 2009, some of the states show an upward trend as indicated below:---

State	Out of School Children	Out of School
SRI - IMRB 2005	Children SRI-IMRB	study
2009 study		
Delhi	84,424	1,24,022
Jammu and Kashmir	4777	9691
Mizoram	1558	7485
Orissa	3,32,615	4,35,560
Puducherry	583	993
Rajasthan	7,95,089	10,18,326
Tripura	5121	8434

The Committee is unable to comprehend the reasons for increasing number of out of school children in these States. In Delhi alone, around 40,000 children were added in out of school children category within a gap of four years. The Committee is not convinced with the justification given by the Department that in Metro Cities like Delhi and also in the other cities, the increase in out-of-school children is due to increased migration of work force. Same yardsticks cannot be made applicable to metro cities like Delhi and States like Jammu & Kashmir, Mizoram and Tripura. The Committee hopes that some tangible result would be available after this issue is taken up with the concerned States during their Annual Work Plan & Budget Discussion (2010-11). The Committee also observes that despite significant improvement, number of out of school children in States like Bihar (13,45,697) Uttar Pradesh (27,69,111) and West Bengal (7,06,713) is still quite high. The Committee would appreciate if these States are also approached on this very crucial issue.

#### **Action Taken**

The issue of increase in the number of out of school children as reflected in the SRI-IMRB study 2009 since the last SRI-IMRB study, 2005 in the States of Delhi, J&K, Mizoram, Orissa, Pudducherry, Rajasthan and Tripura was discussed with each of these States during the appraisal of their Annual Work Plan and Budget for 2010-11 and also in the Project Approval Board meetings for the approval of their Annual Plans. States have been asked to take effective steps to identify the out of school children and bring them within the ambit of elementary education.

Main reasons for the incidence of large number of children being out of school, as transpired in the discussion with these states, are seasonal migration, both intra-state and inter-state, inadequate coverage of the children in difficult circumstances, such as street children, homeless children, children without adult protection etc., children dropping out for factors like adverse Pupil Teacher Ratio and Student Classroom Ratio and socio-economic compulsions, certain social groups like nomadic and sub-nomadic ones not sending their children to school and delay in operationalization of the residential or non-residential centres for the catch-up education of these children.

All these states have acknowledged the seriousness of the challenge and provided for interventions for effective identification and comprehensive coverage of the out of school children. These interventions include opening of primary and upper primary schools in the un-served habitations, construction of school buildings and Additional Classrooms, filling up the vacancies of teachers, special drive for the identification and coverage of children in difficult circumstances, such as street children, homeless children, children without adult protection etc., opening of residential and non-residential special training

centres, mobile schools, seasonal hostels and work-site schools for migrant children, development of online child tracking system etc.

The issue of large number of children being out of school has also been discussed in the Project Approval Board meetings with the states of Bihar, Uttar Pradesh and West Bengal. These States have been sanctioned interventions for greater coverage of the out of school children which *inter-alia* include opening of residential and non-residential special training centres, development of appropriate teaching learning materials, opening of the sanctioned new primary and upper primary schools, expeditious completion of the sanctioned school buildings and ACRs, upgradation of EGS centres to the regular schools etc.

This Department monitors the implementation of the approved activities through periodic review meetings with the State Education Secretaries and SPDs and the state coordinators for Access and Special Training.

### Comments of the Committee

**The Committee observes that a number of targeted interventions are already in place so as to bring the ‘out of school children’ towards special schools. The Committee would appreciate if in addition to periodic review meetings at state level, both surprise and regular inspections are also conducted so as to assess the ground realities and efficacy of special interventions along with corrective measures taken thereafter.**

### Recommendations/observations

3.3.9 Committee’s attention has also been drawn by the very discouraging status of dropout rate (Elementary level) in 61 districts with SC population. The Committee is surprised to note that dropout rate (Elementary Level) in Rajasthan having 2 districts with SC population has increased from 57.02% in 2001-02 to 65.39% in 2007-08. Similarly in West Bengal having 9 districts with SC population, dropout rate has gone up from 63.52% in 2001-02 to 67.10% in 2007-08. Position is equally grim with regard to 109 districts having ST population. Here again, some States instead of showing some improvement seem to be going down as indicated below:-

Drop-out Rate (Elementary Level)		
State	2001-02	2007-08
Assam (2)	72.84	75.47
Dadra & Nagar Haveli (1)	63.65	66.66
Orissa (13)	56.66	82.99
Rajasthan (4)	59.57	14.29

States like Gujarat, Manipur, Meghalaya, Mizoram, Tripura have a drop-out rate of 60 to 65. Another discouraging trend noticed by the Committee with regard to districts having SC/ST population is that out of 81.50 lakh out of school children in the country, about 20.58 lakh children are in 61 districts (having SC population) and about 9.50 lakh such children are in 109 districts having ST population. In view of the above scenario, the Committee strongly feels that during the last two years of the Eleventh Plan Period, the Department has to carry out the implementation of all the components of SSA in all the low retention districts and districts having SC/ST population in a mission mode. The Committee calls upon the Department to conduct specific survey in these districts to find out the reasons for such high drop-out rate and take corrective measures accordingly. The Committee, therefore, recommends that the Department should constantly keep on monitoring the progress being made in these districts. Only then, it would be possible to reach the goal of SSA in the real sense.

### Action Taken

Between 2001-02 and 2007-08, the drop-out rate amongst SC children in Rajasthan, West Bengal, Assam, D&N Haveli and Orissa had declined at primary level. However, there have been minor increase in drop-out rate at primary level in D&N Haveli and at elementary level in West Bengal and Assam as under:-

### SC Children Drop-Out Rate

Name of	2001-02		2007 -08	
Primary level	Elementary	State level	Primary level	Elementary level
1	2	3	4	5
Rajasthan	72.17	57.02	51.12	65.39
1	2	3	4	5
West Bengal	51.80	63.52	38.01	67.10
Assam	48.95	66.69	10.47	76.62
D&N Haveli	4.35	17.20	5.26	0.00
Orissa	99.94	69.37	28.17	70.53

The corresponding drop-out data of ST children during the same period is as under:---

### ST Children Drop-Out Rate

Name of	2001-02		2007 -08	
Primary level	Elementary	State level	Primary level	Elementary level
Rajasthan	70.28	59.57	50.44	64.29
West Bengal	54.95	82.25	46.76	78.39
Assam	60.65	72.84	15.12	75.47
D&N Haveli	41.63	63.65	25.82	42.74
Orissa	59.38	56.66	39.11	82.99

To remedy the situation of increase in drop-out at upper primary level in some States adoption of uniform elementary cycle of 8 years - class I to V at primary level and class VI to VIII at upper primary level is being emphasised to the States. Also upper primary education is a focus area under Eleventh Plan.

Under Annual Work Plan and Budget exercise districts having 25% and more concentration of SC/ST population are classified as Special Focus Districts (SFDs). 109 districts with SC concentration of population and 61 districts with ST concentration of population have been recognized as SFDs for 2010-11, who have been allotted Rs.9473 crore of SSA outlay which is 25% of total SSA outlay.

Under SSA programme, funds up to Rs.50 lakh per district are available to formulate upto 4 innovative projects including for SC&ST. The revised norms notified for SSA programme specifically provide that interventions for SC/ST will be targeted to enhance retention and learning level of children.

#### Comments of the Committee

**The Committee takes serious note of the figures provided by the Department with regard to drop out rate of SC/ST students in Rajasthan, West Bengal, Assam, Dadra & Nagar Haveli and Orissa. The Committee notes that the drop out**

rate of SC children at elementary level in Rajasthan (65.39), West Bengal (67.10), Assam (76.62) and Orissa (70.53) is not only disturbingly high but has also shown steady increase in 2007-08 as compared to the figures of 2001-02. Similarly, dropout rate of ST children in these States is equally disturbing as indicated by the figures of 2007-08. The dropout rate for ST children at elementary level is highest in Orissa (82.99) followed by West Bengal (78.39) and Assam (75.47) in 2007-08. Situation is equally grim at primary level in these States with Rajasthan being the worst affected as its dropout rate for both the SC/ST category at primary and elementary level being above 50 per cent. The Committee would like the Department to adopt a focused strategy/interventions for these marginalized sections of the society specially in these States if it desires to achieve the goal of universalization of education. Specific Schemes/initiatives substantiated by required funding have been there for considerable time. What is required now is effective publicity campaign and dedicated implementing agencies.

#### **Recommendations/observations**

3.4.3 The Committee has observed wide disparities in the targets and achievements in different States. There are slow performing States like Arunachal Pradesh, Jammu & Kashmir, Assam and West Bengal which have lagged behind in opening of new schools, for reasons as varied as non-availability of land to lack of sanctions and policy for opening schools and delay in State share. Bihar, Jammu & Kashmir, West Bengal have performed poorly on the component of construction of School Buildings. Similarly, Jammu & Kashmir, Madhya Pradesh, Bihar and West Bengal have been slow in construction of additional classrooms and drinking water facilities, main reason being lack of adequate technical staff. And lastly, Karnataka, Madhya Pradesh, Uttarakhand and West Bengal have shown very slow pace with regard to construction of toilets.

3.4.4 The Committee feels that infrastructure and ancillary facilities are the initial blocks in building a strong base of education and therefore procedural delays for various approvals are unacceptable excuses in achieving the goals of the Sarva Shiksha Abhiyan. The Committee is aware that many schools were running without proper infrastructure, rooms, drinking water, sanitation facilities etc. and the Department cannot afford to ignore such inadequacy of infrastructure at primary and upper primary level. The Committee has been given to understand that the constraints of State including those relating to matters are reviewed in quarterly performance review meetings held with States under various interventions of SSA. The Committee is of the view that constraints as indicated by different States can be easily removed if taken up with the concerned authorities at the highest level. All these so called problem areas need to be resolved by the States Department has to play a more pro-active role in such matters.

#### **Action Taken**

Till 31.03.2010, 2.13 lakh schools buildings, 9.17 lakh additional classrooms 1.86 lakh drinking water facilities and 2.73 lakh schools toilets have been constructed under SSA programme. The Central Govt. maintains close coordination with States through Quarterly Performance review meetings on civil work, special reviews, half yearly review through conference of State Education Secretaries where, among others the progress on civil works is reviewed.

#### **Comments of the Committee**

**The Committee is aware that there has been significant improvement in all components of infrastructure required for schools under SSA. However, it is also an accepted ground reality that there are quite a few states where visible gaps continue to persist. The Committee, accordingly, reiterates that focused attention on such States is required on an urgent basis. Department has to play a pro-active role in this regard.**

#### **Recommendations/observations**

3.5.2 So far as learning enhancement is concerned, the Committee has been expressing its serious and grave concern over the quality of education being imparted to the children and recommending improvement in the quality of education at the elementary level. The Committee takes note of the constitution of the National Resource Group for Quality-Education which will be advising the SSA on quality aspect of the elementary education. Committee's attention has also been drawn by some innovative quality programmes initiated by the States for enhancement of learning such as Children's Learning Acceleration Programme for Sustainability (CLAPS) of Andhra Pradesh, Bidya Jyoti of Assam, Bodhi Viriksha of Bihar, Aadhar of Himachal Pradesh, Buniyad and Buniyad plus of Jharkhand, Nali Kali of Karnataka, Noottukku Nooru of Kerala, Nandadeep

Shala of Maharashtra, Nai Disha of Uttar Pradesh etc. The Committee strongly feels that it is high time that qualitative aspect of elementary education is given the required attention. Uptill now the entire focus has been on the quantitative expansion. One pro-active step which can be taken by the Department at the earliest, is to share with those States not performing well all the quality improvement programmes being implemented by some States. Secondly, identifying the weak districts just like the 'low retention districts' followed by all remedial measures for their improvement will go a long way in making things better.

### **Action Taken**

SSA organizes workshops for consolidation of good practices in terms of quality education, and disseminates it on large scale. In 2010-11, the planning and appraisal processes on quality interventions focused on pedagogical processes in Schools.

SSA advocates a shift from a teacher-centered classroom to an active classroom that promotes maximum opportunity time for active student participation and learning. States have undertaken various initiatives to promote such changes in classroom processes.

Moreover, in order to enrich students' learning and enhance learning levels, 2% of the total SSA outlay for a district has been made available for specific Learning Enhancement Programmes from 2008-09 onwards. These include programmes for strengthening Reading and Mathematics in the early primary grades, or for strengthening Science and Maths at the upper primary level, etc. This provision covers inputs/funding for components not covered under any other SSA component, and are targeted specifically to in-class/school components directly accessed by students. In 2009-10, 33 States have been supported for carrying out Learning Enhancement Programs focused on the primary level (especially for strengthening early reading and mathematics skills), and 28 States have been supported for Learning Enhancement Programs with a focus on strengthening Science and Maths learning at the upper primary level. Some examples of States that have strongly implemented such programs include Assam (Bidya Jyoti/ Nava-Padakkhep), Andhra Pradesh (CLAPS), Bihar (Bodhi-Viriksha), Chandigarh ('Own-Paced Learning'), Gujarat (Chalo Vanchiye Abhiyan), Jharkhand (Buniyad), Kerala (Each One Launch One, Nootikoonuru), Madhya Pradesh (Dakshata Samvarhan), Maharashtra (Nandadeep Shala), Panjab (Parrho Punjab), Rajasthan (LEHAR), Tamil Nadu (ABL), and Uttarakhand (Neev, Kunjapuri).

### **Comments of the Committee**

**Committee's specific recommendation about the Department drawing the attention of low performing States towards some State specific interventions and benefits thereof have elicited no response from the Department. The Committee observes that there are quite a few States which are implementing Learning Enhancement Programme. The Committee reiterates that an experience-sharing opportunity for all such States will go a long way in supplementing the Central Schemes.**

### **Kasturba Gandhi Balika Vidyalaya (KGBV)**

#### **Recommendations/observations**

3.8.8 Committee's attention has also been drawn to the 11th Joint Review Mission for SSA conducted in January, 2010 which has noted the positive difference that KGBV has made in the lives of girls facing major social, economic and cultural barriers. The Committee hopes that as advised by the Joint Review Mission, steps for undertaking qualitative research of KGBVs by reputed institutions must have been taken by the Department. The Committee also notes that a proposal for opening of additional 906 KGBVs to cover all the 3479 EBBs in the country is presently under consideration. The Committee would like to emphasize that all efforts need to be made for expansion of KGBV scheme.

### **Action Taken**

The Department has already taken initiative in regard to JRM's recommendation to undertake qualitative research of KGBVs and elimination of discriminatory practices within schooling system. MHRD has requested the States to take steps for elimination of discriminatory practices through stronger sensitization and monitoring. Some of the suggested measures by MHRD are as follows:

- (i) Sensitization of teachers and educational administrators to take proactive role in schools to eliminate discriminatory practices.
- (ii) Undertaking qualitative research through experts to identify discriminatory practices (*vis-a-vis* gender and social groups) and their impact on retention and learning in schools and assess the effectiveness of the existing interventions.

#### Comments of the Committee

The Committee would like to point out that qualitative research of KGBVs by reputed institutions was recommended by the 11th Joint Review Mission for SSA conducted in January, 2010. Latest response received from the Department indicates that this recommendation is yet to be implemented. Only progress made so far is that States have been asked to undertake qualitative research through experts. The Committee is not very happy with this development. More result--oriented course would have been Centre playing a pro-active role by involving reputed institutions for this task and taking corrective measures.

#### Teachers Recruitment and Training Under SSA

##### Recommendations/observations

3.9.1 Since the inception of SSA, a total of 12,82,419 posts of teachers have been sanctioned out of which 10,21,937 teachers (79.69%) have been recruited till 31st December, 2009. The Committee, however, notes that some of the States show considerable gaps in teacher recruitment as indicated below :-

State	Teachers sanctioned	Teachers recruited	Percentage achievement
Assam	3042	0	0.00
Bihar	260841	160145	61.40
Tripura	5770	3902	67.63
Manipur	365	0	0.00
Nagaland	590	0	0.00
J&K	38104	27222	71.44
Sikkim	410	185	45.12
Uttarakhand	7559	5998	79.35
Tripura	5770	3902	67.63
West Bengal	107219	59032	55.06
Daman & Diu	95	63	66.32

On a specific query about very slow progress in the recruitment of teachers in these States, the Committee was informed that in Bihar, recruitment process is held up due to litigation. However, West Bengal has got all the legal problems resolved and by September, 2010, all vacancies are intended to be filled up. With regard to Tripura and Sikkim, recruitment exercise has been completed and 900 teachers have already joined in January, 2010. In Assam and Sikkim, recruitment process is on. Manipur is finalizing its recruitment policy. While in Jammu & Kashmir, recruitment process is likely to be completed by 30th June, 2010 in Uttarakhand recruitment process is yet to be initiated. The Committee observes that all the States showing the maximum



shortfall of teachers have been sensitized. The Committee would, however, like to point out that vigorous monitoring on the part of the Department would be required to bridge the visible gap between teachers recruited and required. Considering the scale of the challenge, the Department should in interaction with the States, evolve an annual targeted and PERT schedule for recruitment and training of teachers. A mission mode approach would be desirable. A quarterly monitoring system should be instituted and the outcome reflected in periodic reports of the Ministry.

#### **Action Taken**

MHRD is reviewing the progress of filling up of teacher vacancies by the States in quarterly review meetings. In addition the progress on filling up of teachers' posts it also reviews the progress on teacher recruitment under SSA in half yearly meetings held with the Education Secretaries of the States and during the Annual Work Plan & Budget exercise of SSA of States/ UTs.

#### **Comments of the Committee**

**The Committee, while noting the reply of Department would like to state that the recruitment of required number of teachers and their training has been an area of deep concern for the Committee. The Committee feels unless this particular aspect is addressed, the goal of universalization of quality education would remain a distant dream for the country. In this context, the Committee would like the Department to come up with latest statistics regarding recruitment of teachers as required under SSA/RTE Act and their training before the Committee for its objective assessment.**

#### **Recommendations/observations**

3.9.2 The Committee takes note of the fact that the number of teachers sanctioned under SSA does not represent the teacher requirements as per the RTE Act which lays down a PTR of 30:1 as compared to SSA norm of 40:1 and 35:1 for the upper primary stage, and Head Teacher and part time instructors for Art Education, Health and Physical Education and Work Education in schools having more than 100 students. Not only this, RTE also mandates that the prescribed PTR has to be maintained in respect of each school rather than an average for the block/district/State. The Committee has been given to understand that States have been advised to rationalize teacher deployment, fill up existing vacancies in the State sector as also vacant posts under SSA. The Committee observes that teacher recruitment is the biggest challenge before the Department. Status of teachers under SSA depicts glaring shortfalls especially in the very crucial States. With the RTE coming in force, this challenge has assumed almost impossible level of achievement, especially in view of quality aspect. The Committee can only point out that along with recruitment drives to be undertaken in a mission mode, teacher training both at induction and in-house levels has to be strengthened. In addition, capacity of existing Teaching colleges also needs a review.

#### **Action Taken**

Under RTE Act, requirement of teachers has been assessed at 5.08 lakh. Necessary review had been conducted with the States where States were asked to redeploy teachers to schools where there is deficit of teachers and expedite teachers' recruitment in respect of existing vacancies. This matter was also emphasized during Annual Work Plan & Budget exercise of SSA programme of States/ UTs. SSA norms have since been aligned with the provisions of RTE Act, 2009 and necessary posts as per requirement of RTE will be sanctioned to States/UTs.

#### **Comments of the Committee**

**The Committee would emphasize that the Department complete its procedural process expeditiously so that the required number of posts of teachers are filled up expeditiously. Simultaneously, there is also an urgent need for monitoring the redeployment of teachers to schools where there is deficit of teachers. If need be, this problem-area needs to be taken up with the concerned States. The Committee strongly feels that the States should be impressed upon for judicious posting of teachers both for rational utilization of available manpower and rightful posting of teachers being recruited/to be recruited.**

#### **Recommendations/ observations**

3.9.3 Recruitment of para teacher also engaged the attention of the Committee. As per DISE 2008-09 data, there are about 9.39% para teachers in the States/UTs. Jharkhand (47.26%), West Bengal (16.89%), Uttar Pradesh (26.26%), Mizoram (27.88%), Jammu & Kashmir (24.29%), Arunachal Pradesh (16.32%), Chandigarh (16.91 %) and Himachal Pradesh (15.52%) have the largest percentage of para teachers. In addition, Committee's attention has been drawn by the recruitment of a very large number of untrained teachers that too by the most crucial States. Out of total para teachers appointed under SSA, percentage of untrained teachers is also quite high. Following details are self-revealing:

State	Percentage of	Percentage of
Untrained	Untrained Para	Regular Teachers
Teachers		
Arunachal Pradesh	68.34	92.85
Assam	48.63	84.66
Jammu and Kashmir	33.35	61.24
Jharkhand	9.99	61.61
Manipur	49.89	68.55
Meghalaya	60.60	71.15
Mizoram	16.95	76.80
Nagaland	76.50	77.14
Sikkim	54.71	78.72
Tripura	57.83	79.24
Uttar Pradesh	3.85	65.37
Uttarakhand	9.74	62.14
West Bengal	24.16	81.62

### Action Taken

The recruitment of the teachers as well as fixing terms and conditions of their service is done by the States. Sarva Shiksha Abhiyan (SSA) provides for salary of additional teachers as per State norms. Percentage of professionally trained teachers in all schools has been improving which can be seen from the following table :-

2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
70	73	71	78	78	82

The percentage of trained teachers in all schools is 82% whereas in Government schools it is slightly higher at 86% (DISE 2008-09). However, there are inter State variations. SSA provides funds to the States for training of teachers.

The number of untrained teachers and funds provided for training of untrained teachers under SSA during the last three years are as under:-

Sl. No.	Year	No. of	Funds provided
	Untrained	under SSA	
Teachers	(Rs. in lakhs)		
1	2007-08	348537	8492.185
2	2008-09	126748	6603 .096
3'	2009-10	204355	8875.633

In addition, SSA provides for 20 days of annual in-service teacher training. In 2008-09, 3732105 teachers were given in-service teacher training. In the following States the position is as under :---

States	No. of teachers given 20
days training	
Arunachal Pradesh	10858
Assam	177390
Jammu and Kashmir	57693
Jharkhand	123654
Manipur	5000
Meghalaya	7023
Mizoram	10441
Nagaland	12526
Sikkim	1200
Tripura	32215
Uttar Pradesh	287036
Uttarakhand	45098
West Bengal	286475
TOTAL	1056609

With the implementation of RTE Act, the National Council for Teacher Education (NCTE) has been nominated as the nodal agency for laying down the academic and professional qualification for teachers. NCTE has issued notification No. 61-03/20/2010/NCTE/(N&S) dated 23rd August, 2010 laying down the minimum qualifications for teachers at elementary level. As per the Section 23 of the RTE Act, a teacher who, at the commencement of this Act, does not possess minimum qualification as laid down under Sub-Section(1) of this Section, shall acquire such minimum qualification within a period of 5 years.

#### **Recommendations/observations**

3.9.5 The Committee is constrained to observe that teacher training has remained on the margins of the Indian academia and training of primary and upper primary school teachers outside its domain. The Committee feels that the absence of professionally trained teachers will lead to deprivation of quality education to the children of the country. The Committee is of the view that upto now focus had been primarily on quantitative expansion of SSA. Qualitative aspect has some how not got the required attention. With the RTE Act coming into force, 5.1 lakh additional teachers will be recruited who would need

induction training. Besides that 7-6 lakh untrained teachers will have to be trained along with inservice teacher training for 34 lakh teachers. Recruitment of teachers as required under SSA and RTE and provision of training to untrained teachers as well as induction and inservice training are the biggest challenges before the Department. The Committee accordingly, recommends that the Department in coordination with all the States, especially those not performing well, will have to chalk out an Action Plan and get the same implemented in a mission mode. All the problem areas identified during the implementation of SSA will have to be resolved at the earliest.

#### **Action Taken**

With the implementation of RTE, Act, the requirement of additional teachers has been estimated as 5.1 lakh and recruitment will be staggered over 3 years. The RTE-SSA funding requirement has been approved by the Central Government at Rs. 2,31,233 crore for the period 2010-11 to 2014-15. This provision has included requirement of teachers as per RTE norms, as well as training of teachers. The requirement of States for in-service training, induction training and training of untrained teachers are discussed in the PAB meetings for their Annual Work Plan and Budgets. The State wise sanctions under SSA for in-service training, induction training and training of untrained teachers during the last three years are at Annexure-II.

#### **Comments of the Committee**

**Shortage of teachers and a very high percentage of untrained teachers have been the main constraints of SSA. Nobody can deny the fact that with the process of RTE Act starting in the real earnest, these constraints are going to become more worrisome. The Committee would like to point out that average percentage of trained teachers showing considerable improvement does not indicate the ground realities in real sense. The very fact that a number of States continue to have a very high percentage of untrained teachers is a serious reflection on the claims of impressive level of achievement of SSA goals. What is more disturbing is that central funds continued to flow for in-service training, induction training and training of untrained teachers during the last three years with specified number of teachers targeted to be trained. The Committee is of the firm view that an effective monitoring mechanism to track the level of different categories of training of teachers should be in place without any further delay.**

#### **IV. NATIONAL PROGRAMME OF MID-DAY-MEAL IN SCHOOLS**

##### **Fund Utilization Under MDM Scheme**

##### **Recommendations/observations**

4.2.1 Eleventh Plan Outlay for the Mid-Day Meal Scheme is Rs. 48,000 crore. Plan allocation and utilization thereof during the first three years of the Plan period does not present a very encouraging scenario. Allocated Funds have remained under-utilized during this period as indicated below:

*(Rs in crore)*

2007-08		2008-09		2009-10	
BE	Actuals	BE	Actuals	BE	Actuals
7324.00	5835.44	8000.00	6688.02	8000.00	5887.01

One of the reason given to the Committee for this situation is that earmarked provision of 10 per cent under NER sub-head could not be utilized because number of the children covered in N-E Region under the Scheme is only about 5 per cent of the total number of children covered in the country. The Committee is of the view that this issue needs to be examined thoroughly and if final assessment also indicates the requirement of only 5 per cent of allocation for the scheme, then Department should approach the Planning Commission and Ministry of Finance. If need be, such funds can be easily utilized by the Department for other schemes.

## **Action Taken**

Regarding under utilization of funds during 2009-10, it is submitted that an amount of Rs.6937.79 crores was spent and not Rs.5887.01 crores. Regarding less utilization of funds in NER, a letter requesting the Planning Commission and Finance Ministry to reduce the earmarking of 10% of the Plan outlay for NER States to 5% of the total outlay for the Mid Day Meal for the next financial year 2011-12 was sent on 15.6.2010. Ministry of Finance had referred the matter to Ministry of NER, who have not agreed to the proposal on the ground that there is considerable scope for stepping up utilization and enhancing efficiency of earmarked funds in the NER in view of the poor school education indicators in most of the NE States. The matter is being pursued further with M/o DoNER.

## **Comments of the Committee**

**The Committee would like the Department to apprise it of the final outcome of the matter as even it feels that there is an urgent need for stepping up utilization of earmarked funds in the NER States which already lag behind the other States in the matter of quality education. At the same time, the Committee would like to understand the exact percentage of eligible children in NER to be covered under MDM Scheme.**

## **Recommendations/observations**

4.4.1 The Committee notes that besides transportation assistance and cooking cost (on sharing basis) assistance, funds for construction of Kitchen sheds, are also being provided to States/UTs. However, the States have failed to make optimum use of the central assistance. As per the information made available to the Committee, out of the total 7,46,758 kitchen sheds sanctioned as on 30.9.2009, only 4,55,652 kitchen sheds could be provided and there were still 2,62,809 schools where no kitchen sheds were available. The Committee would like the Department to share with it the State wise status of kitchen sheds along with the steps taken to ensure timely completion of the same.

## **Action Taken**

In the year 2006-07, Central Assistance towards construction of kitchen shed--cum-Stores @ Rs. 60,000 per unit to the States/UTs was introduced under MDM Scheme. It was decided to fill the infrastructure gap in a phased manner over a period of time. The cost of Kitchen sheds was fully borne by Central Government.

Several States/UTs were finding it difficult to get the Kitchen-cum-store constructed in Rs. 60,000. They were also unable to effect convergence with other development programmes. States/UTs persistently demanded that the cost of construction should be enhanced to the reasonable level to help achieve the objectives of the Scheme.

In view of this, the cost of construction of Kitchen-cum-store was revised from 1.12.2009. The cost of construction is now determined on the basis of State Schedule of Rates (SOR) and the plinth area norms prescribed by Govt. of India. The cost of construction of kitchen-cum-store is now being shared between Centre and NER States on the basis of 90:10 and for other States on 75:25 basis. After revision of costs, 103555 kitchen-cum-stores were sanctioned during 2009-10. For the year 2010-11, PAB-MDM has approved 170353 kitchen-cum-stores. Efforts are being made to provide funds for this through the supplementary grant. States of Bihar, West Bengal, Punjab and Andhra Pradesh have asked for additional funds in respect of those kitchen-cum stores which were sanctioned prior to revision of cost. Steps are being taken to seek the approval of the competent authority for providing additional fund for completion of these kitchen- cum-stores. A statement indicating progress of construction of kitchen sheds sanctioned so far is at Annexure IV.

## **Comments of the Committee**

**State-wise details of Kitchen-sheds to be constructed under the MDM Scheme reveals a very discouraging scenario. In States like Andhra Pradesh, Assam, Chhattisgarh, Gujarat, Haryana, Himachal Pradesh, Jharkhand, Karnataka, Maharashtra, Orissa, Rajasthan and U.P, gap between the sanctioned Kitchen-sheds and constructed upto 2009-10 remains very wide. The Committee hopes that with the revised enhanced cost of construction for Kitchen-shed, pace of construction would pick up. However, this needs to be constantly monitored.**

## **IV. NATIONAL PROGRAMME OF MID-DAY MEAL IN SCHOOLS**

## Miscellaneous

### Recommendations/observations

4.6.1 The Committee also notes that a national level Committee was constituted by the Department on 30th July, 2009 with representatives from Madhya Pradesh, Jharkhand, Chhathisgarh, Orissa, Rajasthan and Gujarat and from the Ministries of Tribal and Minority Affairs. This Committee was to examine the expansion of the scheme to students of privately managed unaided schools with focus on tribal areas and minorities. The Committee hopes that the report of the Committee would be coming out soon. More and more coverage of ST/Minority students, the most marginalized section of student community under the scheme is a step long-awaited.

### Action Taken

The report of the Committee is awaited.

### Comments of the Committee

**The Committee observes that the National Level Committee constituted by the Department on 30 July, 2009 to examine the expansion of MDM Scheme or privately managed unaided schools with focus on tribal areas and minorities is yet to give its Report. The Committee feels that considerable time has lapsed since the setting up of this Committee. The Department needs to pursue with the Committee for submission of Report at the earliest**

## V. TEACHERS' EDUCATION

### Recommendations/observations

5.4 The Committee notes that as on date 571 DIETs, 106 CTEs and 32 IASEs have been sanctioned in various States/UTs of which 534 DIETs, 104 CTEs and 31 IASEs are functional. However, as pointed out above some of the States have failed to fill up both the academic and non academic posts in their respective DIETs, CTEs and SCERTs. The Committee is unable to understand how the teacher Education institutions are being strengthened when such large number of posts/vacancies are lying vacant. Ministry's claim about a sizeable number of these institutes being functional appears a farce once it is established that there are 50 per cent to 60 per cent posts lying vacant.

### Action Taken

The matter pertaining to filling up of vacant academic and non academic positions in DIETs, CTEs and IASEs have been reviewed periodically in the meetings of Teacher Education Approval Board (TEAB), chaired by Secretary of the Department. The importance of placing requisite number of personnel in the teacher education institutions by filling up of vacant academic and non academic positions has been repeatedly impressed upon States/UTs. This is a necessity for strengthening of teacher education institutions which will facilitate improvement in quality of education.

### Comments of the Committee

**The Committee observes that although the Department admits that it is important to fill up vacant academic and non-academic posts in DIETs, CTEs and IASEs, it has failed to highlight corrective steps taken, if any, to fill those vacancies. The Committee would like the Department to chart out an action plan for filling up all the sanctioned posts to make these institutions functional in the real sense.**

### Recommendations/observations

5.5 The Committee has been equally concerned about the teacher education courses and teacher education institutions proliferating in the country. It was informed by the Department that the curriculum and syllabus of the various teacher education courses were prepared by the State Governments in respect of elementary teacher education courses and by respective universities in respect of graduates and post graduate teacher education courses. The National Council for Teacher Education (NCTE) has revised the National Curriculum Framework on Teacher Education in 2009 to improve the quality of teacher education by incorporating newer vision of school education. NCTE plans to prepare model curriculum and syllabi for various

teacher education courses on the basis of the new framework. NCTE has also taken concerted steps for curbing proliferation of teacher education institutions and regulating the quality of such institutions. It has decided not to receive applications for teacher education courses in 13 States where the number of such institutions has already exceeded the demand. The NCTE also carried out inspection of several recognized institutions and cancelled the recognition of 549 teacher education courses found to be wanting on NCTE regulation, norms, and standards.

### **Action Taken**

The NCTE has developed Model Syllabus for various teacher education courses. The Universities/State Governments have been requested to re-examine the syllabus of the teacher education courses in light of National Curriculum Framework on Teacher Education (NCFTE).

### **Comments of the Committee**

**The Committee would like the Department to apprise it of the latest position in the matter. Further, it may supply the data of the Universities/State Governments which have re-examined or are re-examining their syllabus for the teacher education courses.**

### **Recommendations/observations**

5.6 The Committee is of the firm view that teacher's education and strengthening of teachers training institutions in not receiving the priority it deserves in terms of the fund allocation, planning and human resource development. The budget allocation for this particular scheme aimed at creating institutional infrastructure for pre-service and in service training of elementary & secondary school teachers was Rs. 500.00 crore in 2009-10 which was revised to Rs. 325.00 crore at RE stage. The actual expenditure upto 31st March, 2010 was Rs. 323.13 *i.e.* 1/3rd of the budget provision remained under utilized. One of the primary reasons given for under - utilization was that the States/UTs could not fill up vacant positions in the DIETs, CTEs and IASEs. The Committee is unhappy over under- utilization of funds for this scheme. It would like the Department to take up the issue with the States/UTs to ensure that vacancies in DIETs, CTEs, IASEs and SCERTs are filled up to the sanctioned level. It is a system failure that has resulted in miserable state of affairs in the Government-aided institutions. The Committee observes that there has been a proliferation of teachers education institutions across the country. The matter has been compounded with recognition of such institutions and it has now become more complex with their de-recognition while the model curriculum and syllabi uniformity applicable to all teacher education courses is yet to be finalized.

### **Action Taken**

With a view to achieving improvement in quality of education and human resource development, the Department is revising the Teacher Education Scheme for strengthening the existing teacher education institutions as well as expanding the scope of the Scheme. The budget allocation of Teacher Education Scheme for the year 2009-10 was Rs. 500.00 crore which was revised to Rs. 325.00 crore at RE stage. The actual expenditure upto 31st March, 2010 was Rs. 326.13 crore. States/UTs have been impressed upon the importance of placing requisite number of personnel in the teacher education institutions by filling up of vacant academic and non academic positions.

With regard to curriculum of teacher education courses, the new National Curriculum Framework on Teacher Education (NCFTE) has been prepared. The NCTE would be preparing the model syllabus and curriculum for the various teacher education courses based on the NCFTE. This would be circulated to the State Governments and Universities for adoption/adaption for formulating the new curriculum.

### **Comments of the Committee**

**The Committee observes that it is imperative for the Department to ensure that teacher education schemes are given prime focus by all the States. The Committee would like to be apprised whether the Department is facing difficulties in this particular aspect from States/UTs and what remedial/corrective steps it is, taking to impress upon the States/UTs for laying requisite importance on teacher education. The Department may also inform the Committee**

**whether NCTE has prepared the model syllabus and curriculum for various teacher training courses based on the National Curriculum Framework for Teacher Education.**

**Recommendations/observations**

5.7 While the Committee favours adhering to uniform guidelines, norms and standards for teacher education, there is an urgent need to focus on some of the major recommendations of evaluation report submitted by NCERT which include strengthening of DIETs, up-gradation of 10-12 per cent of DIETs to college level, linkage of DIETs to universities, colleges etc., strengthening of existing CTEs and IASEs, re-vitalization of SCERTs as lead State level academic institutions linked to universities and revision of curriculum and syllabus of pre-service Teacher Education. The Committee hopes that the Department will come out with a time bound strategic plan of action on these far-reaching recommendations of the NCERT for improving the quality of the teacher education in the country. The Committee calls upon the Department to submit a detailed action taken note on the findings of NCERT to it. It would also like the Department to study reports from independent sources on teaching outcomes.

**Action Taken**

Keeping in view the recommendations made by Evaluation Report of NCERT, the draft of the Expenditure Finance Committee (EFC) Memo for revision of the Teacher Education Scheme has been prepared and is being circulated for inter-Ministerial consultation.

**Comments of the Committee**

**The Committee would like the Department to inform it of the latest position in the matter for consideration of the Committee.**

**VII. NAVODAYA VIDYALAYA SAMITI**

**Recommendations/observations**

7.2 A total number of 576 JNVs are functional with 2.07 lakh students enrolled in them. 20 new JNVs were sanctioned in 2009-10 for SC/ST concentration districts. In terms of physical targets, it was informed that 89 JNV buildings were under construction, while land is yet to be made available for 22 JNVs. Out of these 22 JNVs, 13 JNVs are functioning from temporary sites and 9 JNVs are non-functional. In some cases, although JNVs were sanctioned long back but land was yet to be made available as per following details:

State	District where	Year of	Status
land is to be	sanction		allotted
Himachal Pradesh	Kullu	2001-02	Functional from temporary site.
Bihar	Khagaria	1993-94	Functional from temporary site.
Nagaland	Mokokchung	2001-02	Functional from temporary site.
Jharkhand	Palamu	2002-03	Functional from temporary site.
West Bengal	South 24	2007-08	Non- functional
Parganas			
West Bengal	South Dinajpur	2007-08	Non-functional
Gujarat	Narmada	2007-08	Non-functional



Assam	Kamrup-Urban	2007-08	Non-functional
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On being inquired as to how could fully residential schools be allowed to function from temporary sites for years together, the Department informed that State Governments were requested several times to provide adequate temporary accommodation so that JNVs are made functional at the earliest. However, in some cases, due to land disputes/other local factors, the transfer of land gets delayed. It was also informed that the NVS has decided not to sanction any new school without firm commitment on land and temporary accommodation. The Committee would like to observe that JNVs should be sanctioned only after the feasibility regarding land availability is explored by the respective State Governments and a written commitment received on that behalf.

#### **Action Taken**

JNVs are sanctioned only after the feasibility regarding land availability is explored by the respective State Governments. The latest status with regards to the cases mentioned is as under:

JNVs at Kullu (HP), Khagaria (Bihar), Mokokchung (Nagaland), Palamu (Jharkhand), South 24 Parganas & South Dinajpur in West Bengal are functional from temporary site. Land has been made available/transferred in favour of the Samiti in respect of JNV Kullu and JNV Mokokchung where construction is being sanctioned. JNVs in Narmada (Gujarat) & Kamrup Urban (Assam) are still Non-functional due to non availability of suitable temporary accommodation. NVS has been asked to ensure that in future, land availability should first be ensured before sanctioning new Vidyalayas.

#### **Comments of the Committee**

**The Committee observes that no progress has taken place in the matter and either of JNVs continue to be non-functional due to non-availability of suitable temporary accommodation or are functioning from temporary site. That clearly shows that the basic condition of feasibility of availability of land is not given due emphasis. As a result, JNVs, which are mandated to be residential schools are continuing to function from temporary site at Kullu (HP), Khagria (Bihar), Mokokchung (Nagaland) and Palamu (Jharkhand). The Committee would appreciate if construction work of JNV at Kullu and Mokokchung where land has been made available now is taken up at the earliest and completed in a time-bound manner. The Committee does not have much hope for JNV at Narmada (Gujarat) and Kamrup (Assam) where even suitable temporary accommodation is not available.**

#### **Recommendations/observations**

7.4 On a specific query regarding the vacancy position of teachers in JNVs the Committee was informed that as on 31.12.2009, against the sanctioned strength of 11,738 teachers in JNVs, 1,483 posts of teachers were lying vacant. The vacancies keep on arising due to opening of new schools, upgradation of existing schools, change of streams at +2 level, retirement and resignation etc. The Committee underlines the need for urgent filling up of these vacant posts. It opines that at least vacancies arising out of retirement could be anticipated much earlier and steps taken beforehand to fill them up to avoid backlog.

#### **Action Taken**

The latest position regarding posts sanctioned/in position and vacancies of teaching staff as on 31st March 2010 is as under:

Post	Sanctioned	In position	Vacant
PGTs	3937	3230	707
TGTs	4881	4252	629
Misc. Teachers	2920	2704	216

TOTAL:	11738	10186	1552
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- (i) Out of 707 vacant posts of PGTs, 224 posts of PGT (Computer Science) will be filled up shortly.
- (ii) Written exam to consider promotion to the posts of PGTs has been conducted on 20.09.2009 and DPC is to be conducted shortly.
- (iii) Out of 629 vacant posts of TGTs, 216 posts of 3rd Language teachers are to be filled by Regional Office level for which process is going on.
- (iv) Out of 216 vacant posts of Misc. teachers, 88 posts of SUPW have not been filled. As per the decision taken in the Dy. Commissioners' conference held at NVS Hqrs., the post of SUPW teachers has been held in abeyance *vide* Samiti's letter no. 1-40/93-NVS (Estt.) dated 22.07.1993. The proposal for revival of the post of SUPW teachers is being examined.

Efforts are made to fill up all vacancies of teaching staff by way of conduct of recruitment drive from time to time. Special emphasis is given for its publicity by issue of the notification in the local dailies and in the employment news.

#### **Comments of the Committee**

**The Committee notes that some posts of teachers in all the categories have been filled up. However, still there is considerable gap between vacancies and filling up of posts. The Committee would emphasize the Department to fill up the remaining posts as expeditiously as possible as it feels that the absence of teachers deprives the students of quality education.**

#### **X SCHEME FOR SETTING UP OF 6000 MODEL SCHOOLS AT BLOCK LEVEL AS BENCHMARK OF EXCELLENCE.**

##### **Recommendations/observations**

10.4 The Committee understands that as the scheme has been launched very recently, not much progress in terms of physical and financial achievements must have been made. However, the Committee would like to state that the pace of sanctioning of the schools appears to be quite slow. Infrastructure development will also require time and therefore, the Committee calls upon the Department to expedite the procedure for setting up of model schools. The modalities for public private partnership must also be evolved and settled on priority basis.

##### **Action Taken**

This matter is being followed up vigorously. 107 model schools have been sanctioned in 2010-11, taking the total number of model schools sanctioned to 434 for which grants have been released. Proposals for setting up 339 more schools in 6 states have been recommended by the Project Approval Board in July 2010. The modalities for setting up of model schools on PPP mode are also expected to be finalized shortly.

##### **Comments of the Committee**

**The Committee would like to be apprised of the latest position in the matter including the modalities worked out by the Department for public private partnership.**

#### **XI. VOCATIONALIZATION OF EDUCATION**

##### **Recommendations/observations**

11.4 The position has not improved even during the Eleventh Plan, rather it is at such a level that the scheme can be considered non-functional. During the first three years of the Eleventh Plan, funds allocated have remained unutilized, reason being the protracted process of revision of the scheme. A concept paper on 'Framework for Vocational education and Training in India' was sent to the Planning Commission for comments on 1st October, 2007. A presentation could be made to the

Planning Commission after more than a year *i.e* on 9th April, 2008. It took another 4 months to circulate the draft EFC Note to the Planning Commission and the concerned Ministries. The revamped scheme was ultimately finalized only to be scaled down on the advice of the Planning commission. It has been more than one year since then the scheme is yet to be finalized. The Committee places on record its sense of extreme disappointment in respect of such an important scheme which can prove to be immensely helpful for our youth. The Committee would be happy if the scheme takes off in 2010-11.

#### **Action Taken**

The Ministry is in the process of finalizing the scheme. The draft EFC Memo was first prepared and circulated to appraising Ministries on 11.8.2008. After several modifications based on the suggestions of Planning Commission and Department of Expenditure of Ministry of Finance, the EFC meeting was fixed on 22.4.2010 but was not held on the ground of inadequate budget provision. The Ministry has taken up the matter with the Ministry of Finance to get the scheme cleared at the earliest.

#### **Comments of the Committee**

**The Committee is very perturbed to note the state of affairs so far as operationalisation of revamped Scheme of Vocationalisation of Education is concerned. It has taken almost an entire Plan period in completing the formalities required for formal approval of the Scheme. Even then, final outcome and the Scheme taking off remains a distant dream. The Committee wonders whether required funds would be available in 2011-12, the last year of the Eleventh Plan for the EFC meeting for the Scheme taking place. In any case, it would be only during the Twelfth Plan period that one can hope for the Scheme becoming operational.**

### **XIII. INCENTIVES TO GIRLS EDUCATION AT SECONDARY SCHOOL LEVEL**

#### **Recommendations/observations**

13.2 The Committee observes that fund-utilisation position under the scheme has not been very encouraging so far as indicated bellows:-

*(Rs. in crore)*

2008-09			2009-10		
BE	RE	Actuals	BE	RE	Actuals upto
				January 2010	
50.00	250.55	101.34	50.00	35.00	28.00

The Committee is constrained to observe that instead of progressing, achievement level shows a downward trend in the second year itself of launching of the scheme. The Committee was given to understand that the scheme is being implemented in all the States/UTs. However, as per the year-wise details furnished by the Department, while sanction was accorded for 25 States/UTs in 2008-09, only 8 States/UTs could be covered during 2009-10. Proposals from other States/UTs were either under various stages of processing or had not been received despite several reminders.

#### **Action Taken**

A sum of 122.87 crores has been sanctioned for grant of incentives to 4,09,580 eligible girls from 25 States/UTs for admissions in 2008-09. For admissions in the year 2009-10, an amount of 29.49 crores has been sanctioned for 98305 eligible girls of 12 States/UTs. The reduced number in 2009-10 is due to non-receipt of proposals from the States, which appear to be taking unduly long time to collect the details of the girls from their schools.

#### **Comments of the Committee**

**The Committee would like to know from the Department whether it has co-ordinated with the States/UTs with regard to collecting details of eligible girls. What problems are being faced by the States/UTs in collecting such details and what remedial/corrective steps the Department proposes to over come those problems for better implementation of the scheme.**

## CHAPTER-IV

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

#### IV. NATIONAL PROGRAMME OF MID-DAY-MEAL IN SCHOOLS

##### Recommendations/observations

4.6.3 Committee's attention has been drawn by Joint Review Missions consisting of one representative from the Centre, one from the State Government, one from UNICEF and one NGO representative sent by the Department to selected States to assess the implementation of the scheme at the field level. The Committee would like to have an idea about the status Reports submitted by the Joint Review Mission along with the follow-up action taken thereon.

##### Action Taken

The Review Mission visited three States namely Uttar Pradesh, Bihar and Assam during February, 2010. The reports prepared by the Mission were forwarded to these States for taking corrective measures on the deficiencies reported in the implementation of the scheme and sending action taken report. Action Taken Report on most of the items has been received from Uttar Pradesh. Action taken report from Bihar and Assam is awaited. This year Review Mission has visited Andhra Pradesh and Gujarat and proposes to visit Uttarakhand.

#### XII. INCLUSIVE EDUCATION FOR THE DISABLED AT SECONDARY SCHOOLS (IEDSS)

##### Recommendations/observations

12.2 The Committee notes the following fund allocation and utilization under the scheme in the year 2009-10 and 2010-11:-

(Rs. in crores)

	2009-2010		2010-2011	
BE	RE	Actuals as	BE	
	on 31.12.09			
7.00	6.00	1.03	7.00	

Undoubtedly, the funds allocated to the scheme in the year 2009-2010 have remained grossly under utilized as on 31.12.2009. The Committee understands that as the scheme has been launched in April, 2009 only, not much headway could have been made. As the scheme proposes to focus on the girls with disabilities it becomes more important that judicious and optimum fund utilization is ensured for enabling participation of the disabled children in the mainstream of the education. The Committee would remind the Department that the funds remained underutilized under the previous scheme *viz* IEDC also due to lack of viable proposals from the States. The Department, therefore, should ensure that the new scheme also does not suffer on account of lack of viable proposals from the States.

##### Action Taken

All the States/U.T. Administrations *vide* letter No. 14-7/2010-IEDC dated 07th April, 2010 have been requested to send proposals for the year 2010-11. A copy of the scheme guidelines have also been sent to enable them to send proposals as per the scheme guidelines.

#### XIV. NATIONAL MEANS-CUM-MERIT SCHOLARSHIP SCHEME

##### Recommendations/observations

14.3 As per the Outcome Budget, 2010-11 against the target of one lakh scholarships to be disbursed during 2009-10, scholarships could be disbursed to 37,465 selected students only, which also included students selected in 2008-09 but

sanctioned in 2009-10. Proposals were received from 23 States/UTs for 2009-10 and 9 States/UTs for 2008-09 in 2009-10. Remaining States either failed to send their proposals or sent incomplete proposals. State-wise details for 2009-10 furnished by the Department depict a somewhat discouraging scenario. For 77,029 scholarships allotted, funds amounting to Rs. 6.34 crore were released to different States. However, total number of selected candidates was only 16,414. Details of States actively participating in the scheme are as follows:

State	No. of	Total No. of	Amount released
scholarships	selected	for quarter	allotted
candidates	June, 2009	ending	
Karnataka	5534	1347	40.35 lakhs
Uttar Pradesh	15143	1520	45.60 lakhs
Tamil Nadu	6695	1119	33.57 lakhs
Maharashtra	11,682	6547	2 crore, 94 lakhs

For the remaining 20 States/UTs, number of scholarships allotted is very less with even lesser number of selected candidates. The Committee also finds that States like Assam, Nagaland, Andhra Pradesh, Orissa and Chhattisgarh have so far not come forward to avail the benefit of this scheme.

#### **Action Taken**

So far, scholarships to 54564 selected students of 33 States/UTs for the year 2008-09 has been sanctioned. For the year 2009-10, the Department has sanctioned scholarships to 24521 selected candidates of 27 States/UTs. The statement showing name of the States/UTs, number of scholarships allotted and total number of selected candidates under the scheme during 2008-09 is at **Annexure-VIII** and for the year 2009-10 is at **Annexure-IX**. It may kindly be seen that except Assam and Lakshadweep, all the States/UTs have availed the benefit of the scheme for the year 2008-09. For the year 2009-10, though Chhattisgarh has taken the benefit there are still 8 States/UTs who are yet to submit their proposals. They have been reminded repeatedly.

### **XVII. MISCELLANEOUS**

#### **Recommendations/observations**

17.2 The Committee notes that under the scheme 2473 Hindi, 42 Urdu and 36 Bhoti language teachers were sanctioned in various State Governments in 2009-10. Against an allocation of Rs. 16.00 crore only Rs. 9.95 crore could be spent. As the scheme is demand driven adequate proposals were not received from the States/UTs and hence the funds remained under utilized. The Committee finds that the scheme is aimed at national integration and therefore it requires more sincere efforts in implementation so as to achieve its financial and physical targets.

#### **Action Taken**

State Governments/U.T. Administrations have already been requested to furnish their proposals for 2010-11. Reminders are also being sent to the State Governments. The scheme is on the website of the Ministry.

## RECOMMENDATIONS/OBSERVATIONS — AT A GLANCE

### II. BUDGETARY ALLOCATION

The Committee observes that it is evident from the reply of the Department that around 50 per cent of the allocated resources for implementation of the SSA/RTE Act continue to remain under utilized. Not only this, the Committee is somewhat surprised to note that no response has been there with regard to its specific observation about substantial expenditure of allocated funds under some of the major Schemes being made only in the last quarter of the year 2009-10. The Committee is of the considered opinion that non-adherence to financial norms and action plan in utilization of allocated funds is indicative of the bottlenecks in the effective implementation of Flagship Schemes like SSA and MDM Scheme. The Committee reiterates that the Department needs to identify the factors responsible for under utilization of funds and initiate remedial steps for optimum and judicious utilization of funds allocated for these schemes. (Para 2.4)

The Committee finds the reply of the Department too general. The Department has not indicated what concrete and concerted steps it has initiated to ensure maximum utilization of funds for the remaining period of the Eleventh Five Year Plan. The Committee would like the Department to chart out a roadmap/action plan for effective and maximum utilization of funds for all its major Schemes. (Para 2.5)

The Committee would like to be apprised of the ground realities and how far the concerted efforts of the Department have resulted in reducing the pendency of Utilization Certificates. Further, the Committee would like to know what State specific interventions have been initiated by the Department to address the problem of unspent balances in the States where the gap in allocation and utilization of funds has been quite large. The Committee would appreciate if the Department is able to ensure judicious and optimum utilization of allocated funds to reduce unspent balances to a minimum level. (Paras 2.6)

### III. SARVA SHIKSHA ABHIYAN

The Committee is not inclined to agree to the Department's view point that 81 lakh children in the age group of 6-14 years out of schooling system is not in contradiction of the GER figures. While it may be a matter of statistics for the Department, the Committee feels that it is a fact that such large number of children are still outside the schooling system. The Committee would appreciate if the Department comes out with a vision/strategy plan to cover the 'hard to reach' category of children as well in the schooling system. The Committee, accordingly, recommends the Department to initiate State specific interventions for such children. (3.3.2)

The Committee is aware about the specific interventions under SSA initiated for bridging social and gender gaps and adequate funds being allocated therefor. The Committee would like to point out that need of the hour is effective implementation of such interventions at the ground level so as to ensure their reach to the targeted beneficiaries. (3.3.3)

The Committee feels that inspite of the elaborate interventions initiated by the Department, the overall dropout rate of SC/ST students as in 2007-08 both at elementary and primary level is much above the national average drop out rate. The drop out rate at elementary level especially is a cause for serious concern. The Committee is unable to comprehend the reasons for more than 50 per cent drop out rate at elementary level evident since 2001-02 up till 2007-08 in spite of all the efforts of the Department. The Committee is of the considered opinion that the situation requires urgent remedial and focused steps not only in terms of fiscal/financial interventions but also social and psychological interventions. The Committee also strongly feels that a sustained publicity campaign about the benefits of these interventions/Schemes is required to be carried out. Involvement of Panchayats, local community leaders and dedicated NGOs working as a well-knit team can definitely lead to achievement of goals. (3.3.5)

The Committee notes that there has been a marginal decrease both at primary and elementary level in the over all drop out rate since 2001-02 upto 2007- 08 at national level. The Committee also notes the specific interventions initiated by the Department to improve retention of children in the schools under SSA/RTE Act. The Committee, however, would

like to point out that overall national drop out rate of 25.55 and 43.03 per cent at primary and elementary level negates the impact of the efforts put in by the Government for retention of students at initial level of schooling/enrolment. Another area of concern about low Enrolment Ratio and high dropout rate in classes VI to VIII needs to be tackled at the earliest. Existing Schemes/interventions should be reviewed so as to include specific inputs in this regard. Therefore, the Committee would like the Department to initiate targeted efforts for both enrolment and retention of students simultaneously and rope in all agencies viz State Governements, NGOs, Panchayats etc. for the same.(3.3.6)

The Committee observes that a number of targeted interventions are already in place so as to bring the 'out of school children' towards special schools. The Committee would appreciate if in addition to periodic review meetings at State level, both surprise and regular inspections are also conducted so as to assess the ground realities and efficacy of special interventions along with corrective measures taken thereafter. (3.3.7)

The Committee takes serious note of the figures provided by the Department with regard to drop out rate of SC/ST students in Rajasthan, West Bengal, Assam, Dadra and Nagar Haveli and Orissa. The Committee notes that the drop out rate of SC children at elementary level in Rajasthan (65.39), West Bengal (67.10), Assam (76.62) and Orissa (70.53) is not only disturbingly high but has also shown steady increase in 2007-08 as compared to the figures of 2001-02. Similarly, drop out rate of ST children in these States is equally disturbing as indicated by the figures of 2007-08. The drop out rate for ST children at elementary level is highest in Orissa (82.99) followed by West Bengal (78.39) and Assam (75.47) in 2007-08. Situation is equally grim at primary level in these States with Rajasthan being the worst affected as its drop out rate for both the SC/ST category at primary and elementary level being above 50 per cent. The Committee would like the Department to adopt a focused strategy/interventions for these marginalized sections of the society specially in these States if it desires to achieve the goal of universalization of education. Specific Schemes/initiatives substantiated by required funding have been there for considerable time. What is required now is effective publicity campaign and dedicated implementing agencies. ( Para 3.3.9)

The Committee is aware that there has been significant improvement in all components of infrastructure required for schools under SSA. However, it is also an accepted ground reality that there are quite a few States where visible gaps continue to persist. The Committee, accordingly, reiterates that focused attention on such States is required on an urgent basis. Department has to play a pro-active role in this regard. (Paras 3.4.3 and 3.4.4)

Committee's specific recommendation about the Department drawing the attention of low performing States towards some State specific interventions and benefits thereof have elicited no response from the Department. The Committee observes that there are quite a few States which are implementing Learning Enhancement Programme. The Committee reiterates that an experience-sharing opportunity for all such States will go a long way in supplementing the Central Schemes. (Para 3.5.2)

The Committee would like to point out that qualitative research of KGBVs by reputed institutions was recommended by the 11th Joint Review Mission for SSA conducted in January, 2010. Latest response received from the Department indicates that this recommendation is yet to be implemented. Only progress made so far is that States have been asked to undertake qualitative research through experts. The Committee is not very happy with this development. More result oriented course would have been Centre playing a pro-active role by involving reputed institutions for this task and taking corrective measures. (Para 3.8.8)

The Committee, while noting the reply of Department would like to state that the recruitment of required number of teachers and their training has been an area of deep concern for the Committee. The Committee feels unless this particular aspect is addressed, the goal of universalization of quality education would remain a distant dream for the country. In this context, the Committee would like the Department to come up with latest statistics regarding recruitment of teachers as required under SSA/RTE Act and their training before the Committee for its objective assessment.



(Para 3.9.1)

The Committee would emphasize that the Department complete its procedural process expeditiously so that the required number of posts of teachers are filled up expeditiously. Simultaneously, there is also an urgent need for monitoring the redeployment of teachers to schools where there is deficit of teachers. If need be, this problem-area needs to be taken up with the concerned States. The Committee strongly feels that the States should be impressed upon for judicious posting of teachers both for rational utilization of available manpower and rightful posting of teachers being recruited/to be recruited.

(Para 3.9.2)

Shortage of teachers and a very high percentage of untrained teachers have been the main constraints of SSA. Nobody can deny the fact that with the process of RTE Act starting in the real earnest, these constraints are going to become more worrisome. The Committee would like to point out that average percentage of trained teachers showing considerable improvement does not indicate the ground realities in real sense. The very fact that a number of States continue to have a very high percentage of untrained teachers is a serious reflection on the claims of impressive level of achievement of SSA goals. What is more disturbing is that central funds continued to flow for in-service training, induction training and training of untrained teachers during the last three years with specified number of teachers targeted to be trained. The Committee is of the firm view that an effective monitoring mechanism to track the level of different categories of training of teachers should be in place without any further delay.

(Para 3.9.5)

#### **IV. NATIONAL PROGRAMME OF MID-DAY-MEAL IN SCHOOLS**

The Committee would like the Department to apprise it of the final outcome of the matter as even it feels that there is an urgent need for stepping up utilization of earmarked funds in the NER States which already lag behind the other States in the matter of quality education. At the same time, the Committee would like to understand the exact percentage of eligible children in NER to be covered under MDM Scheme.

(Para 4.2.1)

State-wise details of Kitchen-sheds to be constructed under the MDM Scheme reveals a very discouraging scenario. In States like Andhra Pradesh, Assam, Chhattisgarh, Gujarat, Haryana, Himachal Pradesh, Jharkhand, Karnataka, Maharashtra, Orissa, Rajasthan and U.P. gap between the sanctioned Kitchen-sheds and constructed upto 2009-10 remains very wide. The Committee hopes that with the revised enhanced cost of construction for Kitchen-shed, pace of construction would pick up. However, this needs to be constantly monitored.

(Para 4.4.1)

The Committee observes that the National Level Committee constituted by the Department on 30 July, 2009 to examine the expansion of MDM Scheme or privately managed unaided schools with focus on tribal areas and minorities is yet to give its Report. The Committee feels that considerable time has lapsed since the setting up of this Committee. The Department needs to pursue with the Committee for submission of Report at the earliest.

(Para 4.6.1)

#### **V. TEACHERS' EDUCATION**

The Committee observes that although the Department admits that it is important to fill up vacant academic and non-academic posts in DIETS, CTEs and IASEs, it has failed to highlight corrective steps taken, if any, to fill those vacancies. The Committee would like the Department to chart out an action plan for filling up all the sanctioned posts to make these institutions functional in the real sense.

(Para 5.4)

The Committee would like the Department to apprise it of the latest position in the matter. Further, it may supply the data of the Universities/State Governments which have re-examined or are re-examining their syllabus for the teacher education courses.

(Para 5.5)

The Committee observes that it is imperative for the Department to ensure that teacher education schemes are given prime focus by all the States. The Committee would like to be apprised whether the Department is facing difficulties in this particular aspect from States/UTs and what remedial/corrective steps it is taking to impress upon the States/UTs for laying requisite importance on teacher education. The Department may also inform the Committee

whether NCTE has prepared the model syllabus and curriculum for various teacher training courses based on the National Curriculum Framework for Teacher Education. (Para 5.6)

The Committee would like the Department to inform it of the latest position in the matter for consideration of the Committee. (Para 5.7)

#### **VII. NAVODAYA VIDYALAYA SAMITI**

The Committee observes that no progress has taken place in the matter and either of JNVs continue to be non-functional due to non-availability of suitable temporary accommodation or are functioning from temporary site. That clearly shows that the basic condition of feasibility of availability of land is not given due emphasis. As a result, JNVs, which are mandated to be residential schools are continuing to function from temporary site at Kullu (HP), Khagria (Bihar), Molcochung (Nagaland) and Palamu (Jharkhand). The Committee would appreciate if construction work of JNV at Kullu and Molcochung where land has been made available now is taken up at the earliest and completed in a time-bound manner. The Committee does not have much hope for JNV at Narmada (Gujarat) and Kamrup (Assam) where even suitable temporary accommodation is not available. (Para 7.2)

The Committee notes that some posts of teachers in all the categories have been filled up. However, still there is considerable gap between vacancies and filling up of posts. The Committee would emphasize the Department to fill up the remaining posts as expeditiously as possible as it feels that the absence of teachers deprives the students of quality education. (Para 7.4)

#### **X. SCHEME FOR SETTING UP OF 6000 MODEL SCHOOLS AT BLOCK LEVEL AS BENCHMARK OF EXCELLENCE**

The Committee would like to be apprised of the latest position in the matter including the modalities worked out by the Department for public private partnership. (Para 10.4)

#### **XI. VACATIONALIZATION OF EDUCATION**

The Committee is very perturbed to note the state of affairs so far as operationalisation of revamped Scheme of Vocationalisation of Education is concerned. It has taken almost an entire Plan period in completing the formalities required for formal approval of the Scheme. Even then, final outcome and the Scheme taking off remains a distant dream. The Committee wonders whether required funds would be available in 2011-12, the last year of the Eleventh Plan for the EFC meeting for the Scheme taking place. In any case, it would be only during the Twelfth Plan period that one can hope for the Scheme becoming operational. (Para 11.4)

#### **XIII. INCENTIVES TO GIRLS EDUCATION AT SECONDARY SCHOOL LEVEL**

The Committee would like to know from the Department whether it has coordinated with the States/UTs with regard to collecting details of eligible girls. What problems are being faced by the States/UTs in collecting such details and what remedial/corrective steps the Department proposes to overcome those problems for better implementation of the scheme. (Para 13.2)

# **MINUTES**

## XII TWELFTH MEETING

The Committee on Human Resource Development met at 11 A.M. on Monday, the 17th January, 2011 in Committee Room. 'A', Ground Floor, Parliament House Annexe, New Delhi.

### MEMBERS PRESENT

#### RAJYA SABHA

1. Shri Oscar Fernandes — *Chairman*
2. Shrimati Mohsina Kidwai
3. Dr. K. Keshava Rao
4. Shri Prakash Javadekar

#### LOK SABHA

5. Shri P. K. Biju
6. Shri Jeetendrasingh Bundela
7. Shri Suresh Chanabasappa Angadi
8. Shrimati J. Helen Davidson
9. Shri Deepender Singh Hooda
10. Shri P. C. Gaddigoudar
11. Shri Prataprao Ganpatrao Jadhav
12. Shri P. Kumar
13. Shri Prasanta Kumar Majumdar
14. Capt. Jai Narain Prasad Nishad
15. Shri Ashok Tanwar
16. Shri Sheesh Ram Ola
17. Shri Joseph Toppo
18. Shri Vinay Kumar Pandey 'Vinnu'
19. Shri P. Vishwanathan
20. Shri Madhu Goud Yaskhi

### SECRETARIAT

Shrimati Vandana Garg, *Additional Secretary*

Shri N.S. Walia, *Director*

Shri Arun Sharma, *Joint Director*

Shri Sanjay Singh, *Assistant Director*

Shrimati Harshita Shankar, *Committee Officer*

2. \* \* \*
3. \* \* \*
4. The Committee, then, considered and adopted draft \*\* 232nd and \*\* \*\* \*\* and the four Action Taken Reports of the four Departments/Ministries under the purview of the Committee \*\* \*\* \*\*.
5. \* \* \*
6. The Committee then adjourned at 12.05 P.M.

# **ANNEXURES**

**ANNEXURE - I**

REGD. NO. D.L.-33004/99

EXTRAORDINARY  
PART III---Section 4  
PUBLISHED BY AUTHORITY

No. 215 NEW DELHI, WEDNESDAY, AUGUST 25, 2010/BHADRA 3, 1932

**NATIONAL COUNCIL FOR TEACHER EDUCATION  
NOTIFICATION**

New Delhi, the 23rd August, 2010

F. No. 61-03/20/2010/NCTE/(N&S).---In exercise of the powers conferred by Sub-section (1) of Section 23 of the Right of Children to Free and Compulsory Education Act, 2009 (35 of 2009), and in pursuance of Notification No. S.O. 750 (E) dated 31st March, 2010 issued by the Department of School Education and Literacy; Ministry of Human Resource Development, Government of India, the National Council for Teacher Education (NCTE) hereby lays down the following minimum qualifications for a person to be eligible for appointment as a teacher in class I to VIII in a school referred to in clause (n) of Section 2 of the Right of Children to Free and Compulsory Education Act, 2009, with effect from the date of this Notification :-

**1 Minimum Qualifications ---**

**(i) Classes I-V**

- (a) Senior Secondary (or its equivalent) with at least 50% marks and 2 - year Diploma in Elementary Education (by whatever name known)

OR

Senior Secondary (or its equivalent) with at least 45% marks and 2 - year Diploma in Elementary Education (by whatever name known), in accordance with the NCTE (Recognition Norms and Procedure), Regulations 2002

OR

Senior Secondary (or its equivalent) with at least 50% marks and 4-year Bachelor of Elementary Education (B. EI. Ed.)

OR

Senior Secondary (or its equivalent) with at least 50% marks and 2 - year Diploma in Education (Special Education)

AND

- (b) Pass in the Teacher Eligibility Test (TET), to be conducted by the appropriate Government in accordance with the Guidelines framed by the NCTE for the purpose.

(ii) **Classes VI-VIII**

- (a) B.A./B. Sc. and 2 - year Diploma in Elementary Education (by whatever name known)

OR

B.A./B.Sc. with at least 50% marks and 1 - year Bachelor in Education (B. Ed.)

OR

B.A./B.Sc. with at least 45% marks and 1 - year Bachelor in Education (B. Ed.), in accordance with the NCTE (Recognition Norms and Procedure) Regulations issued from time to time in this regard

OR

Senior Secondary (or its equivalent) with at least 50% marks and 4-year Bachelor in Elementary Education (B. El. Ed.)

OR

Senior Secondary (or its equivalent) with at least 50% marks and 4-year B.A./B.Sc. Ed. or B.A. Ed./BSc. Ed.

OR

B.A./B.Sc. with at least 50% marks and 1-year B.Ed. (Special Education)

AND

- (b) Pass in the Teacher Eligibility Test (TET), to be conducted by the appropriate Government in accordance with the Guidelines framed by the NCTE for the purpose.

2. **Diploma/Degree Course in Teacher Education-** For the purposes of this Notification, a diploma/degree course in teacher education recognized by the National Council for Teacher Education (NCTE) only shall be considered. However in case of Diploma in Education (Special Education) and B. Ed. (Special Education), a course recognized by the Rehabilitation Council of India (RCI) only shall be considered.

3. **Training to be undergone-** A person-

- (a) with B.A./B.Sc. with at least 50% marks and B. Ed. qualification shall also be eligible for appointment for class I to V upto 1st January, 2012, provided he undergoes, after appointment, an NCTE recognized 6-month special programme in Elementary Education.
- (b) with D. Ed. (Special Education) or B. Ed (Special Education) qualification shall undergo, after appointment, an NCTE recognized 6-month special programme in Elementary Education.

4. **Teacher appointed before the date of this Notification.-** The following categories of teachers appointed for classes I to VIII prior to date of this Notification need not acquire the minimum qualifications specified in Para (1) above:

- (a) A teacher appointed on or after the 3rd September, 2001 *i.e.* the date on which the NCTE (Determination of Minimum Qualifications for Recruitment of Teachers in Schools) Regulations, 2001 (as amended from time to time) came into force, in accordance with that Regulation.

Provided that a teacher of class I to V possessing B. Ed. qualification, or a teacher possessing B. Ed. (Special Education) or D. Ed. (Special Education) qualification shall undergo an NCTE recognized 6 - month special programme on elementary education.

- (b) A teacher of class I to V with B. Ed. qualification who has completed a 6-month Special Basic Teacher Course (Special BTC) approved by the NCTE;

(c) A teacher appointed before the 3rd September, 2001, in accordance with the prevalent Recruitment Rules.

5. **Teacher appointed after the date of this Notification in certain cases-** Where an appropriate Government, or local authority or a school has issued an advertisement to initiate the process of appointment of teachers prior to the date of this Notification, such appointments may be made in accordance with the NCTE (Determination of Minimum Qualifications for Recruitment of Teachers in Schools) Regulations, 2001 (as amended from time to time).

HASIB AHMAD, Member-Secy,  
[ADVT III/4/131/10-Exty.-]





## State-wise targets approved on Teacher's Training

(Rs. in lakh)

Sl.	State	2007-08				2008-09				2009-10									
		Inservice	Induction	On the job,	Inservice	Induction	On the job,	Inservice	Induction	On the job,	Inservice	Induction	On the job,	Inservice					
No.		Training	Training	untrained	Training	Training	untrained	Training	Training	untrained				for newly	teachers to		for newly	teachers to	
for newly	teachers to																		
			recruited	acquire		recruited	acquire		recruited	acquire				teachers	professional		teachers	professional	
teachers	professional																		
				qualification			qualification			qualification									
		Phy.	Fin.	Phv.	Fin.	Phv.	Fin.	Phv.	Fin.	Phv.	Fin.	Phv.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	Andaman	3270	22.890	4	0.084	0	0.000	3400	34.000	0	0.000	0	0.000	3300	33.000	82	2.460	0	0000
	& Nicobar																		
2	Andhra	282632	2967.640	22986	482.710	1573	66.070	220819	3312.290	23280	698.400	0	0.000	234853	3522.795	52800	1584.000	184	11.040
	Pradesh																		
3	Arunachal	7860	110.040	715	15.020	4188	175.900	10858	162.870	627	18.810	715	14.300	10730	160.950	396	11.880	0	0.000
	Pradesh																		
4	Assam	167267	1756.304	0	0.000	13538	410.201	177390	2572.466	0	0.000	4350	156.600	193020	2895.300	10000	300.000	10000	360.000
5	Bihar	188416	1978.368	88680	1862.28	40370	1695.540	246217	2667.115	67721	2031.63	61005	3660.30	302273	3013.025	57333	1719.99	59458	3567.48

					0						0		0				0		0
6	Chandigarh	945	13.230	240	2.800	110	2.200	1010	12.948	300	6.000	0	0.000	1710	16.100	150	4.500	0	0.000
7	Chhattisgarh	105274	1473.840	0	0.000	8363	351.250	115642	1734.630	13707	411.217	300	12.600	126121	1891.815	12276	368.286	8217	493.020
8	Dadra & Nagar Haveli	1161	16.250	141	2.960	0	0.000	1207	18.110	72	2.160	0	0.000	1196	17.940	84	2.520	0	0.000
9	Daman & Diu	426	2.982	63	1.323	0	0.000	448	4.480	41	1.230	0	0.000	424	6.360	97	1.950	0	0.000
10	Delhi	50253	703.540	5438	114.200	0	0.000	51621	774.315	4150	124.500	0	0.000	52939	794.090	1000	15.000	0	0.000
11	Goa	6154	86.160	331	4.630	0	0.000	5808	72.890	0	0.000	0	0.000	6456	94.040	340	3.400	0	0.000
12	Gujarat	178208	2494.912	12836	269.556	0	0.000	191026	2865.390	0	0.000	0	0.000	194459	2916.890	0	0.000	0	0.000
13	Haryana	66078	925.092	1986	41.706	0	0.000	64449	966.735	0	0.000	0	0.000	64568	677.970	12	0.360	0	0.000
14	HP	46796	491.358	0	0.000	0	0.000	49612	620.150	0	0.000	0	0.000	48475	605.938	0	0.000	0	0.000
15	J&K	54941	769.174	10744	225.624	10733	128.796	57693	865.395	8145	244.350	10733	128.796	55032	825.480	3978	119.340	19894	238.728
16	Jharkhand	116421	1222.420	19835	277.690	20267	851.214	123654	1607.502	5724	85.860	28009	1456.468	135873	2038.095	1439	43.170	30279	1816.740
17	Karnataka	201795	2825.130	6009	126.189	0	0.000	227009	3116.548	6146	184.380	0	0.000	228885	3433.275	1140	32.520	0	0.000
18	Kerala	131018	1834.250	1728	12.100	0	0.000	128002	1920.030	1167	11.670	0	0.000	127869	1918.040	0	0.000	0	0.000
19	Lakshadweep	620	8.680	0	0.000	0	0.000	620	9.300	0	0.000	0	0.000	640	9.600	27	0.810	0	0.000
20	Madhya Pradesh	270311	3784.350	47564	998.840	35702	1499.480	269355	4040.325	27153	543.060	0	0.000	275721	4135.815	45588	824.976	5905	354.300
21	Maharashtra	403284	5645.980	0	0.000	2348	98.620	413498	6202.470	10117	202.340	2370	82.950	437853	6567.795	2119	42.380	0	0.000
22	Manipur	5000	70.000	0	0.000	400	16.800	5000	75.000	0	0.000	900	54.000	12538	156.730	0	0.000	900	54.000

23	Meghalaya	7495	104.930	534	11.214	4400	398.021	7023	105.345	2186	65.580	1500	48.450	6281	94.215	2036	61.080	4652	162.820
24	Mizoram	10305	144.270	287	6.030	945	39.690	10441	156.620	222	4.662	1296	54.432	12409	186.140	471	14.130	850	35.700
25	Nagaland	8962	125.470	600	12.600	2548	107.020	12526	125.260	190	5.700	1000	60.000	7750	77.500	190	5.700	600	36.000
26	Orissa	125431	1745.940	26516	556.840	9288	390.100	122250	1833.750	9054	271.620	11429	685.740	166256	2493.840	19322	579.660	16719	1003.140
27	Pondicherry	4710	65.940	32	0.672	0	0.000	4864	72.960	65	1.300	0	0.000	4114	61.710	30	0.600	0	0.000
28	Punjab	70484	986.776	4940	69.160	413	8.673	74239	1107.360	15827	474.810	0	0.000	76180	1142.700	16275	488.250	0	0.000
29	Rajasthan	200475	2806.650	8434	177.120	0	0.000	274746	2747.460	27616	276.160	0	0.000	279001	2103.222	9135	274.050	0	0.000
30	Sikkim	1966	27.520	327	6.870	962	42.630	1200	18.000	25	0.750	641	38.460	1400	21.000	225	6.750	938	56.280
31	TN	221604	3102.460	1676	11.730	0	0.000	209654	3144.810	1577	15.770	0	0.000	209918	3148.770	2086	20.860	0	0.000
32	Tripura	23487	246.610	0	0.000	6308	255.480	32215	483.230	1106	33.180	2500	150.000	30306	303.060	1439	43.170	0	0.000
33	UP	304697	3199.320	12180	255.780	183644	1928.260	287036	3013.878	12583	264.243	0	0.000	338760	3056.919	0	0.000	45759	686.385
34	Uttarakhand	40658	567.810	1319	18.980	2437	26.240	45098	676.470	0	0.000	0	0.000	47915	718.730	0	0.000	0	0000
35	West Bengal	234430	1641.010	62791	879.074	0	0.000	286475	3437.700	0	0.000	0	0.000	239174	3587.610	56646	849.700	0	0.000
	TOTAL :	3542834	43967.296	338936	6443.782	348537	8492.185	3732105	50577.802	238801	5979.382	126748	6603.096	3934399	52726.459	296716	7421.492	204355	8875.633

2009-10

State/UT	Gross allocation	Opening Balance	Net Allocation	Lifting	% Lifting against	Utilization	% utilization
					Net allocation		against Gross
					(5/4*100)		allocation during
							(7/2*100)
Assam	91284.45	11064.9	80219.55	60307.20	75	70293.70	77
Bihar	285356.91	21659.8	263697.11	217651.22	83	186747.78	65
Goa	4567.76	0	4567.76	3334.38	73	3321.32	73
Manipur	6566.95	0	6566.95	4854.57	74	4854.57	74
Tripura	7949.63	6132.41	1817.22	5230.84	288	11212.62	141
West Bengal	267043.54	11298.59	255744.95	163530.07	64	160998.78	60
Chandigarh	1999.29	176.35	1822.94	972.01	53	1024.31	51
Delhi	41453.69	0	41453.69	25595.65	62	25381.59	61
D&N Heveli	793.58	0	793.58	697.807	88	697.807	88
Daman & Diu	467.25	19.42	447.83	315.28	70	306.83	66
Puducherry	2413.84	14.89	2398.95	2332.56	97	2252.34	93

## Progress of Construction of Kitchen Sheds sanctioned so far

Sl. No.	Name of the State/UT	Kitchen Sheds sanctioned till 2009-10	Number of Kitchen Sheds constructed upto 2009-10	Number of Kitchen Sheds under construction	Number of Kitchen Sheds not yet started	Kitchen Sheds Approved by PAB 2010-2011
1	2	3	4	5	6	7
1	Andhra Pradesh	50529	3077	4985	42467	24754
2	Arunachal Pradesh	4085	4085	0	0	46
3	Assam	44729	23662	5093	15974	0
4	Bihar	62187	31227	5659	25301	26772
5	Chhattisgarh	38313	9700	15249	13364	9036
6	Goa	0	0	0	0	0
7	Gujarat	19868	5164	4668	10036	0
8	Haryana	11483	1849	602	9032	0
9	Himachal Pradesh	14959	3660	7428	3871	0
10	J&K	5815	4763	18	1034	6712
11	Jharkhand	22401	8036	4510	9855	12988
12	Karnataka	27847	10648	1292	15907	14904
13	Kerala	2450	318	484	1648	2673
14	Madhya Pradesh	97099	57286	21207	18606	3373
15	Maharashtra	57914	16644	1036	40234	9036
16	Manipur	1174	0	1174	0	1896
17	Meghalaya	5768	3007	1294	1467	3723

18	Mizoram	1533	1533	0	0	0
19	Nagaland	1777	1777	0	0	446
20	Orissa	69152	24997	1025	43130	0
21	Punjab	18969	12202	6243	524	498
22	Rajasthan	88960	34054	33146	21760	0
23	Sikkim	859	763	0	96	0
24	Tamil Nadu	14340	920	3877	9543	4545
25	Tripura	2884	1882	0	1002	0
26	Uttarakhand	4973	4473	500	0	12110
27	Uttar Pradesh	122572	77422	2170	42980	9112
28	West Bengal	57069	21098	9921	26050	27388
29	A&N Islands	276	0	0	0	235
30	Chandigarh	*10	0	7	3	0
31	D&N Haveli	99	0	0	99	100
32	Daman & Diu	26	16	10	0	6
33	Delhi	0	0	0	0	
34	Lakshadweep	0	0	0	0	0
35	Puducherry	92	0	92	0	0
	TOTAL:	850212	364263	131690	353983	170353

\* Lentralized Kitchen.

Institute Inspected: State-wise (FY - 2009-2010)  
Institutions (Primary and Upper Primary)

Sl.No.	States	Total	Total	%
		No. of School	No. of School Inspected	Inspection
1	2	3	4	5
1	Andhra Pradesh	78770	33949	43
2	Arunachal Pradesh	4431	4287	97
3	Assam	54175	41788	77
4	Bihar	92209	153285	166
5	Chhattisgarh	47332	8750	18
6	Goa	1545	7236	468
7	Gujarat	57784	46297	80
8	Haryana *	14703		0
9	Himachal Pradesh	13459	10384	77
10	Jammu and Kashmir	21504	1936	9
11	Jharkhand*	52138	0	0
12	Karnataka	55104	28984	53
13	Kerala	17387	6062	35
14	Madhya Pradesh	112439	117827	105
15	Maharashtra	122018	24456	20
16	Manipur *	3042	0	0
17	Meghalaya	10074	5491	55
18	Mizoram	2412	809	34
19	Nagaland	2223	141	6
20	Orissa	78925	3395	4



21	Punjab	22648	16575	73
22	Rajasthan	80670	129539	161
23	Sikkim	873	84	10
24	Tamil Nadu	42632	61658	145
25	Tripura	5629	3622	64
26	Uttar Pradesh	17816	188977	1061
27	Uttarakhand	152185	17096	11
28	West Bengal	79870	6693	8
29	Andaman and Nicobar	343	170	50
30	Chandigarh	311	112	36
31	Dadra & Nagar Haveli	360	318	88
32	Daman and Diu	127	240	189
33	Delhi	3005	8834	294
34	Lakshadweep	54	43	80
35	Pondicherry	383	461	120
	TOTAL :	1248580	929499	74

Source: Quaterly progress report

\* Information not provided by the State Governments.

Statement showing the name of State/UTs. No. of eligible girls and the actual amount sanctioned under the Centrally Sponsored Scheme' Incentive to Girls for Secondary Education

2008-09

Sl. No.	Name of the State/ UT	Total number of eligible girls	Total amount released (in Rs. Lakh)
1	2	3	4
1	Andaman & Nicobar Islands	82	2.46
2	Arunachal Pradesh	2853	85.59
3	Bihar	26105	783.15
4	Chandigarh	339	10.17
5	Chhattisgarh	24590	737.70
6	Dadra & Nagar Haveli	818	24.54
7	Daman & Diu	121	3.63
8	Delhi	7567	227.01
9	Goa	610	18.30
10	Gujarat	44410	1332.30
11	Himachal Pradesh	2176	65.28
12	Jammu & Kashmir	3699	110.97
13	Jharkhand	15806	474.18
14	Karnataka	81190	2435.70
15	Kerala	21829	654.87
16	Meghalaya	1715	51.45
17	Mizoram	2691	80.73
18	Nagaland	161	4.83
19	Pudducherry	1526	45.78
20	Punjab	30191	905.73

21	Rajasthan	16074	482.22
22	Sikkim	552	16.56
23	Tamil Nadu	121292	3638.76
24	Tripura	2965	88.95
25	Uttarakhand	218	6.54
	TOTAL :	409580	12287.40

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## ANNEXURE-VII

Statement showing the names of States/UTs, No. of eligible girls and the actual amount sanctioned under the Centrally Sponsored Schemes Incentive to Girls for Secondary Education during 2009-10

Sl. No.	Name of the State/ UT	Total Number of eligible girls	Total amount released (Rs. in Lakh)
1	Andaman and Nicobar Islands	157	4.71
2	Chandigarh	327	9.81
3	Dadra and Nagar Haveli	886	26.58
4	Daman and Diu	124	3.72
5	Goa	588	17.64
6	Jammu and Kashmir	1327	39.81
7	Jharkhand	18918	567.54
8	Kerala	22399	671.97
9	Mizoram	3270	981.00
10	Punjab	34524	1035.72
11	Rajasthan	15178	455.34
12	Uttarakhand	607	18.21
	TOTAL :	98305	2949.15

## ANNEXURE-VIII

Statement showing the names of States/UTs, No. of scholarships allotted and total number of selected candidates under National Means-cum-Merit Scholarship Scheme during 2008-09

Sl.No.	Name of the State	No. of Scholarships allotted	Total No. of selected candidates
1	2	3	4
1	Andaman and Nicobar Islands	42	42
2	Andhra Pradesh	7008	6070
3	Arunachal Pradesh	122	122
4	Assam	2411	-
5	Bihar	5433	1104
6	Chandigarh	85	85
7	Chhattisgarh	2246	210
8	Dadra and Nagar Haveli	22	22
9	Daman and Diu	16	16
10	Delhi	1576	629
11	Goa	144	135
12	Gujarat	5097	857
13	Haryana	2337	1364
14	Himachal Pradesh	832	437
15	J&K	1091	81
16	Jharkhand	1959	902
17	Karnataka	5534	1632
18	Kerala	3473	3473
19	Lakshadweep	10	-
20	Madhya Pradesh	6446	2700
21	Maharashtra	11682	9579
22	Manipur	255	203

23	Meghalaya	231	113
24	Mizoram	103	103
25	Nagaland	180	2
26	Orissa	3314	2151
27	Puducherry	125	125
28	Punjab	2210	1911
29	Rajasthan	5471	1777
30	Sikkim	58	57
31	Tamil Nadu	6695	6069
32	Tripura	351	136
33	Uttar Pradesh	15143	8999
34	Uttarakhand	1048	857
35	West Bellgal	7250	2601
	TOTAL:	1,00,000	54564

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## ANNEXURE-IX

Statement showing the names of States/UTs. No. of scholarships allotted and total number of selected candidates under National Means-cum-Merit Scholarship Scheme during 2009-10

Sl.No.	Name of the State	No. of Scholarships allotted	Total No. of selected candidates
1	2	3	4
1	Andaman and Nicobar Islands	42	21
2	Andhra Pradesh	7008	6347
3	Arunachal Pradesh	122	86
4	Assam	2411	-
5	Bihar	5433	718
6	Chandigarh	85	52
7	Chhattisgarh	2246	67
8	Dadra and Nagar Haveli	22	22
9	Daman and Diu	16	-
10	Delhi	1576	207
11	Goa	144	-
12	Gujarat	5097	-
13	Haryana	2337	102
14	Himachal Pradesh	832	77
15	J&K	1091	7
16	Jharkhand	1959	493
17	Karnataka	5534	1347
18	Kerala	3473	3473
19	Lakshadweep	10	-
20	Madhya Pradesh	6446	-

21	Maharashtra	11682	6547
22	Manipur	255	109
23	Meghalaya	231	130
24	Mizoram	103	103
25	Nagaland	180	-
26	Orissa	3314	-
27	Puducherry	125	125
28	Punjab	2210	383
29	Rajasthan	5471	306
30	Sikkim	58	58
31	Tamil Nadu	6695	1119
32	Tripura	351	38
33	Uttar Pradesh	15143	1520
34	Uttarakhand	1048	655
35	West Bengal	7250	409
	TOTAL :	1,00,000	24521

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