



सत्यमेव जयते

PARLIAMENT OF INDIA
RAJYA SABHA

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

THREE HUNDRED AND THIRTY SIXTH REPORT

**Demands for Grants 2022-23 of the
Department of School Education & Literacy**

(Presented to the Rajya Sabha on 16th March, 2022)
(Laid on the Table of Lok Sabha on 16th March, 2022)



Rajya Sabha Secretariat, New Delhi
March, 2022 /Phalguna, 1943 (Saka)

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Hindi version of this publication is also available

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CONTENTS

	PAGES
1 COMPOSITION OF THE COMMITTEE	(i)- (ii)
2 INTRODUCTION	(iii) – (v)
3 ACRONYMS	(vi) – (viii)
4 REPORT	1 - 31
OVERVIEW OF THE DEPARTMENT OF SCHOOL EDUCATION & LITERACY	1 - 2
OVERALL ASSESSMENT OF THE DEMANDS FOR GRANTS (2022-23) OF THE DEPARTMENT OF SCHOOL EDUCATION & LITERACY	2– 9
SCHEMES/PROGRAMMES OF THE DEPARTMENT OF SCHOOL EDUCATION & LITERACY	9 - 25
ORGANIZATIONS/ BODIES UNDER DEPARTMENT OF SCHOOL EDUCATION & LITERACY	25-31
5 OBSERVATIONS/RECOMMENDATIONS AT A GLANCE	32-38
6 MINUTES	

COMPOSITION OF THE COMMITTEE
(Constituted w.e.f. 13th September, 2021)

1. Dr. Vinay P. Sahasrabuddhe - Chairman

RAJYA SABHA

2. Shri R. S. Bharathi
3. Shri Bikash Ranjan Bhattacharyya
4. * Ms. Sushmita Dev
5. Shri Bhubaneswar Kalita
6. Shri Vishambhar Prasad Nishad
7. Shri K. C. Ramamurthy
8. Shri Gopal Narayan Singh
9. Shri Akhilesh Prasad Singh
10. Dr. M. Thambidurai

LOK SABHA

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

* Nominated w.e.f. 27.09.2021

** Nominated w.e.f. 07.02.2022

SECRETARIAT

Shri S. D. Nautiyal, Joint Secretary (LR)

Shri. A.K. Mallick, Director

Shri Har Prateek Arya, Deputy Secretary

Smt. Oindrila Roy, Deputy Secretary

Shri Arun Bakshi, Under Secretary

Shri Agam Mittal, Assistant Committee Officer

INTRODUCTION

I, the Chairman of the Department-related Parliamentary Standing Committee on Education, Women, Children, Youth and Sports, having been authorised by the Committee to present the Report on its behalf, do hereby present this Three Hundred and Thirty Sixth Report of the Committee on the Demands for Grants (Demand No. 25) of the Department of School Education & Literacy for the year 2022-23.

2. In accordance with the constitutional requirement under Article 113, the estimated expenditure of the Ministries/Departments of the Government of India projected under various Demands for Grants for the upcoming financial year needs to be voted by Parliament. As a sequel thereto, Demands for Grants of the relevant Ministries/Departments stand referred to concerned Department-related Parliamentary Standing Committee to make a close scrutiny thereof under Rule 270 of Rules of Procedure and Conduct of Business in the Council of States (Rajya Sabha). While making scrutiny of the Demands for Grants, the Committee has made an appraisal of the performance, programmes, schemes and policies of the Department of School Education and Literacy *vis-a-vis* expenditure made out of the Consolidated Fund of India in the current financial year.

3. The Budget allocations of the Ministry of Education have been sought under two demand Numbers, *i.e.*, Demand No. 25 pertains to the Department of School Education and Literacy and Demand No.26 pertains to Department of Higher Education. In this Report, a scrutiny of Demand No. 25 pertaining to the Department of School Education and Literacy of the Ministry of Education for the Financial Year 2022-23 has been made by the Committee. While scrutiny of Demand No. 26 pertaining to Department of Higher Education is covered in Report number 337 of the Committee.

4. The Report has been divided into four parts – Part I provides an overview of the Department of School Education and Literacy; Part II makes an overall assessment of the Demands for Grants of the Department; Part III gives an appraisal of the various Schemes; and Part IV refers to various autonomous bodies/institutions under the Department of School Education & Literacy.

5. During the course of examination of Demands, the Committee heard the views of the Secretary, Department of School Education and Literacy; Commissioner, Navodaya Vidyalaya Samiti (NVS); Commissioner, Kendriya Vidyalaya Sangathan (KVS); Chairperson, National Institute of Open Schooling (NIOS); Chairman, Central Board of

Secondary Education (CBSE); Director, National Council of Educational Research and Training (NCERT); Director, National Council for Teacher Education (NCTE); Director, Directorate of Adult Education (DAE) and Director, National Bal Bhavan (NBB), in its sitting held on 17th February, 2022.

6. The Committee, while making its observations/recommendations, has mainly relied upon the following:-

- (ii) National Education Policy, 2020;
- (iii) Economic Survey, 2021-22;
- (iv) Budget Speech of the Finance Minister on 1st February, 2022;
- (v) Detailed Demands for Grants of the Department of School Education and Literacy for the year 2022-23;
- (vi) Detailed Explanatory Notes on the Demands for Grants (2022-23) received from the Department and the agencies/organizations of the Department of School Education and Literacy;
- (vii) Expenditure Budget 2022-23;
- (viii) Output Outcome Framework 2022-23, Ministry of Education;
- (ix) Annual Report of the Ministry of Education for the year 2021-22 [and the latest available Annual Reports of the agencies/organizations of the Department];
- (x) Presentation made by the Secretary, Department of School Education and Literacy, Ministry of Education;
- (xi) Presentations made by the heads of organizations/bodies- NVS, KVS, NIOS, CBSE, NCERT, NCTE, DAE & NBB under the administrative control of the Department of School Education and Literacy;
- (xii) Written replies furnished by the Department of School Education and Literacy to the Questionnaires (Issues and Schemes & Budgetary Allocations) prepared by the committee; and
- (xiii) Written clarification furnished by the Department of School Education and Literacy to the points/issues raised by Members in the sitting of the Committee.

7. The Report is based on facts, figures and submissions (both oral and written) tendered by Departments and Organisations under the Department of School Education and Literacy, to the Committee.

8. The Committee wishes to express its thanks to the Secretary and officers of the Department of School Education and Literacy as well as Heads/Officers of the organizations/bodies under the administrative control of the Department for appearing before the Committee and furnishing the requisite information in connection with the examination of Demands for Grants of the Department.

9. The Committee considered and adopted the Report in its meeting held on 15th March, 2022 and presented to both Houses of Parliament on 16th March, 2022.

NEW DELHI
15 March, 2022
Phalguna 24/ 1943(Saka)

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

ACRONMYS

ADB	Asian Development Bank
AEC	Adult Education Centre
B.Ed.	Bachelor of Education
BEO	Block Education Officer
BITE	Block Institute of Teacher Education
BoG	Board of Governors
BRC	Block Resource Centre
B.Voc	Bachelor of Vocational Education
CABE	Central Advisory Board of Education
CBCS	Choice Based Credit System
CBSE	Central Board of Secondary Education
CIET	Central Institute of Educational Technology
COA	Council of Architecture
CTSA	Central Tibetan School Administration
CWSN	Children With Special Needs
DIET	District Institute of Education and Training
DIKSHA	Digital Infrastructure for Knowledge Sharing
DSE	Directorate of School Education
ECCE	Early Childhood Care and Education
EEC	Eminent Expert Committee
GDP	Gross Domestic Product
GER	Gross Enrolment Ratio
GFR	General Financial Rule
HECI	Higher Education Commission of India
ICAR	Indian Council for Agricultural Research
ICT	Information and Communication Technology
IDP	Institutional Development Plan
IIM	Indian Institute of Management
IIT	Indian Institute of Technology
IITI	Indian Institute of Translation and Interpretation
ISL	Indian Sign Language
KGBV	Kasturba Gandhi Balika Vidyalaya
KVS	Kendriya Vidyalaya Sangathan
MDM	Mid Day Meal Scheme
M.Ed.	Master of Education
MERU	Multidisciplinary Education and Research Universities
MoE	Ministry of Education

MOOC	Massive Open Online Course
MOU	Memorandum of Understanding
MWCD	Ministry of Women and Child Development
NAS	National Achievement Survey
NBB	National Bal Bhavan
NCC	National Cadet Corps
NCERT	National Council of Educational Research and Training
NCF	National Curriculum Framework
NCFSE	National Curriculum Framework for School Education
NCFTE	National Curriculum Framework for Teacher Education
NCIVE	National Committee for the Integration of Vocational Education
NCPFECCE	National Curricular and Pedagogical Framework for Early Childhood Care and Education
NCTE	National Council for Teacher Education
NCVET	National Council for Vocational Education and Training
NETF	National Educational Technology Forum
NGO	Non-Governmental Organization
NIOS	National Institute of Open Schooling
NITI	National Institution for Transforming India
NMMSS	National Means- Cum- Merit Scholarship Scheme
NEP	National Policy on Education
NPST	National Professional Standards for Teachers
NRF	National Research Foundation
NSQF	National Skills Qualifications Framework
NSSO	National Sample Survey Office
NVS	Navodaya Vidyalaya Samiti
OBC	Other Backward Classes
ODL	Open and Distance Learning
PARAKH	Performance Assessment, Review and Analysis of Knowledge for Holistic development
PFMS	Public Financial Management System
PISA	Programme for International Student Assessment
Ph.D	Doctor of Philosophy
PSSBs	Professional Standard Setting Bodies
PTR	Pupil Teacher Ratio
RTE Act	The Right of Children to Free and Compulsory Education Act, 2009
SAS	State Achievement Survey
SC	Scheduled Caste(s)
SCSP	Scheduled Caste Sub-Plan
SCDP	School Complex/Cluster Development Plans

SCERT	State Council of Educational Research and Training
SCF	State Curricular Framework
SCMC	School Complex Management Committee
SDG	Sustainable Development Goal
SDP	School Development Plan
SEDG	Socio-Economically Disadvantaged Group
SEZ	Special Education Zone
SIOS	State Institutes of Open Schooling
SMC	School Management Committee
SQAAF	School Quality Assessment and Accreditation Framework
SSA	Sarva Shiksha Abhiyan
SSSA	State School Standards Authority
ST	Scheduled Tribe(s)
STARS	Strengthening Teaching-Learning and Results for States
STEM	Science, Technology, Engineering and Mathematics
STS	Sanskrit Through Sanskrit
SWAYAM	Study Webs of Active Learning for Young Aspiring Minds
TEI	Teacher Education Institution
TET	Teacher Eligibility Test
U-DISE	Unified District Information System for Education
UNESCO	United Nations Educational, Scientific and Cultural Organization
UT	Union Territory

REPORT

1. OVERVIEW OF THE DEPARTMENT OF SCHOOL EDUCATION & LITERACY

1.1 Education forms the foundation of any society and is a major factor in the economic, social, and political growth and development of a country. The growth of society depends upon the quality of education that is being imparted and this is where schools play an important role in moulding a nation's future by facilitating all round development of its citizens. Education system in general and schools is particular, thus plays a pivotal role in not only shaping the young minds but being central to nation building. It is in this backdrop, the Committee on Education, Women, Children, Youth and Sports considered the Demands for Grants 2022-23 of the Department of School Education & Literacy, Ministry of Education in this Report.

1.2 The Ministry of Education comprises two Departments, *namely*, (i) Department of School Education and Literacy and (ii) Department of Higher Education. Each of the Departments functions under the overall supervision of a Secretary.

1.3 The Department of School Education and Literacy decides the policy and programmes relating to school education, adult education and digital education with focus on quality, equity and inclusion. The main objectives of the Department are:

- Formulating the National Policy on School Education and to ensure that it is implemented in letter and spirit.
- Planned development, including expanding access and improving quality of the school educational institutions throughout the country, including in the regions where people do not have easy access to education.
- Paying special attention to disadvantaged groups like the economically disadvantaged, females and the minorities
- Providing financial help in the form of scholarships, loan subsidy, etc to deserving students from deprived sections of the society.
- Encouraging international cooperation in the field of education, including working closely with the UNESCO and foreign governments, to enhance the educational opportunities in the country.

1.4 The following Institutions under the Department are involved in policy formulation and implementation of various schemes relating to school education and adult education:

- a) National Council of Educational Research and Training (NCERT)
- b) National Council for Teacher Education (NCTE)
- c) Central Board of Secondary Education (CBSE)
- d) National Institute of Open Schooling (NIOS)
- e) Kendriya Vidyalaya Sangathan (KVS)
- f) Navodaya Vidyalaya Samiti (NVS)
- g) Central Tibetan Schools Administration (CTSA)
- h) National Bal Bhavan (NBB)

1.5 The Department also administers the Right of Children to Free and Compulsory Education (RTE) Act, 2009, as amended from time to time. The Act mandates the appropriate Government to provide free and compulsory elementary education to every child of the age 6 to 14 years in a neighborhood school.

1.6 The major Schemes of the Department are as under:

- a) Samagra Shiksha
- b) Pradhan Mantri Poshan Shakti Nirman(PM-POSHAN)
- c) New India Literacy Programme (NILP)
- d) Strengthening Teaching-Learning and Results for States

2. OVERALL ASSESSMENT OF THE DEMANDS FOR GRANTS (2022-23) OF THE DEPARTMENT OF SCHOOL EDUCATION & LITERACY

2.1 The Committee considered the Demands for Grants (2022-23) of the Department of School Education and Literacy in its sitting held on 17th February, 2022. The Demand for Grants (2022-23) of the Ministry of Education has been presented to Parliament under the following Demand Numbers:

Demand No. 25- Department of School Education and Literacy

Demand No. 26- Department of Higher Education

In this Report, the Demands for Grants (Demand No. 25) relating to Department of School Education & Literacy has been considered.

2.2 The BE 2022-23 for Ministry of Education [Department of Higher Education (Rs. 40828.35 cr) & Department of School Education & Literacy (Rs. 63449.37 cr)] is Rs. 104227.72 cr which is 2.642 % of the total budgetary allocation of Rs 39,44,908.67 crores. The share of Department of School Education & Literacy in the total outlay of Ministry of Education is Rs. 63449.37 cr. which is 60.88% of the budgetary allocations to the Ministry of Education.

2.3 The Department-wise projections made to the Ministry of Finance for BE 2022-23 along with the figures of expenditure of funds in Actuals (2020-21) and funds allocated/allocation sought in BE and RE (2021-22) and BE (2022-23) and the percentage change/variation in allocation in BE (2022-23) over BE (2021-22) for various institutions and bodies under the Department is given below:

TABLE: 1

(Rs. in crores)

Sl No	Name of the Department	Actuals 2020-21	BE 2021-22		RE 2021-22		Projections made to MoF for 2022-23	BE 2022-23			% change BE 2021-22 to BE 2022-23	Variation between projections and BE 2022-23 (%)
			Revenue	Capital	Revenue	Capital		Revenue	Capital	Total		
	1	2	3	4	5	6	7	8	9	10	11	12
1.	Department of School Education and Literacy	51845.62	54873.66	-	51969.95	-	69102.49	63449.37	-	63449.37	+15.63%	-8.18%
	Total	51845.62	54873.66	-	51969.95	-	69102.49	63449.37	-	63449.37		
	Grand Total	51845.62	54873.66	-	51969.95	-	69102.49	63449.37	-	63449.37		

2.3 The detailed break-up of the allocation under Scheme and Non-Scheme in Revenue Heads in BE and RE (2021-22) and BE (2022-23) and percentage change/variation in allocations and utilization is given below:

TABLE: 2

(Rs. in crores)

	Actuals 2020-21	BE 2021-22		RE 2021-22		BE 2022-23		Variations (Percentage)	
		Scheme	Non-Scheme	Scheme	Non-Scheme	Scheme	Non-Scheme	BE 2021-22 & BE 2022-23	RE 2021-22 & BE 2022-23
Revenue	51845.62	43648.66	11225.00	40862.70	11107.25	51052.37	12397.00	+15.63%	+22.09%
Capital	-	-	-	-	-	-	-	-	-
Total	51845.62	43648.66	11225.00	40862.70	11107.25	51052.37	12397.00	+15.63%	+22.09%

2.4. The scheme-wise details of expenditure of Department of School Education & Literacy as on 31.01.2022 with respect to Revised Estimates 2021-22 is as under:

TABLE: 3

(Rs. in crores)

Sl No.	Schemes/Non Schemes	Budget Estimates 2021-22	Revised Estimates 2021-22	Actuals as on 31.01.2022
A	Schemes			
I	Centrally Sponsored Schemes			
1	Samagra Shiksha	31050.16	30000.00	16821.70
2	Pradhan Mantri Poshan Shakti Nirman (PM-POSHAN)	11500.00	10233.75	6630.61
3	New India Literacy Programme (NILP)	250.00	2.75	1.70
4	Strengthening Teaching-Learning and Results for States (STARS)	485.00	340.00	118.40
	Total Centrally Sponsored Schemes	43285.16	40576.50	23572.41
II	Central Sector Schemes			
5	National Means Cum Merit Scholarship Scheme	350.00	284.20	1.22
6	National Scheme for Incentive to Girl Child for Secondary Education	1.00	0.00	0.00
7	National Award to Teachers	1.50	1.00	0.24
8	Operation Digital Board	1.00	0.00	0.00
9	Pradhan Mantri Innovative Learning Programme (DHRUV)	10.00	1.00	0.00
	Total Central Sector Schemes	363.50	286.20	1.46
	Total Schemes	43648.66	40862.70	23573.87
B	Non-Schemes			
III	Other Central Sector Expenditure			
10	Kendriya Vidyalaya Sangathan (KVS)	6800.00	6800.00	5644.75
11	Navodaya Vidyalaya Samiti (NVS)	3800.00	3740.00	2587.68

12	NCERT	500.00	452.00	310.01
13	Central Tibetan Schools Administration	70.00	61.95	41.33
14	National Bal Bhawan	22.00	19.00	12.49
	Total Autonomous Bodies	11192.00	11072.95	8596.26
IV	Establishment Expenditure			
15	Secretariat	30.00	31.69	25.27
16	Directorate of Adult Education	3.00	2.61	1.92
	Total - Establishment	33.00	34.30	27.19
	Total Non-Schemes	11225.00	11107.25	8623.45
	Grand Total	54873.66	51969.95	32197.32

2.5. The details of projections of funds made and allocated in BE (2022-23) for schemes/projects under the Department and percentage change/variations over BE/RE (2021-22) are as under:

TABLE: 4

(Rs. in crores)

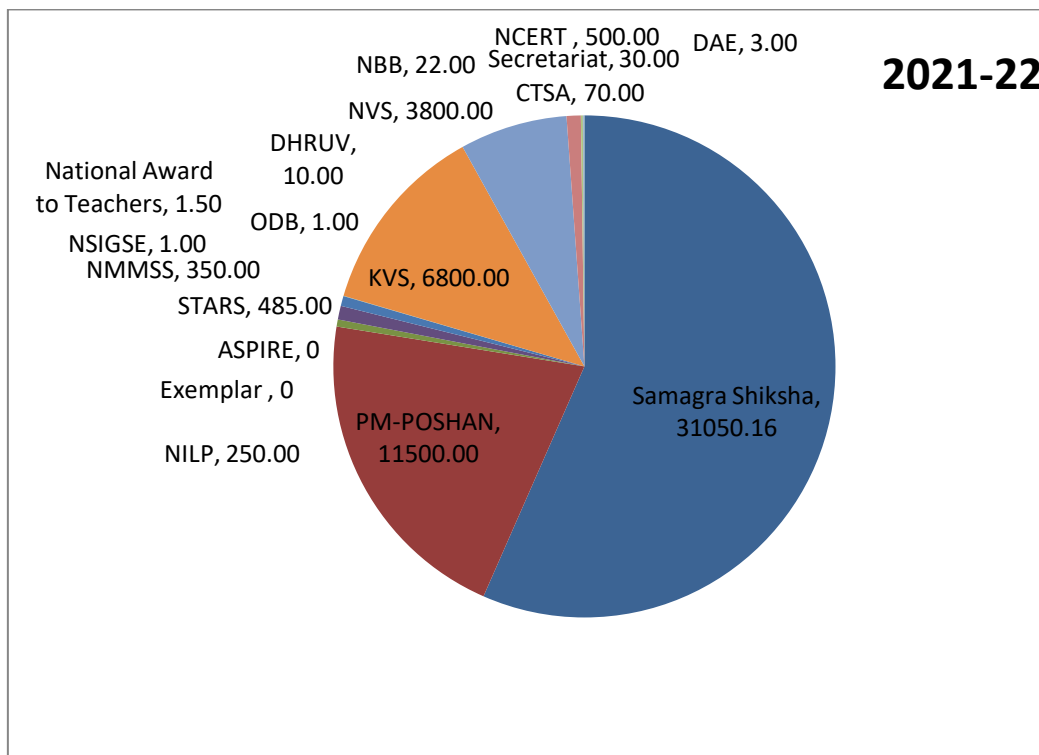
Sl No	SCHEMES/NON SCHEMES	Actuals 2020-21	BE 2021-22	RE 2021-22	Projections to MoF for BE 2022-23	BE 2022-23	Variations (in percentage)			
							BE 2022-23 over RE 2021-22	BE 2022-23 over projections to MoF	BE 2022-23 over BE 2021-22	
A	Schemes									
I	Centrally Sponsored Schemes									
1	Samagra Shiksha	27834.58	31050.16	30000.00	38825.00	37383.36	24.61%	-3.71%	20.40%	
2	PradhanMantriPoshan Shakti Nirman (PM-POSHAN)	12878.15	11500.00	10233.75	10233.75	10233.75	0.00%	0.00%	11.01%	
3	New India Literacy Programme (NILP)	78.15	250.00	2.75	127.00	127.00	4518.18%	0.00%	49.20%	
4	Appointment of Language Teachers	10.49	0.00	0.00	0.00	0.00				
5	Umbrella Programme for Development of Minorities-Education Scheme for Madrasas and Minorities	214.28	0.00	0.00	0.00	0.00				
6	Strengthening Teaching-Learning and Results for States (STARS)	91.77	485.00	340.00	1050.00	550.00	61.76%	-47.62%	13.40%	
7	Exemplar	0.00	0.00	0.00	3840.84	1800.00		-53.14%		
8	ASPIRE	0.00	0.00	0.00	700.00	600.00		-14.29%		

SI No	SCHEMES/NON SCHEMES	Actuals 2020-21	BE 2021-22	RE 2021-22	Projections to MoF for BE 2022-23	BE 2022-23	Variations (in percentage)		BE 2022-23 over BE 2021-22
							BE 2022-23 over RE 2021-22	BE 2022-23 over projections to MoF	
	Total Centrally Sponsored Schemes	41107.42	43285.16	40576.50	54776.59	50694.11	24.93%	-7.45%	17.12%
II	Central Sector Schemes								
9	National Means Cum Merit Scholarship Scheme	321.11	350.00	284.20	374.21	350.00	23.15%	-6.47%	0.00%
10	National Scheme for Incentive to Girl Child for Secondary Education	0.17	1.00	0.00	0.00	0.00			-100.00%
11	National Award to Teachers	0.68	1.50	1.00	5.00	5.00	400.00%	0.00%	233.33%
12	Operation Digital Board	0.00	1.00	0.00	0.00	0.00			-100.00%
13	Pradhan Mantri Innovative Learning Programme (DHRUV)	0.00	10.00	1.00	1.00	3.26	226.00%	226.00%	-67.40%
	Total Central Sector Schemes	321.96	363.50	286.20	380.21	358.26	25.18%	-5.77%	-1.44%
	Total Schemes	41429.38	43648.66	40862.70	55156.80	51052.37	24.94%	-7.44%	16.96%
B	Non-Schemes								
III	Other Central Sector Expenditure								
14	Kendriya Vidyalaya Sangathan (KVS)	6436.00	6800.00	6800.00	8435.30	7650.00	12.50%	-9.31%	12.50%
15	Navodaya Vidyalaya Samiti (NVS)	3478.87	3800.00	3740.00	4778.49	4115.00	10.03%	-13.88%	8.29%
16	NCERT	388.42	500.00	452.00	591.70	510.00	12.83%	-13.81%	2.00%
17	Central Tibetan Schools Administration	69.19	70.00	61.95	70.93	62.00	0.08%	-12.59%	-11.43%
18	National Bal Bhawan	15.48	22.00	19.00	25.77	22.00	15.79%	-14.63%	0.00%
	Total Autonomous Bodies	10387.96	11192.00	11072.95	13902.19	12359.00	11.61%	-11.10%	10.43%
IV	Establishment Expenditure								

Sl No	SCHEMES/NON SCHEMES	Actuals 2020-21	BE 2021-22	RE 2021-22	Projections to MoF for BE 2022-23	BE 2022-23	Variations (in percentage)		BE 2022-23 over BE 2021-22
							BE 2022-23 over RE 2021-22	BE 2022-23 over projections to MoF	
19	Secretariat	26.08	30.00	31.69	39.00	35.00	10.44%	-10.26%	16.67%
20	Directorate of Adult Education	2.20	3.00	2.61	4.50	3.00	14.94%	-33.33%	0.00%
	Total - Establishment	28.28	33.00	34.30	43.50	38.00	10.79%	-12.64%	15.15%
	Total Non-Schemes	10416.24	11225.00	11107.25	13945.69	12397.00	11.61%	-11.11%	10.44%
	Grand Total	51845.62	54873.66	51969.95	69102.49	63449.37	22.09%	-8.18%	15.63%

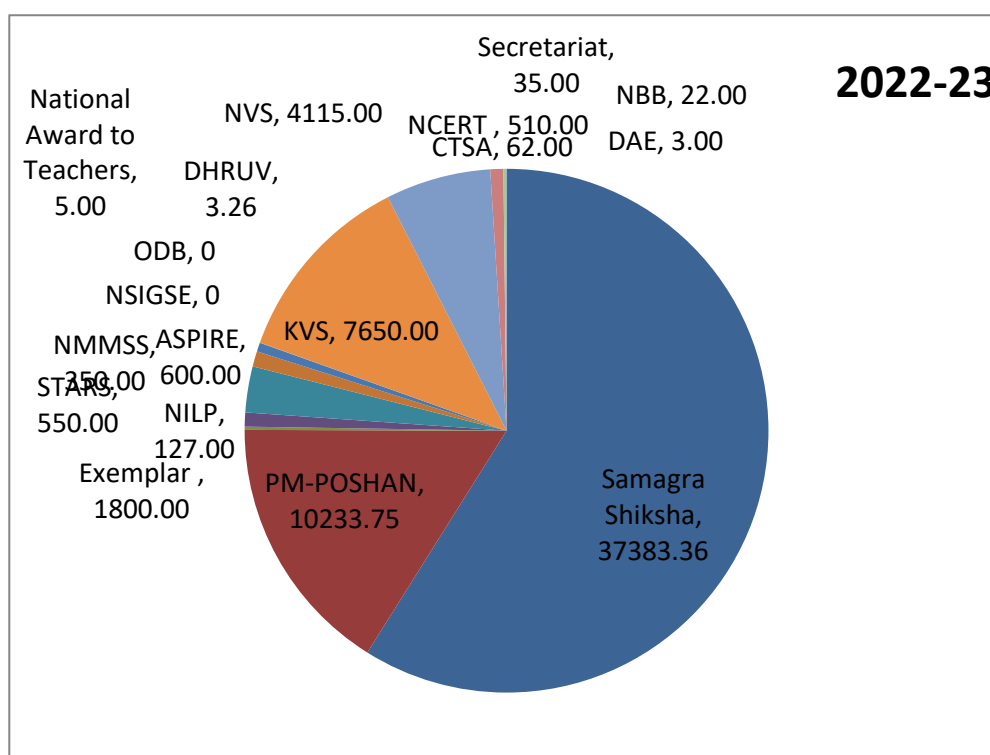
2.6. The Scheme-wise outlay for Department of School Education & Literacy for FY 2021-22 and FY 2022-23 in Pie Chart form is given below:

PIE-CHART: 1



1. Samagra Shiksha- Rs.31050.16 Cr.
2. Pradhan Mantri Poshan Shakti Nirman (PM-POSHAN)- Rs.11500 Cr.
3. New India Literacy Programme (NILP)- Rs.250 Cr.
4. Strengthening Teaching-Learning and Results for States (STARS)- Rs.485 Cr.
5. National Means Cum Merit Scholarship Scheme (NMMSS)- Rs.350 Cr.
6. National Scheme for Incentive to Girl Child for Secondary Education (NSIGSE)- Rs.1 Cr.
7. National Award to Teachers- Rs.1.50 Cr.
8. Operation Digital Board (ODB)- Rs.1 Cr.
9. Pradhan Mantri Innovative Learning Programme (DHRUV)- Rs.10 Cr.
10. Kendriya Vidyalaya Sangathan (KVS)- Rs.6800 Cr.
11. Navodaya Vidyalaya Samiti (NVS)- Rs.3800 Cr.
12. NCERT- Rs.500 Cr.
13. Central Tibetan Schools Administration (CTSA)- Rs.70 Cr.
14. National Bal Bhawan (NBB)- Rs.22 Cr.
15. Secretariat- Rs.30 Cr.
16. Directorate of Adult Education (DAE)- Rs.3 Cr.

PIE-CHART: 2



1. Samagra Shiksha- Rs.37383.36 Cr.
2. Pradhan Mantri Poshan Shakti Nirman (PM-POSHAN)- Rs.10233.75 Cr.
3. New India Literacy Programme (NILP)- Rs.127 Cr.
4. Strengthening Teaching-Learning and Results for States (STARS)- Rs.550 Cr.
5. Exemplar- Rs.1800 Cr.
6. Accelerating State Education Program to Improve Results (ASPIRE)- Rs.600 Cr.
7. National Means Cum Merit Scholarship Scheme (NMMSS)- Rs.350 Cr.
8. National Award to Teachers- Rs.5 Cr.

9. Pradhan Mantri Innovative Learning Programme (DHRUV)- Rs.3.26 Cr.
10. Kendriya Vidyalaya Sangathan (KVS)- Rs.7650 Cr.
11. Navodaya Vidyalaya Samiti (NVS)- Rs.4115 Cr.
12. NCERT- Rs.510 Cr.
13. Central Tibetan Schools Administration (CTSA)- Rs.62 Cr.
14. National Bal Bhawan (NBB)- Rs.22 Cr.
15. Secretariat- Rs.35 Cr.
16. Directorate of Adult Education (DAE)- Rs.3 Cr.

2.8 The Committee taking note of the figures and facts furnished by the Department of School Education & Literacy from Table: 2 and Table: 3, in respect of the percentage variations between BE 2021-22, RE 2021-22 and BE 2022-23 and the projections of funds made and allocated, observes that though there is an increase of 15.63% (in BE 2022-23) as compared to BE 2021-22 and an increase of 22.09% (in BE 2022-23 as compared to RE 2021-22) compared to the Financial figures of FY 2021-22, it still leaves a yawning gap of 8.18% ie. Rs 5,653.12 crores between the projected demand of Rs 69,102.49 crores of the Department and the actual allocations made by the Ministry of Finance. The Committee recommends that the Department may undertake a review/analysis in respect of each Scheme in which there is a gap between Projection made and the allocation made, so that it is able to remodify its implementation dynamics and should closely monitor their physical and financial progress so that the Scheme does not lag behind due to reduced allocation. Besides this, such an analysis will also help the Department in making their case for enhanced allocation in such Schemes at RE stage.

2.9 The Committee is of the firm view that the Centrally Sponsored Schemes (CSS) and the Central Sector Schemes (CSeS) under the Department form the backbone of the basic education in the country. But taking note of the figures (in Table: 3) furnished by the Department, it is evident that expenditure towards CSS and CSeS has not been done in a progressive manner and this has led to underutilization of the allocations made. The Committee notes that as on 31st January, 2022, only Rs 23,572.41 crores have been spent against an amount of Rs 40,576.50 crores in RE 2021-22 under the CSS which is 58.1% of the final allocation.. Also, only Rs 1.46 crores have been spent against an amount of Rs 286.20 crores in RE 2021-22 under the CSeS, which is reflective of the extent to which the Department has underutilized the allocated funds. Noting that the actual expenditure figures are till 31.01.2022, the Committee recommends that the Department undertake a procedural review to identify the factors which have led to such gross underutilization of the allocated funds, in respect of each Scheme and take corrective/remedial action/steps so that such underutilization is not reflected in the allocation for the Financial Year 2022-23.

2.10 Table 4 details the projection made by the Department, Scheme-wise. The Committee notes that in respect of the two flagship Schemes, namely Samagra Shiksha and PM-POSHAN, which account for nearly 75% of the total allocated funds, the trend of underutilization has been continuing. As the effective implementation of these two Schemes will majorly impact the performance of the Department, the Committee recommends that strict implementation policies should be laid out for effectively utilizing the allotted funds.

2.11 The Committee also recommends that States capable of efficient spending and utilization of funds, and those not so efficient, cannot be put on the same pedestal. Fund allocation to States should be made on the basis of their performance and efficient utilization.

3. SCHEMES/PROGRAMMES OF THE DEPARTMENT OF SCHOOL EDUCATION & LITERACY

3.1 SAMAGRA SHIKSHA ABHIYAN

3.1.1 The Department of School Education & Literacy launched an Integrated Centrally Sponsored Scheme for School Education, namely Samagra Shiksha in 2018 by subsuming the erstwhile Centrally Sponsored Schemes of Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Teacher Education (TE). It is an overarching programme for the school education sector extending from pre-school to class XII and aims to ensure inclusive and equitable quality education at all levels of school education. The thrust of the Scheme is to support States and UTs to improve the quality of school education across all levels. The Scheme is in accordance with Sustainable Development Goal for Education (SDG-4) and has now been aligned with the National Education Policy (NEP) 2020 in order to ensure inclusive and equitable, quality and holistic school education.

3.1.2 The major objectives of the Scheme are:

- Support States and UTs in implementing the recommendations of the National Education Policy 2020 (NEP 2020);
- Support States in implementation of Right of Children to Free and Compulsory Education (RTE) Act, 2009;
- Focus on Early Childhood Care and Education (ECCE);
- Emphasis on Foundational Literacy and Numeracy;
- Thrust on Holistic, Integrated, Inclusive and activity-based Curriculum and Pedagogy to impart 21st century skills among the students;
- Provision of quality education and enhancing learning outcomes of students;
- Bridging Social and Gender Gaps in school education;
- Ensuring equity and inclusion at all levels of school education;
- Strengthening and up-gradation of State Councils for Educational Research and Training (SCERTs)/State Institutes of Education and District Institutes for Education and Training (DIET) as a nodal agency for teacher training;
- Ensuring safe, secure and conducive learning environment and minimum standards in schooling provisions; and
- Promoting vocational education

3.1.3 The Department has informed that during 2018-19 to 2021-22(till 31.12.2021), the following achievements have been made under the Scheme:

- 1475 schools have been upgraded at Elementary, Secondary and Higher Secondary level,
- 73 new residential schools/ hostels have been opened,
- 52668 schools have been strengthened (including Additional classrooms),
- 15976 schools have been covered under ICT & Digital initiatives,
- 5900 schools have been covered under vocational education,
- 788 KGBVs have been upgraded from class VIII to class X,
- 980 KGBVs have been upgraded from class VIII to class XII; and
- 13787 separate girls toilets have been constructed.

3.1.4 It is noted that BE, RE and release of funds made under Samagra Shiksha during 2019-20, 2020-21 and 2021-22 are as under:

(Rs. In Crore)

Year	Budget Estimate (BE)	Revised Estimate (RE)	Utilisation of funds/ Central Share released
2019-20	36322.00	36274.40	32326.82
2020-21	38750.50	27957.32	27758.52
2021-22	31050.15	30000.00	16814.39 (Upto 31.1.2022)

It has also been informed that under the Samagra Shiksha, the Central share is released in two instalments in a year, once in April and then again in September. The 1st instalment is released in two tranches, 1st tranche as ad-hoc instalment & 2nd tranche as balance of the 1st instalment. The ad-hoc instalment is released in the month of April-May to meet immediate requirements. In order to maintain the steady fund flow, the balance of the 1st instalment is released in the month of June-July subject to the release of State matching share, furnishing of provisional utilization certificate of previous year, statement of cumulative State share, statement on outstanding advances, expenditure statement and furnishing of information as per Manual on Financial Management & Procurement. The 2nd installment is released in the month of September-October based on the pace of expenditure, receipt of commensurate State share, audited accounts, statement on cumulative State share, statement on outstanding advances, up-to date expenditure statement, furnishing of information as prescribed in the Manual on Financial Management & Procurement and audited utilization certificate of previous year. The unspent balances of last year are taken into account while releasing the funds. The States are required to release the Central share and commensurate State share to the State Implementation Society within one month of the receipt of Central share. For ascertaining and ensuring the judicious use of funds released under Samagra Shiksha, there are inbuilt checks, counter-checks and internal control system as prescribed in the Manual on Financial Management and Procurement of Samagra Shiksha. Also, regular review meetings are held with the States and UTs to expedite the utilisation of funds and progress of works.

3.1.5 It has been submitted that the broad reasons for savings under the Scheme are due to receipt of less number of proposals from the States and UTs, slow pace of expenditure under civil works, unspent balances, delay in transfer of Central and State shares to the State Implementation Societies, delay in completion of audit, slow pace of expenditure in States due to various administrative reasons, natural calamities etc. resulting in delay in proposals submitted by States and UTs particularly receipt of proposals at the fag end of Financial

Year. Further, the outbreak of COVID-19 pandemic, have also impacted the process of release of funds to States/UTs.

3.1.6 To ensure effective utilization of funds under Samagra Shiksha, there is a robust monitoring system in place to review the physical and financial progress of approved interventions through monthly/quarterly reports, annual audit by independent Chartered Accountants empanelled with the Comptroller and Auditor General (CAG) of India, a regular CAG audit, a system of concurrent financial reviews, as well as regular internal audit and regular Review Meetings with all States/UTs are held for monitoring the optimum utilization of funds. Educational data is collected through a Unified District Information System for Education (UDISE) every year to assess the progress. Also Shagun portal has been launched to create a repository of best practices from the States and UTs and to enable online monitoring of implementation of the RTE Act, 2009.

3.1.7 The Committee notes that the Actual Expenditure on the Samagra Shiksha Abhiyan for the year 2020-21 was Rs 27,834.57 Crore, Rs 30,000 Crore in RE (2021-22) and in BE (2022-23), Rs 37,383.36Cr has been provided for it, which is an increase of almost 25% from the RE 2021-22. Actual expenditure as on 31.01.2022 was Rs 16,821.70 crores. In this regard, it has been submitted by the Department that this Scheme has been aligned with the recommendations of the National Education Policy, 2020 (NEP: 2020) and extended from 2021-22 to 2025-26 with a projected budget outlay of Rs 2.94 lakh crore.

3.1.8 In light of the substantial enhancement in allocation for the Scheme, and continuing underutilization of funds, as it has been noticed that by 31st January, 2022, merely 55% of the funds available at RE 2021-22 were utilized, despite the scheme being one of the most prominent and a flagship schemes of the Department, the Committee recommends that a mechanism be evolved through which trend of underutilization could be monitored and assessed on real time basis and corrective action can be taken. Also, as the effective implementation of the Scheme lies in its successful implementation by States, a coordination mechanism between the senior officials handling education Departments at the Centre and officials of the States needs to be established so that any bottlenecks can be expeditiously managed and resolved.

3.1.9 While replying to a query regarding the total number of primary, upper primary, secondary and senior secondary schools in the country as on 31st December, 2021, it was informed by the Department that the total number of schools by school category (primary, upper primary, secondary, higher secondary) as per the UDISE/ UDISE+ data of corresponding years are as under:

Number of schools by level of school education, 2020-21 (Provisional)

India/ State/UT	Total	Primary	Upper Primary	Secondary	Higher Secondary
(1)	(2)	(3)	(4)	(5)	(6)
India	1509136	774742	442928	151946	139520
Andaman and Nicobar Islands	417	221	75	53	68
Andhra Pradesh	63343	39000	9160	12114	3069
Arunachal Pradesh	3675	1923	1276	317	159
Assam	65203	43591	11789	7556	2267

Bihar	93459	42673	38452	3870	8464
Chandigarh	230	20	41	72	97
Chhattisgarh	56494	32766	16453	2732	4543
Daman and Diu and Dadra and Nagar Haveli	479	214	166	48	51
Delhi	5642	2629	856	357	1800
Goa	1481	895	60	411	115
Gujarat	54444	13639	28096	4822	7887
Haryana	23764	9774	5468	3075	5447
Himachal Pradesh	18145	11164	2722	1733	2526
Jammu and Kashmir	28930	14856	9669	3144	1261
Jharkhand	45319	23997	16361	3334	1627
Karnataka	76905	24737	31100	15295	5773
Kerala	16481	6959	4601	1948	2973
Ladakh	1056	454	441	112	49
Lakshadweep	45	20	10	2	13
Madhya Pradesh	133271	67968	47399	8470	9434
Maharashtra	110114	51639	29970	17727	10778
Manipur	4653	2426	1013	961	253
Meghalaya	14694	9313	3554	1452	375
Mizoram	3925	1496	1529	702	198
Nagaland	2719	1156	785	581	197
Odisha	64185	30377	21839	9519	2450
Puducherry	741	275	81	194	191
Punjab	28695	13813	5229	4386	5267
Rajasthan	107376	39575	36338	10903	20560
Sikkim	1263	687	310	149	117
Tamil Nadu	58904	35580	9433	5768	8123
Telangana	42917	20725	7638	12029	2525
Tripura	4934	2547	1230	688	469
Uttar Pradesh	256911	138145	85570	12727	20469
Uttarakhand	23169	13756	5483	1389	2541
West Bengal	95153	75732	8731	3306	7384

*Data Source: UDISE+2020-21 (P).

3.1.10 The Committee recommends that more schools should be opened in hilly Northern region States/ North-Eastern States/UTs where there are terrain/resource related difficulties which prevent children to take admission in schools.

3.1.11 The Department while replying to a query regarding the enrolment rate *vis-à-vis* drop-out rate of children in schools with respect to SC, ST, OBCs and girl children in primary, upper primary, secondary and senior secondary levels for the States and UTs, submitted the following information:

Enrolment *vis-à-vis* drop-out rate of all children with SC, ST and girl children for the year 2019-20 is as under:

	Enrolment in all schools				Drop-out Rate %		
	Primary	Upper	Secondary	Higher	Primary	Upper	Secondary

		Primary		Secondary		Primary	
All children	1216867 03	64873387	38464433	25947160	1.5	2.6	16.1
Girls	5843495 4	31445816	18392077	12616211	1.2	3.0	15.1
SC	2358170 9	12160911	7020428	4476178	1.8	3.8	18.6
ST	1280188 0	6550523	3534257	1906814	3.8	6.1	24.2

(Source: UDISE+ 2019-20)

3.1.12 The Committee recommends that the Department should impress upon the Ministry of Finance to allocate more funds for the education of SC/ST/Girl/PWDs/Transgender children to ensure that the schemes being operated for their upliftment and welfare do not have to face resource crunch. The Committee also recommends that the Department should conduct a survey to indentify the districts where the dropout rates of SC, ST and Girl children are higher than the national average. Based upon the findings, an intervention plan should be chalked out not only to bring back these dropout children to school but also to provide them vocational education to ensure enhancement in their livelihood abilities, their greater employability and financial independence as well as stability.

3.1.13 While replying to query regarding the funding mechanism of the Kasturba Gandhi Balika Vidyalaya (KGBVs) and their presence in various States and UTs till date along with the budgetary support that is provided to them, it was informed in the written reply furnished by the Department that KGBV is a provision under Samagra Shiksha. Funds for KGBVs are released as a part of the Centrally Sponsored Scheme of Samagra Shiksha by the Centre and the States in the ratio of 90:10 for Himalayan States and 60:40 for other States. In the draft framework of Samagra Shiksha, the ceiling of recurring grant for each type of KGBV is fixed as under to account for all expenses including manpower cost:

- for KGBVs for classes VI to VIII (Type-I) - upto Rs 60 lakh per annum
- for KGBVs for classes VI to X (Type-II) - upto Rs 80 lakh per annum
- for KGBVs for classes VI to XII (Type-III) - upto Rs 1 crore per annum
- for existing Stand-alone Girls' Hostels for classes IX to XII (Type-I) - upto Rs 25 lakh per annum*.

**Financial support has been enhanced for existing Stand-alone Girls' Hostels for classes IX to XII (Type -IV KGBV) upto Rs 40 lakh per annum (earlier Rs 25 lakh per annum) under revamped Samagra 2.0.*

3.1.14 It was also informed that the States may take various initiatives/projects from their own budget. As on 12.01.2022, the status of KGBVs is as under:

KGBVs Sanctioned	KGBVs Functional	Girls Enrolled										Total Girls enrolled
		SC		ST		BPL		OBC		Muslims		
		No. of Girls	% of Girls	No. of Girls	% of Girls	No. of Girls	% of Girls	No. of Girls	% of Girls	No. of Girls	% of Girls	
5615	4947	18022	27.5	16934	25.9	42524	6.50	23474	35.91	2694	4.12	653780
		6	7	3	0			1		6		

(Source: Prabandh)

Funds estimated for KGBVs as a part of Samagra Shiksha from the year 2018-19 to 2021-22 are as under:

(Rs. in lakh)

Year	Amount	Year	Amount
2018-19	428098.53	2019-20	529427.14
2020-21	483253.29	2021-22	396638.70

(Including spill over)

3.1.15 As regards the plans for integration of KGBVs with the Ministry of Skill Development & Entrepreneurship, it was informed that a Specific Skill Training is already being provided to girls of KGBVs, for which States appoint vocational instructors in KGBVs to provide need based vocational education to girls. The States generally pick up courses based on the choice and need of the girls in the KGBV and funds for this purpose are being provided by the Department. Additionally, some of the States have started certificate based vocational courses in KGBVs under the provision of vocational education under Samagra Shiksha or through NIOS/State agencies. Further, to provide broad perspective and widen scope of employability to girls studying in KGBVs, provision of Vocationalization of Secondary Education under Samagra 2.0 is being extended for KGBV also and in this regard, all States and UTs having KGBVs, have been requested to propose introduction of Vocational Education in Secondary and Senior Secondary classes (Type II and III) in KGBVs and also to explore the possibility of covering the KGBVs under hub and spoke model of Vocational Education under Samagra 2.0. States have also been requested to include proposal of Vocational Education in KGBVs in the Annual Work Plan and Budget of Samagra Shiksha for consideration of Project Approval Board's meeting for the year 2022-23. It was also informed that as on January, 2022, a total of 5615 KGBVs have been sanctioned in the country, out of which, 4947 KGBVs are operational. Also, 1308 KGBVs have been approved in 112 Aspirational Districts, out of which 1066 KGBVs are operational. Each Aspirational District, except one each in Meghalaya and Mizoram, has at least one operational KGBV. The status of civil work of these KGBVs is as under:

Total KGBVs sanctioned	Civil work status of KGBVs			
	Completed	Partially Completed*	In progress	Not started
5615	2917	1435	635	628

*up-gradation approved, but civil work for this purpose not completed.

3.1.16 The matter of non-operationalization of KGBVs is regularly being taken up with respective States/UTs in the quarterly and half yearly review meetings of Samagra Shiksha. Under Samagra Shiksha, a provision has been made to upgrade/converge the existing KGBVs of Sarva Shiksha Abhiyan (SSA) and Girls Hostel of Rashtriya Madhyamik Shiksha Abhiyan (RMSA), as feasible, up to Senior Secondary Level. Funds approved/estimated and utilized under non-recurring head of KGBVs under Samagra Shiksha is as under:

(Rs. in lakh)

Year	Funds approved/estimated under non-recurring head of KGBVs	Expenditure*
2018-19	69475.156	53912.425
2019-20	135842.624	77796.476
2020-21	38255.689	62922.973
2021-22	26284.98	8931.312 (till December 2021)

* Includes funds sanctioned in previous years

(Source: Prabandh)

3.1.17 The Committee recommends that an evaluation study to record the progress and funding pattern of all the Kasturba Gandhi Balika Vidyalayas (KGBVs) should be carried out and a detailed Report in this regard be prepared assessing all the bottlenecks and financial crunches being faced by them so that the Department is able to chalk out ways to improve the quality of education in KGBVs. The Committee appreciates the efforts/initiatives taken for the girl child education and recommends that the Department should take up the construction of the stalled/non-operational KGBVs (667 out of 5615 sanctioned) and make them operational on a mission mode along with integrated skill development training to these girls to achieve the objectives of the flagship programme of Beti Bachao, Beti Padhao scheme of the government, with special focus on the aspirational districts where operation ability is at 70% which should be increased to 100%. Besides this, efforts be made to open KGBVs in Meghalaya and Mizoram in future plans of the Department.

3.1.18 The concept of Non-Formal Schools, home schooling, Ekal Vidyalayas or one teacher schools has been prevalent in many States for quite some time. A Study to assess their impact should be undertaken at the earliest. Also, it is recommended that a sociological study to be undertaken to understand the reasons behind children remaining out of the school on their own volition.

3.1.19 A Study Group be appointed to review the existing State of Education for Children with learning disabilities such as dyslexia, slow learning, autism etc. This study should serve as basis for a Policy on this issue.

3.1.20 Cleanliness and hygiene in schools are important issues. Structured initiatives and district level drives such as ‘Swaccha Vidyalaya Parisar for Azadi from Litter and Garbage’, with enough scope for community participation should be undertaken as a part of ‘Azadi ka Amrit Mahotsav at school level.

3.2 PRADHAN MANTRI POSHAN SHAKTI NIRMAN (PM POSHAN) SCHEME

3.2.1 With a view to enhance enrolment, attendance and retention and simultaneously to improve the nutritional status of children, a Centrally Sponsored Scheme ‘National Programme of Nutritional Support to Primary Education (NP-NSPE)’ was launched on the 15th August, 1995. In 2008-09, the scheme was extended to cover children of upper primary classes and the Scheme was renamed as ‘National Programme of Mid-Day Meal in Schools’. The Union Cabinet Committee on Economic Affairs (CCEA) approved continuation of Pradhan Mantri Poshan Shakti Nirman (PM POSHAN) in Schools for the five-year period

2021-22 to 2025-26 with the financial outlay of ₹ 54061.73 crores from the Central Government and Rs. 31733.17 crore from State Governments and UT administrations. PM-POSHAN Scheme covers all school children studying in Bal Vatika (just before class I) and I-VIII classes in Government and Government-aided schools.

3.2.2 The objectives/rationale of the Pradhan Mantri Poshan Shakti Nirman Scheme are to address two of the pressing problems for majority of children in India, viz. hunger and education by:

- i. **Preventing classroom hunger:** Many children belonging to disadvantaged sections of society reach school with an empty stomach. Even children, who have a meal before they leave for school, get hungry by the afternoon and are not able to concentrate. PM POSHAN Scheme can help the children from families which cannot afford a lunch box or are staying far away from schools, to overcome “classroom hunger”.
- ii. **Promoting school participation:** PM POSHAN Scheme has big effect on school participation, not just in terms of getting more children enrolled in the registers but also in terms of regular pupil attendance on a daily basis.
- iii. **Facilitating healthy growth of children:** PM POSHAN Scheme can also act as a regular source of “supplementary nutrition” for children to facilitate their healthy growth.
- iv. **Intrinsic educational value:** A well-organized PM POSHAN Scheme can be used as an opportunity to impart various good habits to children (such as washing one’s hands before and after eating) and to educate them about the importance of clean water, good hygiene and other related matters.
- v. **Fostering social equality:** PM POSHAN Scheme can help spread egalitarian values, as children from various social backgrounds learn to sit together and share a common meal. In particular, PM POSHAN Scheme can help to break the barriers of caste and class among school children. Engaging cooks from SC/ST communities is another way of teaching children to overcome caste prejudices.
- vi. **Enhancing gender equity:** The gender gap in school participation tends to narrow, as PM POSHAN Scheme helps erode the barriers that prevent girls from going to school. The scheme also provides a useful source of employment for women and helps liberate working women from the burden of cooking at home during the day. In these and other ways, women and girl children have a special stake in PM POSHAN Scheme.
- vii. **Psychological Benefits:** Physiological deprivation leads to low self-esteem, consequent insecurity, anxiety and stress. PM POSHAN Scheme can help address these and facilitate cognitive, emotional and social development.

3.2.3 It has been informed in the Annual Report-2021 of the Department that during the year 2021-22, 11.80 crore children studying in classes I-VIII in 11.20 lakh eligible schools in the country were covered under this scheme. It was also informed that there has been no change in funding pattern of the scheme during the COVID-19 pandemic.

3.2.4 The Department has also informed the details of utilization of the funds (both in monetary & percentage terms) under PM-POSHAN Scheme which is as under:

(Rs. in Crore)

BE	RE	Central releases Expenditure	Reasons for savings

2019-20			
11000.00	9912.21	9705.94 (97.92%)	<ul style="list-style-type: none"> i. The unspent balance of Rs. 870.50 Cr. as on 01.04.2019 was adjusted from the admissible allocation of States/UTs ii. As per the instructions of Ministry of Finance, 10% of the total budget is to be allocated for NER States. To comply with the above instructions, Rs.970.00 Cr. was allocated for NER States during 2019-20. But the child population in NER States under the Scheme is 6% of the total children approved by PAB for the scheme. This resulted in the savings of Rs.158.52 Cr under recurring grant and Rs.43.05 Cr for non-recurring grant. iii. No proposal submitted by Delhi and Puducherry for non-recurring central assistance.
2020-21			
11000.00	12900.00	12882.11 (99.87%)	<ul style="list-style-type: none"> i. Advertisement & Publicity Activities under the scheme could not be carried out due to COVID Pandemic.
2021-22			
11500.00	6660.54	Utilization till 31st Jan 2022	<ul style="list-style-type: none"> i. Release of grants to States and UTs is a continuous process, as and when the proposals are received.

3.2.5 The Committee observes that in the financial year 2021-22 (till 31.01.2022), only Rs 6,660.54 crores have been utilized under PM-POSHAN Scheme from the allocated Rs 11,500 crores which is around 57.91%. It is also understood that not much of the underutilization of funds would have been covered in the remaining two months. The Committee also observes that in the year 2020-21, even though no advertisement & publicity activities under the scheme were carried out due to COVID-19 Pandemic, the Department was able to spent 99.87% of the allocated funds. Thus, underutilization in such a Welfare Scheme and that too for students remains unacceptable. The Committee also takes note of the statement by the Department that “there has been no change in funding pattern of the scheme during the COVID-19 pandemic”. The Committee therefore, recommends that there is an urgent need to put in place effective strategies for utilizing the funds. Also, it would be prudent on part of the Department to chalk out alternatives mechanisms if it comes to notice that the implementation and utilization under the Scheme is lagging in any quarter so that course correction could be done.

3.2.6 It has been submitted by the Department that several new interventions have been envisaged to be rolled out under the revamped scheme to achieve enhanced effectiveness and efficiency gains. Accordingly, the following special nutrition interventions are being focused upon

- i) **Bal Vatika:** Provision of hot cooked meal to children studying in Balvatika(before class I) in primary schools at the food and nutritional norms applicable for primary classes.
- ii) **Tithi Bhojan:** The concept of Tithi Bhojan is being encouraged extensively. The Concept of “TithiBhojan”, a community participation programme by relying on the Indian traditional practice of providing food to large number of people on special occasions such as festivals, anniversaries, birthdays, marriages, and days of national importance etc. Tithi Bhojan is completely voluntary, and people in the community contribute either a complete full meal or contribute nutritious food items in the form of sweets, namkeens, fruits or sprouts etc. as an additional item. Tithi Bhojan is not a substitute to school meal. This only supplements or complements the meal provided in the school. Efforts may be made to provide Tithi Bhojan at least once in a month.
- iii) **School Nutrition Gardens:** Strengthening efforts being made to promote development of School Nutrition Gardens (SNGs) in schools to give children first-hand experience with nature and gardening irrespective of availability of land. The produce of these gardens may be used in preparing hot cooked meals in schools. Convergence may be established with Department of Rural Development for labour component, Department of Agriculture, Krishi Vigyan Kendras for seed, seedlings, provision of manure and tools required for setting up of SNGs.
- iv) **Social Audit:** Under provisions of section 28 of National Food Security Act, 2013, Social Audit of the implementation of the scheme is mandatory. Accordingly, State and UTs have been advised to conduct social audit in all districts preferably by utilizing the services of Social Audit Units (SAU) set up under MNREGS.
- v) **Provision of Fortified Rice:** Consumption of fortified food items reduces the risk of **Hidden Hunger** (deficiency of micronutrients). FCI has already started supplying fortified rice. The cost of fortification is borne by the Govt. of India. States/UTs have been requested to ensure that Fair Average Quality fortified rice is lifted regularly as per the State’s Foodgrain lifting schedule duly following the extant guidelines in this regard .
- vi) **Varied menu under PM POSHAN:** States/UTs may encourage and empower school managements to seek local support for drawing out varied, but wholesome and nutritious menus reflecting local taste. It is also important to choose a variety of food items from within each food group in Menu because different foods provide different types and amounts of key nutrients. Choosing a variety of foods will help to make meals interesting, thereby encouraging the children to enthusiastically partake the meal.

3.2.7 The Committee is of the view that such a Scheme has the potential to have intergenerational effects on child nutrition through improving the mother’s health and education levels. Thus, for greater impact and fulfilment of its objectives,

reforms towards improving meal quality, creating better infrastructure and putting in place stronger systems for accountability and monitoring are a prerequisite. The Committee also notes that with the closure of Schools due to the pandemic, household food security has also been affected. Hence, there is a need to take a close look at the Scheme so that the existing gaps in the scheme can be plugged. There have been suggestions for including eggs at least twice a week, introducing a breakfast, extending the school meals to include children up to class 10 and enhancing the payments for cooks and helpers. The Committee recommends that these suggestions be examined in coordination with experts in the field and from the perspective of being beneficial in advancing the objectives, so that required action can be taken.

3.3 NATIONAL EDUCATION POLICY (NEP), 2020

3.3.1 The Department has informed that the salient features of National Education Policy (NEP) 2020 which have been identified for inclusion in its policies for School Education are as follows :-

- (i) Ensuring Universal Access at All Levels of schooling from pre-primary school to Grade 12;
- (ii) Ensuring quality early childhood care and education for all children between 3-6 years;
- (iii) New Curricular and Pedagogical Structure (5+3+3+4);
- (iv) No hard separations between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams;
- (v) Establishing National Mission on Foundational Literacy and Numeracy;
- (vi) Emphasis on promoting multilingualism and Indian languages; The medium of instruction until at least Grade 5, but preferably till Grade 8 and beyond, will be the home language/mother tongue/local language/regional language.
- (vii) Assessment reforms - Board Exams on up to two occasions during any given school year, one main examination and one for improvement, if desired;
- (viii) Setting up of a new National Assessment Centre, PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development);
- (ix) Equitable and inclusive education - Special emphasis given on Socially and Economically Disadvantaged Groups (SEDGs);
- (x) A separate Gender Inclusion fund and Special Education Zones for disadvantaged regions and groups;
- (xi) Robust and transparent processes for recruitment of teachers and merit based performance;
- (xii) Ensuring availability of all resources through school complexes and clusters;
- (xiii) Setting up of State School Standards Authority (SSSA);
- (xiv) Exposure of vocational education in school education system;
- (xv) Teacher Education - 4-year integrated stage-specific, subject- specific Bachelor of Education.

3.3.2 It has also been stated that to achieve the goals and objectives of NEP 2020, Department of School Education and Literacy has prepared a detailed NEP Implementation Plan 'SARTHAQ': (Students' and Teachers' Holistic Advancement through Quality Education) linking recommendation of NEP with 297 tasks, responsible agencies to carry out the task, timelines and 304 outputs of the tasks. The plan keeps in mind the concurrent nature

of education and adheres to the spirit of federalism. States and UTs are given the flexibility to adapt this plan with local contextualization and also modify as per their needs and requirements. This implementation plan delineates the roadmap and way forward for implementation of NEP, 2020 for the next 10 years, which is very important for its smooth and effective implementation. Also, in order to ensure effective and efficient implementation of NEP 2020, theme-wise implementation committees have been set up. States/UTs have also been requested to set-up similar subject-wise implementation committees of experts, both to fine-tune implementation plans developed by them in accordance and in sync with this Implementation Plan and to ensure implementation of the Policy as per the principles laid down in NEP 2020.

3.3.3 In respect upon a query regarding any Budgetary constraints been envisaged while implementing initiatives in school education in the light of NEP, 2020 provisions, the Department has submitted that Education is in the concurrent list of the Constitution and majority of the schools are under the domain of the States/UTs. Therefore, the implementation of initiatives in school education in the light of NEP, 2020 provisions come under the purview of the respective State and Union Territory (UT) Government. Ministry of Education through the Centrally Sponsored Scheme of Samagra Shiksha, provides assistance to the States and UTs for incorporating prescribed norms for various levels of schooling. It has been informed that following new interventions have been incorporated in the revamped Samagra Shiksha based on the recommendations of the National Education Policy 2020:

- Training of Master Trainers for training of Anganwadi workers and In-service teacher training for ECCE teachers.
- Provision of upto Rs 500 per child for Teaching Learning Materials (TLM), indigenous toys and games, play based activities per annum for pre-primary sections in Government Schools.
- National Mission on Foundational Literacy and Numeracy to ensure that every child achieves the desired learning competencies in reading, writing and numeracy at the end of grade III and not later than grade V - Provision of TLM upto Rs 500 per child per annum, Rs 150 per teacher for teacher manuals and resources, Rs 10-20 lakh per district for assessment.
- Specific training modules under NISHTHA by NCERT to train Primary teachers on foundational Literacy and Numeracy.
- Strengthening of infrastructure of schools from pre-primary to senior secondary, earlier pre-primary was excluded.
- Incinerator and sanitary pad vending machines in all girls' hostels.
- Addition of new subjects instead of Stream in existing senior secondary schools.
- Transport facility has been extended to secondary level @ upto Rs 6000 per annum.
- For out of school children at 16 to 19 years of age, support will be provided to SC, ST, disabled children, upto Rs 2000 per child per grade to complete their secondary/senior secondary levels through NIOS/SOS.
- Financial support for State Commission for Protection of Child Rights @ Rs 50 per elementary school in the state, for protection of child rights and safety.

- Holistic, 360-degree, multi-dimensional report showing progress/ uniqueness of each learner in the cognitive, affective, and psychomotor domains will be introduced in the form of Holistic Progress Card (HPC).
- Support for activities of PARAKH
- Additional Sports grant of upto Rs. 25000 to schools in case at least 2 students of that school win a medal in Khelo India school games at the National level.
- Provision for Bag-less days, school complexes, internships with local artisans, curriculum and pedagogical reforms etc included.
- A new component Appointment of Language Teacher has been added in the scheme-components of training of teachers and bilingual books and teaching learning material added, besides support for salary of teachers.
- All KGBVs to be upgraded to class XII.
- Enhanced financial support for existing Stand-alone Girls' Hostels for classes IX to XII (KGBV Type IV) of upto Rs 40 lakh per annum (earlier Rs 25 lakh per annum).
- Training for 3 months for inculcating self-defence skills to be renamed as 'Rani Laxmibai Atma Raksha Prashikshan' and amount increased from Rs 3000 to Rs 5000 per month.
- Separate provision of stipend for CWSN girls @ Rs. 200 per month for 10 months, in addition to student component from pre-primary to senior secondary level.
- Provision of annual identification camps for CWSN at block level @Rs. 10000 per camp and equipping of Block Resource centres for rehabilitation and special training of CWSN.
- Provision for Establishment of New SCERT has been included and new DIETs in districts created upto 31st March 2020 (earlier it was till 31st March 2017)
- Setting up of assessment cell preferably at SCERT to conduct various achievement surveys, develop test materials & item banks, training of various stakeholders & test administration, data collection analysis and report generation, etc.
- Provision for in-service teachers training from pre-primary to Class XII.
- The academic support of Block resource Centres (BRCs) and Cluster Resource Centres (CRCs) extended for pre-primary and Secondary level also.
- Support under Vocational Education extended to Government aided schools also in addition to Government Schools and grant/number of job roles/sections linked to enrolment and demand.
- Provision of Classroom cum workshop for Vocational Education in schools serving as Hub for other schools in the neighbourhood. Provision of transport and assessment cost for schools serving as spokes.
- Provision of ICT labs, Smart classrooms including support for digital boards, smart classrooms, virtual classrooms and DTH channels have been provided.
- Child tracking provision included for students of Government and Government aided schools

- Support for Social Audit covering 20% of schools per year so that all schools are covered in a period of Five years.

3.3.4 Considering the importance of National Education Policy, a mechanism for duly publicizing the implementation of NEP be set up with the help of Doordarshan and All India Radio as well as several social media platforms. This would help creating an enlightened understanding about the implementation of this policy that was evolved after a massive campaign for consultations.

3.3.5 The Committee notes that a comprehensive implementation plan SARTHAQ (Students' and Teachers' Holistic Advancement through Quality Education) in respect of each recommendation of the National Education Policy (NEP), 2020 has been developed. The Committee also notes that in the year 2021 which was the first year after the Plan, most of the stakeholders have tried to understand the spirit of the policy and made their own implementation plans in the policy's intended spirit. Keeping in view the initiatives planned under NEP and the targets set for them, the Committee recommends that a Programme of Action (PoA) be prepared for NEP 2020 with definite time-frame with strict deadlines for achievement of different tasks and goals to provide a clear roadmap of the implementation schedule. Committee taking note of the vision of the NEP, 2020 is aimed at bringing transformative changes in the field of education in the country, the Committee emphasises that proper budgetary allocation be made to ensure successful and effective implementation of the Plan.

3.4 EXEMPLAR SCHOOLS

3.4.1 As per the Budget announcement in FY 2021-22, 15000 schools were to be modelled as exemplar schools which would in turn mentor other schools under NEP, 2020. In response to a query regarding the Budgetary allocation proposed under BE (2022-23) for enabling more schools as exemplar schools (Adarsha School), it was informed by the Department that the Scheme regarding exemplar schools (PM SHRI – PM Schools for Rising India) is yet to be approved by the competent authority. However, an amount of 1800 crores has been proposed under BE (2022-23) for enabling identified schools as Exemplar Schools through a centrally sponsored scheme. However, based on the draft scheme, 370 JNVs and 816 KVs have been identified to be upgraded to exemplar schools. As on 08.12.2021, in different States/UTs (115 Aspirational Districts of the country.) 167 Kendriya Vidyalayas have been identified as Exemplar Schools..

3.4.2 The Committee recommends that the Department may make efforts to expedite the process of approval of the Scheme regarding exemplar schools (PM SHRI – PM Schools for Rising India) so that the allocated funds find gainful utilization and such role model Schools become shining examples of the New India. The Committee would like the Department to prepare a comparative review report of the schools which have been decided to be upgraded to exemplar schools and those which will be included during the year.

3.5 Strengthening Teaching-Learning and Results for States (STARS) project:

3.5.1 It has been informed that the Strengthening Teaching-Learning and Results for States (STARS) Project was approved by the Cabinet in October 2020, to be implemented as a

centrally sponsored scheme. After signing of the Loan Agreement, the STARS Project became effective on 23rd February 2021 for a period of five years i.e. up to FY: 2024-25. The STARS Project is being implemented in six identified States viz. Himachal Pradesh, Maharashtra, Odisha, Rajasthan, Madhya Pradesh and Kerala. The project seeks to support the states in developing, implementing, evaluating and improving interventions with direct linkages to improved education outcomes and school to work transition strategies for improved labour market outcomes. The overall focus and components of the STARS Project are aligned with the objectives of National Education Policy (NEP) 2020 of Quality Based Learning Outcomes. The STARS Project is carved out of Samagra Shiksha, with a focus on those elements of the scheme that will most directly support school education enhancement. The objective of the STARS Project is to improve the quality and governance of school education in project states. The project will emphasize on improving education outcomes of school children in India covering from pre-school to senior secondary level. STARS focuses on two major areas: a national component and a state component with five subcomponents. At the national level, STARS will support the Ministry of Education to strengthen national data systems to capture robust and authentic data on retention, transition and completion rates. Through State Incentive Grants (SIGs), states are incentivized and supported to achieve Disbursement Linked Indicators. Also, the States are being supported through State Incentive Grants (SIG Manual) with a focus on the following Areas:

- I. Strengthening Early Years Education (with a focus on ECE): Training of teachers and provision of Teaching-Learning Material
- II. Improving State Learning Assessment systems
- III. Strengthen classroom instruction and remediation through teacher development and school leadership:
- IV. Governance and Decentralized Management for Improved Service Delivery
- V. School to work transition strategies through career counseling support and provision of Vocational Education

3.5.2 The main objective of the STARS Project is to complement the Samagra Shiksha Scheme and to include the quality innovative and quality interventions in the Annual Work Plan and Budget (AWP&B) of the States. STARS Project aims to support the selected states in developing, implementing, evaluating and improving interventions with direct linkages with improved education outcomes and school to work transition strategies for improved labour market outcomes, which might not be possible with Samagra Shiksha alone.

3.5.3 The funds allocated will be used on the interventions proposed by the States and approved by Project Approval Board of Ministry in the Annual Work Plan & Budget (AWP&B) of States. The states will be preparing their AWP & B on the basis of the five components of the SIG Manual which was finalized by Ministry after consultation with the States and the World Bank. The STARS Project was declared effective on 23rd February 2021 for a period of five years i.e. up to FY: 2024-25. USD 500 million (~ Rs. 3700 crore) is total loan amount to be provided by the World Bank for STARS Project over 5 years i.e till FY: 2024-25, which makes loan amount ~ Rs. 740 crore per year (indicative, funds can be utilized during the Project Implementation year). However, outlay of 2020-21 was approved during RE stage. Therefore total expenditure during 2020-21 was Rs. 91.77 Crore against total outlay of approximately Rs.111.00 Crore. The Outlay is projected to increase further as total of Actual 2020-21 and BE 2021-22 (Rs. 485 crore) is Rs. 576 Crore. The BE 2022-23 for the project is Rs. 550 crore, which is an increase of Rs 65 crore (13.40%) from Rs 485 crore in BE 2021-22.

3.5.4 The Committee notes the objectives of this new STARS Project and hopes that the partnership between India and the World Bank for strengthening public school education will be able to support the country's goal of providing 'education for all'. The Committee observes that STARS Project will be able to launch new initiatives and introduce desired reforms to address the 'learning outcome' challenge and will help students in their future. The Committee recommends that State-wise progress made under the Project be continuously evaluated by setting up a coordinating mechanism of all stakeholders.

3.6 National Achievement Survey (NAS)

3.6.1 The Department informed that the Government of India has been implementing sample based National Achievement Survey (NAS) aimed at classes III, V, VIII and X in a cycle of every three years. The last National Achievement Survey (NAS) was held on 13th November, 2017 for assessing the competencies developed by the children at the classes III, V and VIII. The next round of NAS was held on 12th November 2021 across the country, which will help to assess the learning interruptions and new learnings during the COVID pandemic and help to take remedial measures. The instrument development, testing, finalization of the test items, sampling of the schools etc. has been done by NCERT. The actual administration of the test in the sampled schools has been done by CBSE in collaboration with the respective states/UTs. NAS 2021 covered Government Schools (Central Government and State Government), Government Aided Schools and Private schools across the country. About 33 lakh students, including 22 lakh from rural areas and 11 lakh from urban areas, have appeared in NAS 2021. It has been submitted that NAS 2021 is the first achievement survey after release of National Education Policy 2020 (NEP) and the assessment would be used to benchmark students' learning against criteria such as process skills and learning outcomes. NAS 2021 will infuse the competency-based assessment system over the content and memory-based assessment as envisaged by NEP 2020. The results of NAS 2021 will be prepared in the form of District Report Cards, State/UT reports and National report. NAS will enable States and the Union Territories to identify gaps in learning outcomes and take remedial steps. It will also help in the capacity building for teachers and officials involved in the delivery of education in the country.

3.6.2 It has also been informed that a Rashtriya Mulyankan Kendra to be established under the Ministry with the objectives of setting norms, standards, guidelines for student assessment and evaluation for all recognised school boards of India. It has also been mentioned that one of the core functions of this centre will be to undertake the State Achievement Survey (SAS) and undertaking the National Achievement Survey (NAS), monitoring achievement of learning outcomes in the country besides encouraging and guiding school boards to shift their assessment patterns towards meeting the skill requirements of the 21st century.

3.6.3 The Committee is happy to note the enthusiastic participation of schools and students in the National Achievement Survey which will be crucial for forming learning outcome strategies for the post-pandemic era. The Committee observes that results of National Achievement Survey(NAS) will not only be useful for tracking education trends but it will also help the policy makers in understanding the learning loss or lags. The Committee recommends that , after collation of results, a follow up action plan to address the areas of concern be formulated so that requisite action in those areas can be taken.

3.7 It has been noted that a new scheme “New India Literacy Programme for the period FYs 2022-2027 to cover all the aspects of Adult Education in alignment with National Education Policy 2020 and Budget Announcements 2021-22 has been launched. The objectives of the scheme is to impart not only foundational literacy and numeracy but also to cover other components which are necessary for a citizen of 21st century such as critical life skills (including financial literacy, digital literacy, commercial skills, health care and awareness, child care and education, and family welfare); vocational skills development (with a view towards obtaining local employment); basic education (including preparatory, middle, and secondary stage equivalency); and continuing education (including engaging holistic adult education courses in arts, sciences, technology, culture, sports, and recreation, as well as other topics of interest or use to local learners, such as more advanced material on critical life skills). The scheme will cover non-literates of the age of 15 years and above in all state/UTs in the country. The target for Foundational Literacy and Numeracy for FYs 2022-27 is 5 (five) crore learners @ 1.00 crore per year by using “Online Teaching, Learning and Assessment System (OTLAS)” in collaboration with National Informatics Centre, NCERT and NIOS in which a learner may register him/herself with essential information like name, date of birth, gender, Aadhaar number, mobile number etc. The estimated total outlay of “New India Literacy Programme” is Rs.1037.90 crore which includes Central share of Rs.700 crore and State share of Rs.337.90 crore respectively for the FYs 2022 -27. The scheme will be implemented through volunteerism through online mode. The training, orientation, workshops of volunteers, may be organized through face-to-face mode. All material and resources shall be provided digitally for easy access to registered volunteers through easily accessible digital modes, viz, TV, radio, cell phone-based free/open-source Apps/portals, etc. It has also been noted that as a progressive step, from now onwards the term “Education For All” will be used in place of “Adult Education” by the Ministry in view of the fact that the terminology “Adult Education” is not incorporating appropriately all non-literates of 15 years and above age group.

3.7.1 The Committee recommends that at the Department should undertake a structured study to understand the need as to how long and in which States or Districts, Adult Education programmes are still required to be continued. Budgetary provisions for Adult Education be made later on strictly on the basis of such need assessment study.

3.7.2 The Committee observes that as per Census 2011, the absolute number of non-literates of the country in 15 years and above age group is 25.76 crore (Male 9.08 crore, Female 16.68 crore) and despite many steps being taken in this regard it is estimated that currently around 18.12 crore adults are still non-literate in India. The Committee welcomes the initiatives being taken to further literacy in the country through Schemes such as National Literacy Programme and recommends that the success of such programmes will require sustained efforts and close monitoring for which the Ministry must put in place requisite mechanisms. The Committee may also be informed of the monitoring mechanism so evolved.

4. ORGANIZATIONS/ BODIES UNDER DEPARTMENT OF SCHOOL EDUCATION & LITERACY (MINISTRY OF EDUCATION)

4.1 National Council of Educational Research and Training (NCERT) and Central Board of Secondary Education (CBSE)

4.1.1 The National Council of Educational Research and Training (NCERT) is an autonomous organisation of the Government of India. It was established on 1st September, 1961 as a literary, scientific and charitable Society under the Societies' Registration Act, 1860. It provides academic and technical support for qualitative improvement in school education and undertakes programmes related to educational research, development, training, international cooperation, publication and dissemination of information. NCERT has one national level institution, *namely*, National Institute of Education (NIE) New Delhi and five Regional Institutes of Education (RIEs) located at Ajmer, Bhopal, Bhubaneswar, Mysuru, and Urinam (Meghalaya). It has an institute dedicated to vocational studies, *namely*, Pandit Sunderlal Sharma Institute of Vocational Education, (PSSIVE), Bhopal and Central Institute of Educational Technology (CIET), New Delhi dedicated to education and technology.

4.1.2 The major objectives of NCERT, as informed by the Department are to undertake, promote and coordinate research in areas related to school education; prepare and publish model textbooks, supplementary material, newsletters, journals and develop educational kits, multimedia digital materials, etc. organise pre-service and in-service training of teachers; develop and disseminate innovative educational techniques and practices; collaborate and network with State educational departments, Universities, NGOs and other educational institutions; act as a clearing house for ideas and information in matters related to school education; and act as a nodal agency for achieving the goals of Universalisation of Elementary Education. It has also been informed that major initiatives of NCERT are PM e-VIDYA, DIKSHA - National Digital Infrastructure for Teachers, Manodarpan, National Initiative for School Heads and Teachers Holistic Advancement (NISHTHA), Tamanna, SWAYAM Prabha TV Channel, Shiksha Vani on All India Radio and National Achievement Survey (NAS) for class III, V, VIII and X.

4.1.3 While replying to query regarding the sanctioned strength of workforce *vis-à-vis* actual work force and vacancy positions in NCERT as on 31st December, 2021 in Group A, B and C wise, following data has was given:

	Sanctioned Strength	In Position	Vacancy Position
Group-A	647	305	342
Group-B	681	345	336
Group C	1505	478	1027
Total	2833	1128	1705

4.1.4 The total budgetary allocations (in Rs.Crores) for NCERT is Rs 510 crores with the following break-up:

Year	Schemes	BE	RE

2020-21	Salary	145.00	151.25
	Revenue(General)	123.50	208.42
	Capital	30.00	35.00
	NER	1.50	0.44
Total		300.00	395.11
2021-22	Salary	150.00	150.00
	Revenue(General)	291.75	260.00
	Capital	56.25	40.00
	NER	2.00	2.00
Total		500.00	452.00
2022-23	Salary	165.00	NA
	Revenue(General)	272.00	NA
	Capital	71.00	NA
	NER	2.00	NA
Total		510.00	

4.1.5 It has been informed that from 309 schools in 1962, as on date, 26507 schools are affiliated with Central Board of Secondary Education (CBSE) in India and abroad. CBSE envisions a robust, vibrant and holistic school education that may engender excellence in every sphere of human endeavor. The Board is committed to provide quality education to promote intellectual, social and cultural vivacity among its learners. It works towards evolving a learning process and environment, which empowers the future citizens to become global leaders in the emerging knowledge society. The Board advocates and pledges to provide a stress-free learning environment that may develop competent, confident, and enterprising citizens who promote harmony and peace.

4.1.6 While replying to a query regarding imposing fees relating to transportation, maintenance etc. in the wake of Covid-19 pandemic when the schools were completely shut due to country-wide lockdown and how they were utilized, it has been informed that “As per Rule 7.6 of CBSE Affiliation Bye-laws, 2018 - 'the acts and regulations of the Central and State/UT Governments enacted/framed in connection with regulation of fee in respect of various categories of schools situated in the state will be applicable to the school affiliated with CBSE also. State Education Department is the regulatory body of the school’”. Hence,

matter regarding fee regulation comes under the jurisdiction of concerned State Education Department.

4.1.7 The vacancy positions of Group A, B & C officers/officials in CBSE as on 27.01.2022 are given below:-

S. No.	Group	Sanctioned strength	Existing strength	Vacancy position
1	A	327	185	142
2	B	541	409	132
3	C	965	292	673
	Total	1833	886	947

4.1.8 A Study be urgently commissioned firstly to understand the impact of internet based online education on school children and then to identify measures to be undertaken to mitigate the ill effects of unrestricted access to internet.

4.1.9 The Committee notes with concern the huge number of vacancies in NCERT and CBSE and observes that since the role of both the bodies in successful implementation of National Education Policy (NEP), 2020 is paramount, such a vacancy backlog will surely reflect upon the strategies that have been devised for implementation of the NEP. The Committee recommends that the Department must take necessary steps to bridge the existing vacancy situation.

4.1.10 In respect of the Budgetary allocation, the Committee notes that the allocation in BE 2022-23 for NCERT is Rs. 58 crore more than in the RE 2021-22. It is also noted that out of the allocation of Rs. 452 crore in RE 2021-22, the amount used as on 31.1.2022 is only 310.01 crore. The Committee recommends that NCERT must review the activities in which utilization has been low so as to take corrective action and also take steps to make use of the enhanced funds allocated in BE 2022-23.

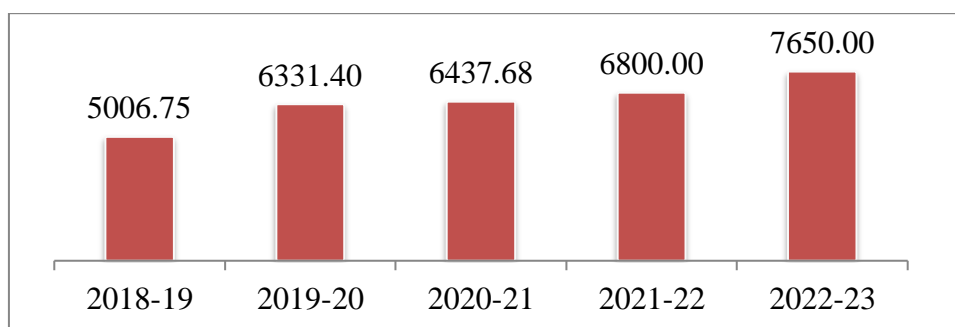
4.1.11 As regards CBSE, it is noted that it is an autonomous body and does not receive any funding from the Ministry. Thus the only source for its funding is the fees/ charges collected from schools and students. Although the Committee recognizes this fact, it is of the view that the regulations regarding fee, etc. should be flexible enough to address situations such as the pandemic which had adverse economic fallout on all sectors of the society as also on parents and students. The Committee also recommends that the Department examine the matter of such modifications in the fee sharing model/mechanism which is currently in place between CBSE and State Governments.

4.1.12 Considering the fact that Kendriya Vidyalayas have become a brand of quality education, whereas hundreds of Zila Parishad Schools and Municipal Schools are suffering for want of adequate resources and quality teachers, the Committee recommends that a scheme be thought of for conversion of Zila Parishad and Municipal Schools into Kendriya Vidyalayas wherever the local bodies are willing to provide resources.

4.2 Kendriya Vidyalaya Sangathan (KVS) and Navodaya Vidyalaya Samiti (NVS)

4.2.1 The scheme of Kendriya Vidyalaya (erstwhile Central Schools) was approved in November, 1962 by the Government of India on the recommendations of the second Central Pay Commission. Later on, Kendriya Vidyalaya Sangathan was registered as a society under Societies Registration Act (XXI of 1860) on 15.12.1965. KVS is a fully funded Autonomous Body under the administrative control of Department of School Education and Literacy, Ministry of Education. The primary aim of the Sangathan is to cater to the educational need of the wards of transferable Central Government Employees including Defence & Para-Military personnel, Central Autonomous Bodies, Central Public Sector Undertakings (PSUs) and Central Institute of Higher Learning (IHL) by providing a common programme of education throughout the country and to establish, maintain, control and manage the Kendriya Vidyalayas located all over India and abroad. The KVS (HQ) administers its schemes through 25 Regional Offices and 1245 Kendriya Vidyalayas including 03 at Kathmandu, Moscow and Tehran. Each Kendriya Vidyalaya has its Vidyalaya Management Committee headed by a senior officer from Defence/Civil Sector or an educationist. All the Kendriya Vidyalayas are affiliated to the Central Board of Secondary Education (CBSE), Delhi. The policies of Kendriya Vidyalaya Sangathan are framed through its Board of Governors headed by the Minister of Education, Government of India.

4.2.2 Over the years, the allocation to KVS represented as a bar graph is as under:
(Rs. in crores)



4.2.3 It has been informed that as on date, 279 Kendriya Vidyalayas (KVs) are running in the temporary infrastructure provided by sponsoring authorities in the country and no KVS building is operational from the rented building. It was also informed that construction of permanent schools building of KVs is a regular process which depends upon the transfer of adequate suitable land as per KVS norms by Sponsoring Authorities, submission of plans and estimates by the Construction Agencies and availability of funds. Hence, no time frame can be given at present.

4.2.4 Navodaya Vidyalaya Samiti (NVS) is an autonomous organization under the Ministry of Education and has been registered as a Society. It establishes, runs and manages Jawahar Navodaya Vidyalayas (JNVs) all over the country and these schools are affiliated to CBSE. The vision of the organization is to provide good quality modern education, including a strong component of culture, inculcation of values, awareness of the environment, adventure activities and physical education, to talented children predominantly from the rural areas without regard to their family's socio-economic conditions. It has been submitted that out of 661 sanctioned JNVs, 650 Jawahar Navodaya Vidyalayas are functional and 11 Jawahar

Navodaya Vidyalayas are non-functional for want of suitable land and temporary accommodation.

4.2.5 The Committee notes that Navodaya Vidyalaya Scheme envisages for opening one Jawahar Navodaya Vidyalaya in each district of the country and as on date all the 638 districts created / carved out as on 31.05.2014 have been covered in the scheme, except Tamil Nadu state, which has not yet accepted Navodaya Vidyalaya Scheme. Also, additional second Jawahar Navodaya Vidyalayas have been sanctioned in 23 districts. It has also been noted that out of total 117 aspirational districts of the country, Jawahar Navodaya Vidyalayas have been sanctioned in 114 aspirational districts. At present, 120 Jawahar Navodaya Vidyalayas are functional in 114 aspirational districts including 07 additional second JNVs and one Jawahar Navodaya Vidyalaya in Malda (West Bengal) is non-functional for want of suitable temporary accommodation. Also, a proposal for opening of Jawahar Navodaya Vidyalayas in 57 newly created / carved out uncovered districts as on 30.11.2021 is under consideration of Ministry of Education, Govt. of India.

4.2.6 The details of strength of teachers as on 31.12.2021 in NVS is as under:

Group	Post	Post Sanctioned	In Position	Vacancy
A	Principal	647	531	116
A	Vice Principal	520	334+64*	122
B	PGTs	4979	4176	803
B	TGTs	5983	4511+372*	1100
B	Miscellaneous Category Teacher	3368	2787+90*	491

* Order issued. Joining awaited.

4.2.7 The Budget allocation for the KVS and NVS over the past years has been as under:

NON-SCHEMES	Actuals 2020-21	BE 2021-22	RE 2021-22	Actuals as on 31.01.2022	BE 2022-23
Other Central Sector Expenditure					
Kendriya Vidyalaya Sangathan (KVS)	6436.00	6800.00	6800.00	5644.75	7650.00
Navodaya Vidyalaya Samiti (NVS)	3478.87	3800.00	3740.00	2587.68	4115.00

4.2.8 During the meeting on consideration of the Demands of Grants, many issues relating to KVS concerning quota for admissions, long drawn procedure of sanctions and approval in respect of opening of new KVS schools, inadequate infrastructure, shutting down of PSU/ Project based KVS schools etc were raised. Issues concerning pending vacancies in KVS were also raised.

4.2.9 The Committee notes that the budgetary allocation to Kendriya Vidyalaya Sangathan (KVS) and Navodaya Vidyalaya Samiti (NVS) has been steadily increasing. It was submitted that a substantial part of it goes towards salaries of teachers and support staff and thus the allocation is proving inadequate in opening new Schools and enhancing existing infrastructure. The Committee was of the view that over the years, KVS has emerged as a reputed brand and parents all over the country are desirous for admission of their children in KVS schools. The Committee also notes the slow pace of opening of new KVS schools and the procedural bottlenecks in this regard, and therefore, recommends opening of at least one new KVS school in each district of the country where they are not present yet. The Committee also recommends that KVS and NVS can coordinate in respect of opening of new Schools so as to fulfil the aspirations of good quality Schools in areas where KVS are not there. The Committee also recommends that the Department in coordination with KVS authorities/ other stakeholders should make efforts to expedite the process of land transfer, etc. so that new KVS schools could be opened at the earliest.

4.2.10 The Committee also recommends for preparation of a blueprint for use of enhanced allocation for KVS towards enhancement of services and infrastructure and seek additional funds at RE stage based on such concrete analysis. The Committee also advocates that KVS and NVS should take steps to handhold other neighbourhood schools in respect of methodology of their teaching and content so that other Schools also get to benefit from the best educational practices that the KVS/NVS schools have crystallized over the years.

4.2.11 Taking note of the possibility of a number of KVS schools located in PSU Projects shutting down as a consequence of closure of the PSUs (entities), the Committee recommends that the Department/ KVS must formulate a mechanism or relook at their MOUs with the PSU/ body to ensure continuity of such Project based KVS schools and steps should be taken to ensure that education of any student of such KVS schools is not disrupted or enrolled students are not left in the lurch without any support.

OBSERVATIONS/ RECOMMENDATIONS AT A GLANCE

OVERALL ASSESSMENT OF THE DEMANDS FOR GRANTS (2022-23) OF THE DEPARTMENT OF SCHOOL EDUCATION & LITERACY

The Committee taking note of the figures and facts furnished by the Department of School Education & Literacy from Table: 2 and Table: 3, in respect of the percentage variations between BE 2021-22, RE 2021-22 and BE 2022-23 and the projections of funds made and allocated, observes that though there is an increase of 15.63% (in BE 2022-23) as compared to BE 2021-22 and an increase of 22.09% (in BE 2022-23 as compared to RE 2021-22) compared to the Financial figures of FY 2021-22, it still leaves a yawning gap of 8.18% ie. Rs 5,653.12 crores between the projected demand of Rs 69,102.49 crores of the Department and the actual allocations made by the Ministry of Finance. The Committee recommends that the Department may undertake a review/analysis in respect of each Scheme in which there is a gap between Projection made and the allocation made, so that it is able to remodel its implementation dynamics and should closely monitor their physical and financial progress so that the Scheme does not lag behind due to reduced allocation. Besides this, such an analysis will also help the Department in making their case for enhanced allocation in such Schemes at RE stage. (Para: 2.8)

The Committee is of the firm view that the Centrally Sponsored Schemes (CSS) and the Central Sector Schemes (CSeS) under the Department form the backbone of the basic education in the country. But taking note of the figures (in Table: 3) furnished by the Department, it is evident that expenditure towards CSS and CSeS has not been done in a progressive manner and this has led to underutilization of the allocations made. The Committee notes that as on 31st January, 2022, only Rs 23,572.41 crores have been spent against an amount of Rs 40,576.50 crores in RE 2021-22 under the CSS which is 58.1% of the final allocation. Also, only Rs 1.46 crores have been spent against an amount of Rs 286.20 crores in RE 2021-22 under the CSeS, which is reflective of the extent to which the Department has underutilized the allocated funds. Noting that the actual expenditure figures are till 31.01.2022, the Committee recommends that the Department undertake a procedural review to identify the factors which have led to such gross underutilization of the allocated funds, in respect of each Scheme and take corrective/remedial action/steps so that such underutilization is not reflected in the allocation for the Financial Year 2022-23. (Para: 2.9)

Table 4 details the projection made by the Department, Scheme-wise. The Committee notes that in respect of the two flagship Schemes, namely Samagra Shiksha and PM-POSHAN, which account for nearly 75% of the total allocated funds, the trend of underutilization has been continuing. As the effective implementation of these two Schemes will majorly impact the performance of the Department, the Committee recommends that strict implementation policies should be laid out for effectively utilizing the allotted funds. (Para: 2.10)

The Committee also recommends that States capable of efficient spending and utilization of funds and those not so efficient cannot be put on the same pedestal. Fund

allocation to States should be made on the basis of their performance and efficient utilization. (Para: 2.11)

SCHEMES/PROGRAMMES OF THE DEPARTMENT OF SCHOOL EDUCATION & LITERACY

SAMAGRA SHIKSHA ABHIYAN

The Committee notes that the Actual Expenditure on the Samagra Shiksha Abhiyan for the year 2020-21 was Rs 27,834.57 Crore, Rs 30,000 Crore in RE (2021-22) and in BE (2022-23), Rs 37,383.36Cr has been provided for it, which is an increase of almost 25% from the RE 2021-22. Actual expenditure as on 31.01.2022 was Rs 16,821.70 crores. In this regard, it has been submitted by the Department that this Scheme has been aligned with the recommendations of the National Education Policy, 2020 (NEP: 2020) and extended from 2021-22 to 2025-26 with a projected budget outlay of Rs 2.94 lakh crore. (Para: 3.1.7)

In light of the substantial enhancement in allocation for the Scheme, and continuing underutilization of funds, as it has been noticed that by 31st January, 2022, merely 55% of the funds available at RE 2021-22 were utilized, despite the scheme being one of the most prominent and a flagship schemes of the Department, the Committee recommends that a mechanism be evolved through which trend of underutilization could be monitored and assessed on real time basis and corrective action can be taken. Also, as the effective implementation of the Scheme lies in its successful implementation by States, a coordination mechanism between the senior officials handling education Departments at the Centre and officials of the States needs to be established so that any bottlenecks can be expeditiously managed and resolved. (Para: 3.1.8)

The Committee recommends that more schools should be opened in hilly Northern region States/ North-Eastern States/UTs where there are terrain/resource related difficulties which prevent children to take admission in schools. (Para: 3.1.10)

The Committee recommends that the Department should impress upon the Ministry of Finance to allocate more funds for the education of SC/ST/Girl/PWDs/Transgender children to ensure that the schemes being operated for their upliftment and welfare do not have to face resource crunch. The Committee also recommends that the Department should conduct a survey to indentify the districts where the dropout rates of SC, ST and Girl children are higher than the national average. Based upon the findings, an intervention plan should be chalked out not only to bring back these dropout children to school but also to provide them vocational education to ensure enhancement in their livelihood abilities, their greater employability and financial independence as well as stability. (Para: 3.1.12)

The Committee recommends that an evaluation study to record the progress and funding pattern of all the Kasturba Gandhi Balika Vidyalayas (KGBVs) should be carried out and a detailed Report in this regard be prepared assessing all the bottlenecks and financial crunches being faced by them so that the Department is

able to chalk out ways to improve the quality of education in KGBVs. The Committee appreciates the efforts/initiatives taken for the girl child education and recommends that the Department should take up the construction of the stalled/non-operational KGBVs (667 out of 5615 sanctioned) and make them operational on a mission mode along with integrated skill development training to these girls to achieve the objectives of the flagship programme of Beti Bachao, Beti Padhao scheme of the government, with special focus on the aspirational districts where operation ability is at 70% which should be increased to 100%. Besides this, efforts be made to open KGBVs in Meghalaya and Mizoram in future plans of the Department.

(Para: 3.1.17)

The concept of Non-Formal Schools, home schooling, Ekal Vidyalayas or one teacher schools has been prevalent in many States for quite some time. A Study to assess their impact should be undertaken at the earliest. Also, it is recommended that a sociological study to be undertaken to understand the reasons behind children remaining out of the school on their own volition.

(Para: 3.1.18)

A Study Group be appointed to review the existing State of Education for Children with learning disabilities such as dyslexia, slow learning, autism etc. This study should serve as basis for a Policy on this issue.

(Para: 3.1.19)

Cleanliness and hygiene in schools are important issues. Structured initiatives and district level drives such as 'Swaccha Vidyalaya Parisar for Azadi from Litter and Garbage', with enough scope for community participation should be undertaken as a part of 'Azadi ka Amrit Mahotsav' at school level.

(Para: 3.1.20)

PRADHAN MANTRI POSHAN SHAKTI NIRMAN (PM POSHAN) SCHEME

The Committee observes that in the financial year 2021-22 (till 31.01.2022), only Rs 6,660.54 crores have been utilized under PM-POSHAN Scheme from the allocated Rs 11,500 crores which is around 57.91%. It is also understood that not much of the underutilization of funds would have been covered in the remaining two months. The Committee also observes that in the year 2020-21, even though no advertisement & publicity activities under the scheme were carried out due to COVID-19 Pandemic, the Department was able to spent 99.87% of the allocated funds. Thus, underutilization in such a Welfare Scheme and that too for students remains unacceptable. The Committee also takes note of the statement by the Department that "there has been no change in funding pattern of the scheme during the COVID-19 pandemic". The Committee therefore, recommends that there is an urgent need to put in place effective strategies for utilizing the funds. Also, it would be prudent on part of the Department to chalk out alternatives mechanisms if it comes to notice that the implementation and utilization under the Scheme is lagging in any quarter so that course correction could be done.

(Para: 3.2.5)

The Committee is of the view that such a Scheme has the potential to have intergenerational effects on child nutrition through improving the mother's health and education levels. Thus, for greater impact and fulfilment of its objectives, reforms towards improving meal quality, creating better infrastructure and putting in place stronger systems for accountability and monitoring are a prerequisite. The

Committee also notes that with the closure of Schools due to the pandemic, household food security has also been affected. Hence, there is a need to take a close look at the Scheme so that the existing gaps in the scheme can be plugged. There have been suggestions for including eggs at least twice a week, introducing a breakfast, extending the school meals to include children up to class 10 and enhancing the payments for cooks and helpers. The Committee recommends that these suggestions be examined in coordination with experts in the field and from the perspective of being beneficial in advancing the objectives, so that required action can be taken.

(Para: 3.2.7)

NATIONAL EDUCATION POLICY (NEP), 2020

Considering the importance of National Education Policy, a mechanism for duly publicizing the implementation of National Education Policy be set up with the help of Doordarshan and AIR as well as several social media platforms. This would help creating an enlightened understanding about the implementation of this policy that was evolved after a massive campaign for consultations.

(Para: 3.3.4)

The Committee notes that a comprehensive implementation plan SARTHAQ (Students' and Teachers' Holistic Advancement through Quality Education) in respect of each recommendation of the National Education Policy (NEP), 2020 has been developed. The Committee also notes that in the year 2021 which was the first year after the Plan, most of the stakeholders have tried to understand the spirit of the policy and made their own implementation plans in the policy's intended spirit. Keeping in view the initiatives planned under NEP and the targets set for them, the Committee recommends that a Programme of Action (PoA) be prepared for NEP 2020 with definite time-frame with strict deadlines for achievement of different tasks and goals to provide a clear roadmap of the implementation schedule. Committee taking note of the vision of the NEP, 2020 is aimed at bringing transformative changes in the field of education in the country, the Committee emphasises that proper budgetary allocation be made to ensure successful and effective implementation of the Plan.

(Para: 3.3.5)

EXEMPLAR SCHOOLS

The Committee recommends that the Department may make efforts to expedite the process of approval of the Scheme regarding exemplar schools (PM SHRI – PM Schools for Rising India) so that the allocated funds find gainful utilization and such role model Schools become shining examples of the New India. The Committee would like the Department to prepare a comparative review report of the schools which have been decided to be upgraded to exemplar schools and those which will be included during the year.

(Para: 3.4.2)

STRENGTHENING TEACHING-LEARNING AND RESULTS FOR STATES (STARS) PROJECT

The Committee notes the objectives of this new STARS Project and hopes that the partnership between India and the World Bank for strengthening public school education will be able to support the country's goal of providing 'education for all'.

The Committee observes that STARS Project will be able to launch new initiatives and introduce desired reforms to address the ‘learning outcome’ challenge and will help students in their future. The Committee recommends that State-wise progress made under the Project be continuously evaluated by setting up a coordinating mechanism of all stakeholders. (Para: 3.5.4)

NATIONAL ACHIEVEMENT SURVEY (NAS)

The Committee is happy to note the enthusiastic participation of schools and students in the National Achievement Survey which will be crucial for forming learning outcome strategies for the post-pandemic era. The Committee observes that results of National Achievement Survey(NAS) will not only be useful for tracking education trends but it will also help the policy makers in understanding the learning loss or lags. The Committee recommends that, after collation of results, a follow up action plan to address the areas of concern be formulated so that requisite action in those areas can be taken.

(Para: 3.6.3)

The Committee recommends that at the Department should undertake a structured study to understand the need as to how long and in which States or Districts, Adult Education programmes are still required to be continued. Budgetary provisions for Adult Education be made later on strictly on the basis of such need assessment study.

(Para: 3.7.1)

The Committee observes that as per Census 2011, the absolute number of non-literates of the country in 15 years and above age group is 25.76 crore (Male 9.08 crore, Female 16.68 crore) and despite many steps being taken in this regard it is estimated that currently around 18.12 crore adults are still non-literate in India. The Committee welcomes the initiatives being taken to further literacy in the country through Schemes such as National Literacy Programme and recommends that the success of such programmes will require sustained efforts and close monitoring for which the Ministry must put in place requisite mechanisms. The Committee may also be informed of the monitoring mechanism so evolved.

(Para: 3.7.2)

ORGANIZATIONS/ BODIES UNDER DEPARTMENT OF SCHOOL EDUCATION & LITERACY (MINISTRY OF EDUCATION)

NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING (NCERT) AND CENTRAL BOARD OF SECONDARY EDUCATION (CBSE)

A Study be urgently commissioned firstly to understand the impact of internet based online education on school children and then to identify measures to be undertaken to mitigate the ill effects of unrestricted access to internet. (Para: 4.1.8)

The Committee notes with concern the huge number of vacancies in NCERT and CBSE and observes that since the role of both the bodies in successful implementation of National Education Policy (NEP), 2020 is paramount, such a vacancy backlog will surely reflect upon the strategies that have been devised for implementation of the NEP.

The Committee recommends that the Department must take necessary steps to bridge the existing vacancy situation. (Para: 4.1.9)

In respect of the Budgetary allocation, the Committee notes that the allocation in BE 2022-23 for NCERT is Rs. 58 crore more than in the RE 2021-22. It is also noted that out of the allocation of Rs. 452 crore in RE 2021-22, the amount used as on 31.1.2022 is only 310.01 crore. The Committee recommends that NCERT must review the activities in which utilization has been low so as to take corrective action and also take steps to make use of the enhanced funds allocated in BE 2022-23. (Para: 4.1.10)

As regards CBSE, it is noted that it is an autonomous body and does not receive any funding from the Ministry. Thus the only source for its funding is the fees/ charges collected from schools and students. Although the Committee recognizes this fact, it is of the view that the regulations regarding fee, etc. should be flexible enough to address situations such as the pandemic which had adverse economic fallout on all sectors of the society as also on parents and students. The Committee also recommends that the Department examine the matter of such modifications in the fee sharing model/mechanism which is currently in place between CBSE and State Governments. (Para: 4.1.11)

Considering the fact that Kendriya Vidyalayas have become a brand of quality education, whereas hundreds of Zila Parishad Schools and Municipal Schools are suffering for want of adequate resources and quality teachers, the Committee recommends that a scheme be thought of for conversion of Zila Parishad and Municipal Schools into Kendriya Vidyalayas wherever the local bodies are willing to provide resources. (Para: 4.1.12)

KENDRIYA VIDYALAYA SANGATHAN (KVS) AND NAVODAYA VIDYALAYA SAMITI (NVS)

The Committee notes that the budgetary allocation to Kendriya Vidyalaya Sangathan (KVS) and Navodaya Vidyalaya Samiti (NVS) has been steadily increasing. It was submitted that a substantial part of it goes towards salaries of teachers and support staff and thus the allocation is proving inadequate in opening new Schools and enhancing existing infrastructure. The Committee was of the view that over the years, KVS has emerged as a reputed brand and parents all over the country are desirous for admission of their children in KVS schools. The Committee also notes the slow pace of opening of new KVS schools and the procedural bottlenecks in this regard, and therefore, recommends opening of at least one new KVS school in each district of the country where they are not present yet. The Committee also recommends that KVS and NVS can coordinate in respect of opening of new Schools so as to fulfil the aspirations of good quality Schools in areas where KVS are not there. The Committee also recommends that the Department in coordination with KVS authorities/ other stakeholders should make efforts to expedite the process of land transfer, etc. so that new KVS schools could be opened at the earliest. (Para: 4.2.9)

The Committee also recommends for preparation of a blueprint for use of enhanced allocation for KVS towards enhancement of services and infrastructure and

seek additional funds at RE stage based on such concrete analysis. The Committee also advocates that KVS and NVS should take steps to handhold other neighbourhood schools in respect of methodology of their teaching and content so that other Schools also get to benefit from the best educational practices that the KVS/NVS schools have crystallized over the years.

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Taking note of the possibility of a number of KVS schools located in PSU Projects shutting down as a consequence of closure of the PSUs (entities), the Committee recommends that the Department/ KVS must formulate a mechanism or relook at their MOUs with the PSU/ body to ensure continuity of such Project based KVS schools and steps should be taken to ensure that education of any student of such KVS schools is not disrupted or enrolled students are not left in the lurch without any support.

(Para: 4.2.11)