16

COMMITTEE ON GOVERNMENT ASSURANCES (2020-2021)

(SEVENTEENTH LOK SABHA)

SIXTEENTH REPORT

REVIEW OF PENDING ASSURANCES PERTAINING TO THE MINISTRY OF EDUCATION (DEPARTMENT OF SCHOOL EDUCATION AND LITERACY)

Presented to Lok Sabha on 09 / 02 /2021

LOK SABHA SECRETARIAT
NEW DELHI

February, 2021 / Magha, 1942 (Saka)

CONTENTS

		Page
	COMPOSITION OF THE COMMITTEE ON GOVERNMENT ASSURANCES (2020-2021)	(ii)
	INTRODUCTION	(iii)
	REPORT	
I.	Introductory	1
II.	Review of the Pending Assurances pertaining to the Ministry of Education (Department of School Education and Literacy)	6
III.	Implementation Reports	13
	APPENDICES	
I.	USQ No. 1310 dated 21.08.2007 regarding 'Affiliation of Indian and International Schools'	15
II.	USQ No. 432 dated 21.10.2008 regarding 'International Schools'	16
III.	USQ No. 2607 dated 16.12.2008 regarding 'International Schools'	17
IV.	General Discussion dated 31.07.2009 regarding 'Motion for Consideration of Right of Children to Free and Compulsory Education Bill'	18
V.	USQ No. 983 dated 25.11.2009 regarding 'International Schools'	24
VI.	USQ No. 1823 dated 04.08.2010 regarding 'Regulation of International School'	25
VII.	USQ No. 464 dated 27.02.2013 regarding 'Registration of International Schools'	26
VIII.	USQ No. 3807 dated 20.03.2013 regarding 'Linguistic Minority Schools'	27
IX.	USQ No. 5923 dated 29.04.2015 regarding 'Sarva Shiksha Abhiyaan'	28
X.	USQ No. 5971 dated 29.04.2015 regarding 'Appropriation of Funds'	29
XI.	Special Mention dated 13.05.2015 regarding 'Guidelines of CBSE Schools'	30
XII.	SQ No. 301 dated 21.12.2015 (Supplementary by Shri C.R. Chaudhary, M.P.) regarding 'National Talent Search Examination'	32
XIII.	USQ No. 133 dated 18.07.2016 regarding 'Vacancy of Teachers'	41
XIV.	SQ No. 62 dated 21.11.2016 (Supplementary by Smt. Geetha Kothapalli, M.P.) regarding 'Basic Infrastructure in Schools'	
XV.	SQ No. 62 dated 21.11.2016 (Supplementary by Smt. Geetha Kothapalli, M.P.) regarding 'Basic Infrastructure in Schools'	43-66
XVI.	SQ No. 62 dated 21.11.2016 (Supplementary by Shri C.K. Sangma, M.P.) regarding 'Basic Infrastructure in Schools'	
XVII.	SQ No. 62 dated 21.11.2016 (Supplementary by Shri Ajay (Teni) Misra, M.P.) regarding 'Basic Infrastructure in Schools'	
XVIII.	USQ No. 3003 dated 05.12.2016 regarding 'Modernisation of Madarsas'	67
XIX.	USQ No. 3156 dated 05.12.2016 regarding 'Ranking of States'	69
XX.	USQ No. 3218 dated 05.12.2016 regarding 'School Education Quality Index'	70
XXI.	Extracts from Manual of Parliamentary Procedures in the Government of India, Ministry of Parliamentary Affairs.	72
	ANNEXURES	
I.	Minutes of the Sitting of the Committee (2019-2020) held on 24 January, 2020.	77
II.	Minutes of the Sitting of the Committee (2019-2020) held on 08 October, 2020.	81
III.	Minutes of the Sitting of the Committee (2020-2021) held on 08th February, 2021.	82-83
IV.	Composition of the Committee on Government Assurances (2019-2020)	84

COMPOSITION OF THE
COMMITTEE ON GOVERNMENT ASSURANCES*
(2020 - 2021)

SHRI RAJENDRA AGRAWAL - Chairperson

MEMBERS

2. Shri Sudip Bandyopadhyay
3. Shri Nihal Chand Chauhan
4. Shri Gaurav Gogoi
5. Shri Nalin Kumar Kateel
6. Shri Ramesh Chander Kaushik
7. Shri Kaushalendra Kumar
8. Shri Ashok Mahadeorao Nete
9. Shri Santosh Pandey
10. Shri Pashupati Kumar Paras
11. Shri M.K. Raghavan
12. Shri Chandra Sekhar Sahu
13. Dr. Bharatiben Dhirubhai Shyal
14. Shri Indra Hang Subba
15. Smt. Supriya Sule

SECRETARIAT

1. Shri Pawan Kumar - Joint Secretary
2. Shri Lovekesh Kumar Sharma - Director
3. Shri S. L. Singh - Deputy Secretary

* The Committee has been constituted w.e.f. 09 October, 2020 *vide* Para No. 1773 of Lok Sabha Bulletin Part-II dated 16 October, 2020.

INTRODUCTION

I, the Chairperson of the Committee on Government Assurances (2020-2021), having been authorized by the Committee to submit the Report on their behalf, present this Sixteenth Report (17th Lok Sabha) of the Committee on Government Assurances regarding "Review of Pending Assurances Pertaining to the Ministry of Education (Department of School Education and Literacy)".

2. The Committee on Government Assurances (2019-2020) at their sitting held on 24th January, 2020 took oral evidence of the representatives of the Ministry of Education (Department of School Education and Literacy) regarding pending Assurances.

3. The Committee on Government Assurances (2019-2020) considered and adopted this Report at their sitting held on 8th October, 2020. The term of the Committee expired on 8th October, 2020 and the Committee on Government Assurances(2020-2021) was constituted w.e.f. 9th October, 2020. The Report was again considered and adopted by the Committee on Government Assurances (2020-2021) at their Sitting held on 08th February, 2021.The Committee were immensely benefited by the contribution made by the predecessor Committee.

4. The Minutes of the aforesaid sittings of the Committee form part of this Report.

5. For facility of reference and convenience, the Observations and Recommendations of the Committee have been printed in bold letters in the Report.

NEW DELHI;
08 February, 2021
Magha 19 , 1942 (Saka)

RAJENDRA AGRAWAL,
CHAIRPERSON,
COMMITTEE ON GOVERNMENT ASSURANCES

REPORT

I. Introductory

The Committee on Government Assurances scrutinize the Assurances, promises, undertakings, etc., given by the Ministers from time to time on the floor of the House and report the extent to which such Assurances, promises, undertakings have been implemented. Once an Assurance has been given on the floor of the House, the same is required to be implemented within a period of three months. The Ministries/Departments of the Government of India are under obligation to seek extension of time required beyond the prescribed period for fulfilment of the Assurance. Where a Ministry/Department is unable to implement an Assurance, that Ministry/Department is bound to request the Committee for dropping it. The Committee consider such requests and approve dropping, in case, they are convinced that grounds cited are justified. The Committee also examine whether the implementation of Assurances has taken place within the minimum time necessary for the purpose and the extent to which the Assurances have been implemented.

2. The Committee on Government Assurances (2009-2010) took a policy decision to call the representatives of various Ministries/Departments of the Government of India, in a phased manner, to review the pending Assurances, examine the reasons for pendency and analyze operation of the system prescribed in the Ministries/Departments for dealing with Assurances. The Committee also decided to consider the quality of Assurances implemented by the Government.

3. The Committee on Government Assurances (2014-2015) decided to follow the well established and time tested procedure of calling the representatives of the Ministries/Departments of the Government of India, in a phased manner and review the pending Assurances. The Committee took a step further and decided to call the representatives of the Ministry of Parliamentary Affairs also as all the Assurances are implemented through them.

4. In pursuance of the ibid decision, the Committee on Government Assurances (2019-2020) called the representatives of the Ministry of Education (Department of School Education and Literacy) and the Ministry of Parliamentary Affairs to render clarifications with regard to delay in implementation of the pending Assurances pertaining to the Ministry of Education (Department of School Education and Literacy) at their sitting held on 24th January 2020. The Committee examined in detail the following twenty Assurances:

Sl.No.	SQ/USQ No. dated	Subject
1.	USQ No. 1310 dated 21.08.2007	Affiliation of Indian and International Schools (Appendix-I)
2.	USQ No. 432 dated 21.10.2008	International Schools (Appendix-II)
3.	USQ No. 2607 dated 16.12.2008	International Schools (Appendix-III)
4.	General Discussion dated 31.07.2009	Motion for Consideration of Right of Children to Free and Compulsory Education Bill (Appendix-IV)
5.	USQ No. 983 dated 25.11.2009	International Schools (Appendix-V)
6.	USQ No. 1823 dated 04.08.2010	Regulation of International School (Appendix-VI)
7.	USQ No. 464 dated 27.02.2013	Registration of International Schools (Appendix-VII)
8.	USQ No. 3807 dated 20.03.2013	Linguistic Minority Schools (Appendix-VIII)
9.	USQ No. 5923 dated 29.04.2015	Sarva Shiksha Abhiyaan (Appendix-IX)
10.	USQ No. 5971 dated 29.04.2015	Appropriation of Funds (Appendix-X)

11.	Special Mention dated 13.05.2015	Guidelines of CBSE Schools (Appendix-XI)
12.	SQ No. 301 dated 21.12.2015 (Supplementary by Shri C.R. Chaudhary, M.P.)	National Talent Search Examination (Appendix-XII)
13.	USQ No. 133 dated 18.07.2016	Vacancy of Teachers (Appendix-XIII)
14.	SQ No. 62 dated 21.11.2016 (Supplementary by Smt. Geetha Kothapalli, M.P.)	Basic Infrastructure in Schools (Appendix-XIV)
15.	SQ No. 62 dated 21.11.2016 (Supplementary by Smt. Geetha Kothapalli, M.P.)	Basic Infrastructure in Schools (Appendix-XV)
16.	SQ No. 62 dated 21.11.2016 (Supplementary by Shri C.K. Sangma, M.P.)	Basic Infrastructure in Schools (Appendix-XVI)
17.	SQ No. 62 dated 21.11.2016 (Supplementary by Shri Ajay (Teni) Misra, M.P.)	Basic Infrastructure in Schools (Appendix-XVII)
18.	USQ No. 3003 dated 05.12.2016	Modernisation of Madarsas (Appendix-XVIII)
19.	USQ No. 3156 dated 05.12.2016	Ranking of States (Appendix-XIX)
20.	USQ No. 3218 dated 05.12.2016	School Education Quality Index (Appendix-XX)

5. The Extracts from the Manual of Parliamentary Procedures in the Government of India, Ministry of Parliamentary Affairs laying guidelines on the definition of an Assurance, the time limit for its fulfilment, dropping/deletion and extension, the procedure for fulfilment, etc., besides maintenance of Register of Assurances and periodical reviews to minimize delays in implementation of the Assurances are reproduced at Appendix-XXI.

6. During oral evidence, the Committee emphasized that the Ministries/Departments are required to implement an Assurance within a period of 3 months and if the Ministries/Departments are unable to fulfil the Assurance within that time period, then it is imperative for them to seek extension of time. Observing that the Ministry of Education (Department of School Education and Literacy) had a total of 103 pending Assurances and noticing that there were inordinate delays in fulfilment of these Assurances, the Committee enquired about the monitoring and periodical review of the pending Assurances in the Ministry to minimize delays in their implementation and the mechanism available for implementation of Parliamentary Assurances. In reply, the Secretary, Department of School Education and Literacy accordingly briefed the Committee as under:

> "Sir, we have a mechanism that once in a month, all the officers meet from the bureau head to the Joint Secretary, in which financial matters along with Parliamentary Assurance and Audit, these three subjects are reviewed. When I joined in October, I had a meeting in November 2019. Out of these 20 Assurances, 9 have been worked out. We have placed a detailed report in the form of their implementation report, before the Committee. With regard to an Assurance that we have requested deletion, it can be executed. Of the remaining 10 Assurances, 6 have the same subject of Assurances, which is related to international schools. They are Assurance numbers 1, 2, 3, 5, 6 and 7.
>
> Sir, it is true that there has been a lot of delay. These Assurances have been pending for almost a decade, but I will elaborate when you review the Assurances one by one. We have sought extension for them till June and they will definitely be completed by June. There were some difficulties in these, I would like to mention about them also. Of the remaining Assurances there are 3 Assurances, whose reports have been received from the CBSE and A.I.U. We will complete them too."

7. The Committee in their Sitting held on 11th August, 2020 reviewed all the pending Assurances of the 14th Lok Sabha which were given more than 12 to 13 years ago and discussed their relevance and importance due to efflux of time and the overall changes brought by it. After examining all these aspects, the Committee decided to drop *inter-alia*

the Assurances mentioned at Sl.Nos. 1 to 3 which pertain to the 14th Lok Sabha. Subsequently, nine Assurances mentioned at Sl. Nos. 4, 12, 14, 15, 16, 17, 18, 19 and 20 have since been implemented on 16.09.2020 while the two Assurances mentioned at Sl. Nos. 9 and 10 have been implemented on 20.09.2020.

Observations/Recommendations

8. The Committee note that out of the 20 pending Assurances taken up by them, the Assurances mentioned at Sl.Nos. 1 to 3 could not be implemented even after more than 11 to 12 years while another 4 Assurances mentioned at Sl.Nos. 5 to 8 have been pending for more than 7 to 10 years. Likewise, 2 more Assurances mentioned at Sl. Nos. 11 and 13 have been pending for more than 4 to 5 years whereas the remaining 11 Assurances mentioned at Sl.Nos. 4,9,10,12 and 14 to 20 have been implemented after a lapse of more than 3 to 11 years. This is clearly indicative of not only the lack of seriousness on the part of the Ministry in fulfilling the Assurances made on the floor of the House, but also an abject failure of the review mechanism put in place by the Ministry. Needless to mention, the utility and relevance of an Assurance are lost if there is inordinate delay in the implementation of the same. The Committee also feel that time bound fulfilment of Assurances restores the people's faith in the governance. The Committee are of the view that school education and literacy is one of the most important matter/issue in the country and more concerted efforts are required to implement the Assurances pertaining there to. The Ministry needs to overhaul and streamline its extant mechanism for monitoring and reviewing implementation of pending Assurances by infusing innovative ideas and taking prompt and pragmatic action. The review of the pending Assurances by the

Committee also reveals that the existing mechanism put in place by the Ministry for fulfilling the Assurances, especially those involving other Ministries/Departments and States/UTs is not that effective and needs to be strengthened. The Committee hope and trust that the Ministry will adopt a positive and pro-active approach and scale up co-ordination with all concerned for speedy implementation of pending Assurances. The Committee further desire that the Minutes of the review meetings conducted by the Ministry for monitoring/reviewing implementation of pending Assurances be invariably furnished to the Committee for perusal.

II. Review of the Pending Assurances of the Ministry of Education (Department of School Education and Literacy).

9. In the succeeding paragraphs, the Committee deal with some of the pending Assurances pertaining to the Ministry of Education (Department of School Education and Literacy).

A. Linguistic Minority Schools

10. In reply to USQ No. 3807 dated 20.03.2013 regarding 'Linguistic Minority Schools' (Appendix-VIII), an Assurance was given that the information sought on the following points was being collected and would be laid on the Table of the House:

> "(a) the total number of linguistic minority schools in the country including West Bengal:
>
> (b) the total number of such schools given Central Grants-in-aid in West Bengal during the last three years and the teacher student ratio therein;
>
> (c) whether the teacher-student ratio is sufficient in these schools; and
>
> (d) if not, the steps taken/being taken by the Government in this regard?"

11. In their Status Note furnished in January, 2020, the Ministry of Education (Department of School Education and Literacy) apprised the Committee of the following position in this regard:-

"As per Allocation of Business Rule 1961, the matter relating to linguistic minority pertains to Ministry of Minority Affairs (M/o MA). Accordingly, this department has requested to M/o MA to provide inputs/comments on the above noted questions in February, 2014. M/o MA *vide* their letter dated 11th June 2015 has informed that the M/o MA does not provide any grants-in aid to the minority schools, as such, no information can be provided. Further, M/o MA has also informed that requisite information on the subject matter may be obtained from the State Government and UTs, directly if required. Since, February, 2014, D/o SE&L has repeatedly requested to SGs/UTs to provide inputs/information on the subject matter for fulfillment of an assurance in stipulated time. But the information is still awaited from SGs/UTs."

12. During oral evidence, the Secretary, Ministry of Education (Department of School Education and Literacy) elucidated on the issue as under:-

"In this regard, we have collected reports from 31 States and Union Territories. Now only five States remain which include Maharashtra, Tamil Nadu, Odisha, Manipur and Jharkhand. After receiving reports from these five States, we will take action till June. We are holding video conferencing with the Secretaries of the States regarding the Assurances which are pending with the State Governments. At the time of sanctioning of their budget, we have also kept the condition that when you come to take the budget from the Central Government, you should also give this

information. Otherwise we keep sending reminders and there is a delay in getting information from them."

Observations/Recommendations

13. The Committee are concerned that the Assurance given in reply to USQ No. 3807 dated 20.03.2013 regarding "Linguistic Minority Schools' has not been implemented even after a lapse of more than seven years even though the matter pertains to compilation of some basic facts and figures. The Committee's examination has revealed that as per Allocation of Business Rule, 1961, the matter relating to linguistic minority pertains to the Ministry of Minority Affairs. However, the Department of School Education and Literacy requested the Ministry of Minority Affairs to provide inputs in the matter only in February 2014 i.e. after a delay of almost one year. Equally perturbing is that the Ministry of Minority Affairs responded after one year and four months in June 2015 informing that the requisite information may be obtained from the State/UT Governments directly. The Department has stated that it has repeatedly been requesting the State/UT Governments to provide inputs/information on the subject but has got such information from 31 States/UTs only and the information from remaining five States/UTs is still awaited despite various efforts. The Committee feel that the Department ought to have made more concerted efforts to obtain the information from States/UTs. In view of the practical difficulties being faced by the Ministry in the fulfillment of Assurances wherein other Ministries / Departments / State Governments /UTs are involved, the Committee feel that such cases need to be monitored/reviewed at higher

levels. The Committee now expect the Ministry to accord utmost priority to the matter and make vigorous efforts in co-ordination with all concerned so that the pending Assurance is implemented without further delay.

B. Vacancy of Teachers

14. In reply to USQ No. 133 dated 18.07.2016 regarding 'Vacancy of Teachers' (Appendix-XIII), it was *inter-alia* stated that the report of the Committee constituted under the Chairmanship of Shri N. Gopalaswami, Chancellor, Rashtriya Sanskrit Vidyapeetha *inter-alia* containing the following recommendations had been sent to NCERT for appropriate action.

> "(i) National Council of Educational Research and Training (NCERT) may collect data of the number of sanctioned posts of teachers in every State, number of posts filled and the number of vacant posts in all the Government schools, Aided schools and Private schools.
>
> (ii) NCERT may prepare a status report of the Text Books of all the classes of all the States on the following issues: When were the existing Text Books of Sanskrit prepared? How many times these Text Books were revised and when they were last revised? What are the innovative designs included during the last revision?
>
> (iii) NCERT and SCERTs may ensure that free tutorials for all Sanskrit text books are available online. This will help the students of Sanskrit to utilise the online resource as well in understanding their course contents and Sanskrit language in a constructive and encouraging environment."

15. In their Status Note furnished in January 2020, the Ministry apprised the position regarding implementation of the Assurance as under:

'It was observed that the statement that 'the report of the Committee has been sent to NCERT for appropriate action' may not constitute an assurance as no assurance was given that recommendation made by the N. Gopalaswami Committee would be implemented by NCERT within a specified time period. The Report of the Committee was recommendatory in nature and the recommendations made by the Committee were not binding on the Government. The recommendations made by the Committee relating to NCERT were to be examined by the Council and only such recommendations as are found feasible could be implemented. This being a long drawn affair no time limit could be specified as to how and when the recommendations of the Committee would be examined and implemented by the NCERT."

16. During oral evidence, the Secretary, Ministry of Education (Department of School Education and Literacy) deposed before the Committee with regard to the Assurance as under:

"The reply was that the Report of the Gopalaswami Committee has been sent to NCERT. In this regard, we have given details that the request for deletion has been made because there was no specific point. The Sanskrit Report was to be sent to NCERT and it was sent but it did not mention any specific action. If need be, we can tell what work was done in Sanskrit."

17. On being asked about the work done in Sanskrit, the representative of the NCERT apprised the Committee during evidence as under:

'With your permission I would like to say that NCERT has done a lot of work in Sanskrit. Particularly, we make text book of Sanskrit from class six to class twelve. It has also digitized and made digital copies of it in e-Pathshala provided in mobile app portal for children and teachers. This report was taken into consideration of NCERT. In this regard, we have done two research studies in almost all the States. Secondly, how Sanskrit is taught in all the States of our country? Except only four States Nagaland, Meghalaya, Mizoram and Lakshadweep, Sanskrit is taught at different levels in the remaining States. Almost all States exquisitely take part in it. A State like Maharashtra has also made considerable online material in Sanskrit. The Quick Response Code is given in the books of NCERT and in the books of Maharashtra in Sanskrit. Other resources, such as audio and video lectures, have also been included in the books. We continue to interact with the remaining States. Recently, a training program for 42 lakh teachers across the country has been going on. The plan of NCERT is that an online Sanskrit course will be made and it will be run online. NCERT carries out regular training programs for Sanskrit teachers. Our language department has two Sanskrit faculty and both are professors. Professor Tripathi is also present here. We are constantly working on Sanskrit and will continue to do so."

Observations/Recommendations

18. The Committee note that the subject matter of the Assurance relates to taking appropriate action on three issues pertaining to NCERT - (i) vacancy of teachers in the Government Schools, Aided Schools and Private Schools; (ii)

Status Report of the Sanskrit Text Books; and (iii) ensuring the online resources of Sanskrit study material available across the country as recommended by the Gopalaswami Committee. The Ministry submitted that the recommendations made by the Gopalaswami Committee relating to NCERT were to be examined by the Council and only such recommendations as are found feasible could be implemented. The Committee observe that the lack of teachers in all types of schools has adversely impacted the standard and quality of teaching in every State/UT and the Government needs to have the requisite data in this regard for taking appropriate remedial measures. Further, inadequate availability of Sanskrit Text Books and online Sanskrit study materials in today's age of advanced IT and instant communication is pushing this classical language of national pride into oblivion. The Department needs to take appropriate decisions and actions in these matters. The Committee desire that recruitment process should start well in advance before the posts of teachers become vacant so that there is no gap between retirement of superannuated teachers and induction of new teachers. Being the nodal authority for the entire country so far as school education sector is concerned, the Department must also take proactive steps to expedite the filling up of the existing vacancies. Further, the Department need to ensure that there is adequate availability of Sanskrit Text Books, free tutorials for all Sanskrit text books and free online Sanskrit Resources which can be accessed by schools and other institutions as well. The Committee would like the Department to take all necessary steps in coordination with all concerned on priority to implement the Assurance in the

national interest and lay the requisite Implementation Report in the House expeditiously.

III. Implementation Reports

19. As per the Statement of the Ministry of Parliamentary Affairs, Implementation Reports in respect of the following 11 Assurances have since been laid on the Table of the House on the dates as mentioned against each:

Sl.No	Sl.No. in the Table (Para No. 4)	SQ/USQ No. dated	Date of Implementation
(i).	Sl. No. 4	General Discussion dated 31.07.2009 regarding 'Motion for Consideration of Right of Children to Free and Compulsory Education Bill'.	16.09.2020
(ii).	Sl. No. 9	USQ No. 5923 dated 29.04.2015 regarding 'Sarva Shiksha Abhiyaan'.	20.09.2020
(iii).	Sl. No. 10	USQ No. 5971 dated 29.04.2015 regarding 'Appropriation of Funds'.	20.09.2020
(iv).	Sl. No. 12	SQ No. 301 dated 21.12.2015 (Supplementary by Shri C.R. Chaudhary, M.P.) regarding 'National Talent Search Examination'.	16.09.2020
(v).	Sl. No. 14	SQ No. 62 dated 21.11.2016 (Supplementary by Smt. Geetha Kothapalli, M.P.) regarding 'Basic Infrastructure in Schools'.	16.09.2020
(vi).	Sl. No. 15	SQ No. 62 dated 21.11.2016 (Supplementary by Smt. Geetha Kothapalli, M.P.) regarding 'Basic Infrastructure in Schools'.	16.09.2020
(vii).	Sl. No. 16	SQ No. 62 dated 21.11.2016 (Supplementary by Shri C.K. Sangma, M.P.) regarding 'Basic Infrastructure in Schools'.	16.09.2020

(viii).	Sl. No. 17	SQ No. 62 dated 21.11.2016 (Supplementary by Shri Ajay (Teni) Misra, M.P.) regarding 'Basic Infrastructure in Schools'.	16.09.2020
(ix).	Sl. No. 18	USQ No. 3003 dated 05.12.2016 regarding 'Modernisation of Madarsas'.	16.09.2020
(x).	Sl. No. 19	USQ No. 3156 dated 05.12.2016 regarding 'Ranking of States'.	16.09.2020
(xi).	Sl. No. 20	USQ No. 3218 dated 05.12.2016 regarding 'School Education Quality Index'.	16.09.2020

NEW DELHI;
28 February, 2021
Magha 19 , 1942 (Saka)

RAJENDRA AGRAWAL,
CHAIRPERSON,
COMMITTEE ON GOVERNMENT ASSURANCES

Appendix- I

LOK SABHA

UNSTARRED QUESTION NO. 1310
TO BE ANSWERED ON 21.08.2007
SRAVANA 30, 1929 (SAKA)

Affiliation of Indian and International Schools

1310. SHRI VIJOY KRISHNA:

Will the Minister of HUMAN RESOURCE DEVELOPMENT

मानव संसाधन विकास मंत्री be pleased to state:

(a) whether the Government has set up a Committee to suggest a policy regarding affiliation of Indian and International schools based in the country to foreign boards and to permit foreign teachers;

(b) if so, the details thereof;

(c) the recommendations made by the Committee;

(d) the reaction of the Government thereto;

(e) whether there is any policy decision taken about setting up international schools in the country and affiliation of schools in India to foreign boards; and

(f) the details thereof?

ANSWER

MINISTER OF STATE IN THE
MINISTRY OF HUMAN RESOURCE DEVELOPMENT
(SMT. D. PURANDESWARI)

मानव संसाधन विकास मंत्रालय में राज्य मंत्री
(श्रीमती डी. पुरंदेश्वरी)

(a) to (f): A committee consisting of representatives of Ministry of Home Affairs, Ministry of External Affairs, Association of Indian Universities (AIU), Council of Board of School Education (COBSE), National Council of Educational Research & Training (NCERT), Central Board of Secondary Education (CBSE) and eminent educationists, was constituted by the Ministry of Human Resource Development in February, 2006 to suggest a policy, inter-alia, regarding setting up of schools affiliated to foreign boards in India and appointment of foreign teachers in such schools. The main recommendations of the Committee relate to designation of a school as "International" school, affiliation to foreign Boards, need to have respect for values relating to Indian culture, secularism, diversity and tolerance of differences as enshrined in Indian Constitution and appointment of foreign teachers. The recommendations are under consideration of the Government.

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Appendix-II

LOK SABHA

UNSTARRED QUESTION NO. 432
TO BE ANSWERED ON 21.10.2008
ASVINA 29, 1930 (SAKA)

International Schools

432. **SHRI NIKHIL KUMAR:**

Will the Minister of HUMAN RESOURCE DEVELOPMENT

मानव संसाधन विकास मंत्री be pleased to state:

(a) whether the Government has recently decided to put strict norms in place for regulating the functioning of international schools in the country;

(b) if so, the details of the new policy guidelines issued in this regard;

(c) whether the functioning of international schools would have any impact on other reputed national schools; and

(d) if so, the reaction of the Government thereto?

ANSWER

MINISTER OF STATE IN THE
MINISTRY OF HUMAN RESOURCE DEVELOPMENT
(SHRI M.A.A. FATMI)

मानव संसाधन विकास मंत्रालय में राज्य मंत्री
(श्री मोहम्मद अली अशरफ फातमी)

(a) to (d) A committee consisting of representatives of Ministry of Home Affairs, Ministry of External Affairs, Association of Indian Universities (AIU), Council of Board of School Education (COBSE), National Council of Educational Research & Training (NCERT), Central Board of Secondary Education (CBSE) and eminent educationists, was constituted by the Ministry of Human Resource Development in February, 2006 to suggest a policy, inter-alia, regarding setting up of schools affiliated to foreign boards in India and appointment of foreign teachers in such schools. The recommendations of the Committee, inter-alia, relate to designation of a school as "International" school, affiliation to foreign Boards, permissible limit for appointment of foreign teachers, etc. The recommendations are under consideration of the Government.

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Appendix - III

LOK SABHA

UNSTARRED QUESTION NO. 2607
TO BE ANSWERED ON 16.12.2008
AGRAHAYANA 25, 1930 (SAKA)

International Schools

2607. SHRIMATI JAYAPRADA:

Will the Minister of HUMAN RESOURCE DEVELOPMENT

मानव संसाधन विकास मंत्री be pleased to state:

(a) whether a large number of international schools are functioning in various parts of the country without the approval of the Union Government /State Governments;

(b) if so, the details thereof, State-wise; and

(c) the reaction of the Government thereto?

ANSWER

MINISTER OF STATE IN THE
MINISTRY OF HUMAN RESOURCE DEVELOPMENT
(SHRI M.A.A. FATMI)

मानव संसाधन विकास मंत्रालय में राज्य मंत्री
(श्री मोहम्मद अली अशरफ फातमी)

(a) & (b) At present there are about 180 schools in India, which are affiliated to foreign boards. The state-wise distribution of these schools is not maintained in this Ministry. School education primarily comes under the purview of State Governments. For affiliation/ recognition, schools apply directly to the concerned Boards/ State Governments as per procedure laid down.

(c) An expert committee was constituted by this Ministry in February 2006 to suggest a policy, inter-alia, regarding setting up of schools affiliated to foreign boards in India. Recommendations of the Committee have been received and are under consideration.

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RIGHT OF CHILDREN TO FREE AND COMPULSORY EDUCATION BILL

1415 hours

THE MINISTER OF HUMAN RESOURCE DEVELOPMENT (SHRI KAPIL SIBAL): I beg to move:

> "That the Bill to provide for free and compulsory education to all children of the age of six to fourteen years, as passed by Rajya Sabha, be taken into consideration."

उपाध्यक्ष महोदय : मंत्री जी, क्या आप इस पर कुछ बोलना चाहते हैं?

श्री कपिल सिब्बल : उपाध्यक्ष महोदय, मैं माननीय सदस्यों के सामने दो-चार बातें रखना चाहता हूं। 1947 में जब हम आजाद हुए, उस समय हिन्दुस्तान में शिक्षित लोगों की संख्या 14 प्रतिशत थी और हमारे देश की आबादी लगभग 30 करोड़ थी। यदि महिलाओं की शिक्षा पर गौर किया जाए, तो उस समय 7 प्रतिशत से भी नीचे महिलाएं शिक्षित थीं। इस प्रकार देखें, तो 30 करोड़ की आबादी में से केवल 4 करोड़ लोग शिक्षित थे।

महोदय, अब हमारे देश की जनसंख्या 100 करोड़ से भी ज्यादा हो गई है। शिक्षा के मामले में आज जो स्थिति है, यदि उसे देखें, तो वर्ष 2001 की सैंसस के अनुसार लगभग 64.8 प्रतिशत लोग शिक्षित हैं। इसका मतलब है कि देश में 60-65 करोड़ लोग शिक्षित हैं, अर्थात् 1947 में जहां 4 करोड़ लोग शिक्षित थे, वहां आज 60 करोड़ से भी ज्यादा लोग शिक्षित हैं। शिक्षा के क्षेत्र में यह जो उड़ान रही, यह कोई छोटी-मोटी उड़ान नहीं थी।

महोदय, लोक तंत्र में सरकार का कर्तव्य है कि वह लोगों को शिक्षित करे। इसमें प्राइवेट सैक्टर की भी भागीदारी होनी चाहिए। प्राइवेट सैक्टर की शिक्षा के क्षेत्र में जो भागीदारी हुई, वह पिछले कुछ ही वर्षों से हुई है और अब उसमें गति देखने को मिल रही है।

महोदय, जहां तक महिलाओं का सवाल है, आज हिन्दुस्तान में जो महिलाएं हैं, वे हमारे देश की आबादी का लगभग 54 प्रतिशत शिक्षित हैं। इसका मतलब है कि आज यदि हम अपने देश की आबादी 100 करोड़ मान लें और उसमें कुल 65 करोड़ लोग शिक्षित हों, तो 65 करोड़ में से 54 प्रतिशत, यानी 30 करोड़ से भी अधिक महिलाएं शिक्षित हैं। आज की तुलना में आजादी के समय बहुत कम संख्या में महिलाएं शिक्षित थीं। The point that I was trying to make is that we have travelled, though we

have not travelled far enough, and the real problem in our country today is not only the fact that only 64 per cent are educated. I am talking about this based on the 2001 census. The new census of 2011 will, perhaps, show a jump of more than 10 per cent because if you look at the 1991 census, the jump was almost 14 per cent. So, by the time we get the 2011 figures, hopefully the national average will be more than 74 to 75 per cent. So, we cannot possibly be satisfied with these numbers. We must ensure that all children in our country get education of an appropriate quality because today it is not a question of knowing how to read and write. It is the question ultimately of using your educational skills or the skills that you develop in the course of your education to compete with the rest of the world and to get jobs and opportunities in employment.

(f2/1420/krr/mkg)

So, we thought and the UPA Government was always committed to the fact that we must bring about a Bill in which we provide for free and compulsory education for children between the age of 6 and 14.

इसको भी बड़ा वक्त लगा। कोई ऐसी बात नहीं कि यह जल्दी हुआ। सभी माननीय सदस्यों को मालूम है कि 1993 में उन्नीकृष्णन का जजमेंट हुआ। उसके अन्तर्गत सुप्रीम कोर्ट ने यह तय किया कि बच्चों का एक मानवाधिकार है कि उनको शिक्षा मिलनी चाहिए और अच्छी शिक्षा मिलनी चाहिए, जिनकी उम्र 6 और 14 वर्ष के बीच की है। यह पहले डायरैक्टिव प्रिंसिपल्स में लिखा हुआ था। यह सरकार का एक कर्तव्य भी था, लेकिन 1993 के बाद इतना अर्सा लगा, फिर 2001 में कांस्टीट्यूशनल एमेंडमेंट आया। उस समय एन.डी.ए. की सरकार थी। उस समय आर्टीकल 21(ए) सर्वसम्मति के साथ पारित हुआ। लेकिन आर्टीकल 21(ए) में यह लिखा था कि यह जो 6 से 14 साल के बच्चों को शिक्षा की बात है, यहां एक विधेयक लाना पड़ेगा, जब तक विधेयक नहीं आएगा तो उस आर्टीकल 21(ए) का कोई मायना नहीं था, क्योंकि यह लिखित में कांस्टीट्यूशन में बात थी, लेकिन वह कंडीशनल थी और वह 2001 में हुआ। आज 2009 हो गया। कहने का मतलब है कि उसको भी आठ साल लगे। उस प्रयास को भी आठ साल लगे, मतलब कि 16 साल के बाद आज मैं आपके बीच खड़ा हूं और लोग आज भी कहते हैं कि साहब, इसमें यह करो, इसमें वह करो। यह जो विधेयक हम लाये हैं, यह अपने आपमें एक ऐतिहासिक कदम है।

I do believe that this will receive the support of every political Party in this House, every hon. Member of this House because this has nothing to do with politics. Education is something which is integrated with the future of this country. In the 21st century the assets that are most valuable are not physical assets but intellectual assets. The creativity of the human mind provides that intellectual asset which forms the wealth of the country. Any impediment in the creation of that wealth, I believe, is anti-national. We must do everything at the level of the Central Government and the State Governments to move forward as quickly as possible, to ensure that we create an environment in which children between 6 to 14 get quality education. स्टेट्स में होता क्या था कि लोग स्कूल तो बनाते थे, लेकिन अध्यापक ही नहीं पहुंचते थे। एक कमरे में एक ही टीचर होता है, कई बार तो स्कूल की बिल्डिंग भी नहीं होती है और कई ऐसी प्राइवेट संस्थाएं आज के दिन भी प्रदेशों में हैं, जहां न कोई इन्फ्रास्ट्रक्चर की व्यवस्था है और अगर है तो अध्यापक की व्यवस्था नहीं है। आज के दिन अगर आप किसी देहात के स्कूल में चले जाओ और पांचवीं क्लास के लड़के को पूछो कि तू यह किताब पढ़ तो लगेगा कि जो दूसरी क्लास का लड़का है, उतनी ही उसको नोलिज है। न वह पढ़ सकता है, न वह ठीक तरह से अर्थमैटिक कर सकता है। यह ऐसा ही चलता है, यह जो एटीट्यूड है, वह नहीं चलेगा।

It is with this in mind that the UPA Government considered - I thank the hon. Prime Minister of India and I thank Mrs. Gandhi - that this was, as far as we are concerned, a matter of national importance and I thank them both for carrying this agenda forward and here I stand today before you for the passing of this Bill in this House.

I will just mention two-three things. This Bill is not just about getting children to school. This is a Bill which talks about providing quality education.

क्योंकि, इसको शैड्यूल में अगर आप देखोगे तो वहां फिजिकल इन्फ्रास्ट्रक्चर कितना होना चाहिए, जो टीचर-प्युपिल रेश्यो है, वह कितना होना चाहिए और साथ-साथ इसमें यह भी भावना है कि अगर कोई टीचर पढ़ा रहे हैं और उनके पास एडीक्वेट क्वालिफिकेशन नहीं है, जो हम तय करेंगे, जो एकेडमिक काउंसिल बनेगी, वह तय करेगी, एलीमेंटरी एजुकेशन के लिए तो पांच साल के अन्दर उसको क्वालिफिकेशन लेनी पड़ेगी।

(g2/1425/cp/san)

पांच साल के अंदर उसको क्वालिफिकेशन लेनी पड़ेगी, नहीं तो उसको नौकरी से बर्खास्त किया जाएगा। जो पढ़ाने वाले हैं, उनके पास एप्रोप्रिएट क्वालिफिकेशंस भी होनी चाहिए। अगर किसी स्कूल के पास जो इन्फ्रास्ट्रक्चर है, अगर वह शेड्यूल के अंतर्गत नहीं बना हुआ है, तो उसको तीन साल के अंदर इन्फ्रास्ट्रक्चर भी बनाना पड़ेगा। अगर वह तीन साल में इन्फ्रास्ट्रक्चर नहीं बनाएगा, तो स्कूल की रिकग्नीशन को रद्द कर दिया जाएगा। ये सब प्रावधान यहां हैं, क्योंकि हम चाहते हैं कि सारे देश में अगर शिक्षा की बात हो, तो एक यूनीफार्म क्वालिटी की शिक्षा देश के बच्चों को मिले। यह हमारी सोच है और इस विधेयक द्वारा इस सोच को हम आगे बढ़ा रहे हैं।

एक और बात मैं आपके सामने रखना चाहता हूं वह यह है कि this Bill is called Right of Children to Free and Compulsory Education Bill. What does this mean? It means that it is free for the children and compulsory for the State. It is very important to understand that. A child between the age of 6 years and 14 years is entitled as of right, and now it is a constitutional right, to receive that education free of cost and it is an obligation and a compulsion on the Government, both the State Government and the Central Government, to provide that education to that child. The compulsion is not with the parents, it is with the State. This distinction ought to be fully appreciated.

जब तक राज्य की सरकारें और केंद्र सरकार तालमेल के साथ आगे नहीं बढ़ेंगी, तब तक जो सपना हम साकार करना चाहते है, वह साकार नहीं होगा। इसमें एक साझेदारी की जरूरत है, एक भागीदारी की जरूरत है। कुछ लोगों ने कहा कि आपको इस विधेयक में नेबरहुड स्कूल की डेफिनीशन देनी चाहिए थी। हमने उसे जान-बूझकर नहीं दिया, क्योंकि राज्य सरकार को तय करना चाहिए कि किस आबादी में स्कूल होना चाहिए, कितनी दूरी में आबादी से होनी चाहिए? अगर दो-चार आबादियां हैं, तो स्कूल कहां होना चाहिए, अगर ट्राइबल एरिया है, तो कहां होना चाहिए, अगर हिल एरिया है, तो कहां होना चाहिए? यह निर्णय राज्य सरकार को लेना है। यह निर्णय केंद्र सरकार को नहीं लेना है, क्योंकि राज्य सरकारों के ऊपर यह जिम्मेदारी है कि वह तय करे कि उनकी लोकल कम्युनिटीज में कहां स्कूल होना चाहिए? आपको जल्दी से जल्दी स्टेट में एन्टिटी को नियुक्त करना पड़ेगा, जो रिकग्नीशन एन्टिटी होगी, क्योंकि हर प्रदेश के स्कूल को रिकग्नीशन लाजिमी है। रिकग्नीशन तभी दी जाएगी, जब ये प्रावधान जो इस विधेयक के माध्यम से हमने आपके सामने रखे हैं, वह उसे पूरा करेगा, अन्यथा रिकग्नीशन नहीं दी

जाएगी। आप तय कीजिए और जल्द से जल्द तय कीजिए कि कहां स्कूल शुरू होना है? यह प्रोग्राम आप अभी बनाना शुरू कर दीजिए, जैसे ही यह बिल पारित होगा, इसके बाद सैक्शन 7 के अंतर्गत हम तय करेंगे कि केंद्र सरकार कितना खर्च करेगी और राज्य सरकारें कितना खर्च करेंगी?

आपको मालूम है कि सर्व शिक्षा अभियान के अंतर्गत 11वीं पंचवर्षीय योजना के अंतर्गत जो भागीदारी थी, उसमें पचास प्रतिशत भागीदारी स्टेट की होनी चाहिए थी और पचास प्रतिशत भागीदारी केंद्र की होनी चाहिए थी। आज के दिन 65 प्रतिशत भागीदारी केंद्र सरकार की है और 35 प्रतिशत राज्य सरकारों की है। वह कितनी होगी, उसे हम तय करेंगे। कितनी ग्रांट्स इन ऐड द्वारा स्टेट को देंगे, इस विधेयक के अंतर्गत वह हम तय करेंगे। कितना राज्य सरकारों को करना पड़ेगा, वह भी हम तय करेंगे। जहां हमें लगेगा कि किसी राज्य सरकार को कोई मुश्किल है, कोई प्राब्लम है तो इस विधेयक में हमने वह भी प्रोवाइड किया है कि उसे हम फाइनैंस कमीशन के सामने रखेंगे। फाइनैंस कमीशन का टर्म नवंबर में खत्म होने वाला है, इसलिए हम चाहेंगे कि जल्द से जल्द यह बात फाइनैंस कमीशन में जाना हो तो जाए, ताकि वह तय करे कि कहां से स्टेट अपना फाइनैंसेज प्रोवाइड करे, अगर उसमें कुछ कमी है, उसमें भी हम आपका साथ चाहते हैं, उसमें भी हम आपका सहयोग चाहते हैं।

एक तो क्वालिटी की बात हुयी, दूसरी फ्री एजुकेशन की बात हुयी, तीसरी स्टेट के कंपल्शन की बात हुयी और चौथी बात, करिकुलम है, जो वह इस विधेयक से कोई ताल्लुक नहीं रखता है, यह है to provide free education to children and a compulsion on the State.

(h2/1430/ak-nsh)

What is to be provided in the curriculum? उसे एक ऐकेडैमिक कमेटी डिसाइड करेगी और एक यूनीफार्म करिकुलम सारे स्कूलों में करना पड़ेगा। यह भी इसमें तय किया गया है। जो करिकुलम है, हमारे संविधान के अंतर्गत जो वैल्यूज़ हैं, उसी हिसाब से बनेगा। हम नहीं चाहते कि हमारे देश के बच्चों को ऐसी शिक्षा मिले जो देश के संविधान को अलग रखे। इसे हम न मानेंगे और न चाहेंगे। यह बात भी इसमें उल्लिखित है। साथ ही इसमें इक्विटी की भी कई बातें हैं, जैसे हमने कहा है कि हिन्दुस्तान में चार किस्म के स्कूल हैं - एक, जो स्कूल सरकार बनाती है और हम जो बनाने जा रहे हैं, दूसरा, सरकारी एडेड स्कूल हैं, तीसरा, प्राइवेट स्कूल हैं और चौथा स्पैसीफाइड स्कूल हैं, जैसे केन्द्रीय विद्यालय, नवोदय विद्यालय और सैनिक स्कूल हैं। ये स्पैसीफाइड स्कूलों की कैटेगरी में आते हैं। हमने तय किया है कि जहां तक प्राइवेट स्कूलों की बात है, आज के दिन दिल्ली या हिन्दुस्तान में जो भी प्राइवेट स्कूल चल रहा है, उसे 25 प्रतिशत नेबरहुड के लोग, जैसे ही यह बिल पारित होगा, जो डिसएडवांटेज सैक्शन ऑफ सोसाइटी है, उसे क्लास वन में दाखिला देना पड़ेगा। यह इक्विटी की बात है, इंसाफ की बात है। जो डिसएडवांटेज लोग हैं,

इकनौमिकली वीकर सैक्शन हैं, उनकी डैफिनेशन राज्य सरकार तय करेगी। हमने वह हक भी राज्य सरकार को दिया है ताकि वे जिन कम्युनिटीज़ को समझते हैं कि वे शिक्षा में पीछे रह गई हैं, उस हिसाब से वे उन्हें रिजर्वेशन दे सकें। हमने शिक्षा से संबंधित सारे मुद्दों के ऊपर गौर किया है और कोशिश की है कि उन्हें समाने रखते हुए हम इस अभियान को आगे बढ़ाएं।

मैं इतना ही कहना चाहूंगा कि कोई विधेयक और कोई भी नेशनल इंटरप्राइज़ अपने आप में कहे कि परफैक्ट है, कोई चीज परफैक्ट नहीं होती। आज की बहस से हम चाहेंगे कि आप हमें अपने सुझाव दीजिए, अपने विचार हमारे सामने रखें और जैसे ही यह अभियान आगे बढ़ेगा, as we march along with our children into the 21st Century and provide them with the foundation of quality education, we will take on board your suggestions and we will move along together, with the State Government, to ensure that India rises to the level of our expectations. The world is looking upon India in the hope that we would meet out national aspirations, and provide our children with opportunities to move on to college and beyond. I am saying this because at the moment only 12 children -- out of every 100 children that pass out of school -- reach college. 88 बच्चे कॉलेज पहुंचते ही नहीं हैं। अगर 100 में से 88 बच्चे कॉलेज ही नहीं पहुंचे तो हम कैसा हिन्दुस्तान बनाना चाहते हैं? 14 साल के बाद भी हम अधिनियम के अनुसार एक माध्यमिक शिक्षा अभियान चलाना शुरू कर रहे हैं, ताकि वहां भी एक कम्पलसरी योजना बनाई जाए। उसके बारे में सोच-विचार हो रहा है, ताकि 18 साल तक बच्चे स्कूल जरूर जाएं so that we get a critical mass of young children who move into higher education. हम हायर एजूकेशन में रिफॉर्म लाने की जिस तरह कोशिश कर रहे हैं, हम मानते हैं कि आने वाले 15-20 वर्षों में हिन्दुस्तान को नॉलेज पावर बनाने जा रहे हैं और उसका पहला ठोस कदम यह विधेयक है। Thank you very much.

(ends)

MR. DEPUTY-SPEAKER : Motion moved:

"That the Bill to provide for free and compulsory education to all children of the age of six to fourteen years, as passed by Rajya Sabha, be taken into consideration."

Appendix-IV

LOK SABHA

UNSTARRED QUESTION NO. 983
TO BE ANSWERED ON 25.11.2009
AGRAHAYANA 4, 1931 (SAKA)

International Schools

983. **SHRI S.S. RAMASUBBU:**
SHRI N. CHALUVARAYA SWAMY:

Will the Minister of HUMAN RESOURCE DEVELOPMENT

मानव संसाधन विकास मंत्री be pleased to state:

(a) the number of international schools presently functioning in the country, State-wise;

(b) the norms laid down for declaring a school as international school;

(c) whether the huge fees are being charged by international schools;

(d) if so, whether the Government has any proposal to regulate and streamline the functioning and course content of these schools;

(e) if so, the details thereof; and

(f) if not, the reasons therefor?

ANSWER

MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (SMT. D.PURANDESWARI)

मानव संसाधन विकास मंत्रालय में राज्य मंत्री (श्रीमती डी. पुरंदेश्वरी)

(a) : The Central Government does not maintain stat istics on the numbers of these schools. However, as per the information available on the web sites, over 200 schools in India are Cambridge International Centres and 65 schools in India conduct Primary Years Programme, Middle Years Progtramme and Diploma Programme of International Baccalaureate.

(b) At present, no norms have been laid down by the Central Government for a school to be declared as international school.

(c) to (f) : Central Government does not regulate fee structure of these schools. However, formulation of a policy on schools affiliated to foreign boards and on appointment of foreign teachers in Indian schools, is under consideration.

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Appendix- VI

GOVERNMENT OF INDIA
MINISTRY OF HUMAN RESOURCE DEVELOPMENT
DEPARTMENT OF SCHOOL EDUCATION AND LITERACY

LOK SABHA
UNSTARRED QUESTION No.1823
TO BE ANSWERED ON 04.08.2010

Regulation of International School

1823. SHRI ANANDRAO ADSUL:
SHRI DHARMENDRA YADAV:
SHRI GAJANAN D. BABAR:
SHRI N. CHALUVARAYA SWAMY:

Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) whether the Union Government has decided to regulate international schools in India and to consider a system of registration for them;

(b) if so, the details thereof;

(c) whether any decision has been arrived amongst the stakeholders in this regard;

(d) if so, the details thereof;

(e) whether there is no clear cut policy on affiliation to foreign boards or appointment of foreign teachers to these schools; and

(f) if so, the reasons therefor?

ANSWER

MINISTER OF STATE IN THE
MINISTRY OF HUMAN RESOURCE DEVELOPMENT
(SMT. D. PURANDESWARI)

(a) to (f): A policy on regulation of schools affiliated to foreign boards and appointment of foreign teachers is presently under consideration.

Appendix - VII

GOVERNMENT OF INDIA
MINISTRY OF HUMAN RESOURCE DEVELOPMENT
DEPARTMENT OF SCHOOL EDUCATION & LITERACY

LOK SABHA
UNSTARRED QUESTION NO.464
TO BE ANSWERED ON 27.02.2013

Registration of International Schools

†464. SHRI BADRI RAM JAKHAR:

Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) whether the Union Government has taken a decision to regulate the international schools in India and is considering to set up a mechanism for their registration;

(b) if so, the State-wise details thereof;

(c) whether the stakeholders in this regard have taken any decision;

(d) if so, the details thereof;

(e) whether there is no clear cut policy with regard to their affiliation with foreign boards or the appointment of foreign teachers in these schools; and

(f) if so, the reasons therefor?

ANSWER
MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT
(DR. SHASHI THAROOR)

(a)to(f): A policy on the regulation of international schools affiliated with foreign boards and on the appointment of foreign teachers in such schools, is at present under the consideration of the Ministry of Human Resource Development (MHRD).

Appendix- VIII

GOVERNMENT OF INDIA
MINISTRY OF HUMAN RESOURCE DEVELOPMENT
DEPARTMENT OF SCHOOL EDUCATION & LITERACY

LOK SABHA
UNSTARRED QUESTION NO. 3807
TO BE ANSWERED ON 20.03.2013

Linguistic Minority Schools

3807. SHRI NARAHARI MAHATO:
SHRI NRIPENDRA NATH ROY:

Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) the total number of linguistic minority schools in the country including West Bengal;

(b) the total number of such schools given Central Grants-in-aid in West Bengal during the last three years and the teacher student ratio therein;

(c) whether the teacher-student ratio is sufficient in these schools; and

(d) if not, the steps taken/being taken by the Government in this regard?

ANSWER
MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT
(DR. SHASHI THAROOR)

(a)to(d): The information sought is being collected and will be laid on the Table of the House.

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Appendix- IX

GOVERNMENT OF INDIA
MINISTRY OF HUMAN RESOURCE DEVELOPMENT
DEPARTMENT OF SCHOOL EDUCATION & LITERACY

LOK SABHA
UNSTARRED QUESTION NO. 5923
TO BE ANSWERED ON 29.4.2015

Sarva Shiksha Abhiyaan

†5923. **SHRI LAXMAN GILUWA:**
SHRI RAM TAHAL CHOUDHARY:

Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) whether cases of the mismanagement and irregularities/corruption taking place regarding the grants given to the NGOs under the Sarva Shiksha Abhiyan have come to the notice of the Government;
(b) if so, the details thereof during the last three years and the action taken by the Government thereon;
(c) whether any mechanism to monitor the activities of these NGOs has been put in place;
(d) if so, the details thereof; and
(e) if not, the reaction of the Government thereto and the corrective steps taken by the Government in this regard?

ANSWER
MINISTER OF HUMAN RESOURCE DEVELOPMENT
(SMT. SMRITI ZUBIN IRANI)

(a) & (b): During the last three years complaints against two Non Governmental Oganisations (NGO) namely; M/s Katha, New Delhi in 2012 and M/s Sabrang Trust, Mumbai in 2014 of mis-utilisation of Government funds given under Innovative and Experimental Education (I&E) scheme, were received. A two member Committee had enquired the allegations against M/s Katha, New Delhi and found nothing adverse against the NGO. A three member Inquiry Committee has been constituted on 18.02.2015 to inquire into the allegations made against M/s Sabrang Trust, Mumbai.

(c) to (e): The scheme provides for funding for only 2 years maximum and after one year for a Joint Evaluation Team (JET) of Ministry of Human Resource Development (MHRD) consisting of a Central Grant-in-Aid member, a representative of State Government concerned and a representative of the Ministry to visit the NGO project and to submit a report on the progress of the project. Apart from this the NGO has to submit audited accounts duly certified by Chartered Accountant annually.

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Appendix - X

GOVERNMENT OF INDIA
MINISTRY OF HUMAN RESOURCE DEVELOPMENT
DEPARTMENT OF SCHOOL EDUCATION & LITERACY

LOK SABHA
UNSTARRED QUESTION NO. 5971
TO BE ANSWERED ON 29.4.2015

Appropriation of Funds

5971. SHRI JYOTIRADITYA M. SCINDIA:

Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) whether the Union Government has decided to set up an inquiry committee to investigate charges of fund appropriation by some NGOs under the Sarva Shiksha Abhiyan (SSA);
(b) if so, the details of complaints received by the Union Government against NGOs who have embezzled funds under the SSA;
(c) the time by which the inquiry committee has been asked to submit its report to the Government; and
(d) the other steps the Government proposes to take to ensure transparency in the utilisation of funds by NGOs under SSA?

ANSWER
MINISTER OF HUMAN RESOURCE DEVELOPMENT
(SMT. SMRITI ZUBIN IRANI)

(a) to (d) : Complaints against two Non Governmental Oganisations (NGO) namely; M/s Katha, New Delhi in 2012 and M/s Sabrang Trust, Mumbai in 2014 of mis-utilisation of Government funds given under Innovative and Experimental Education (I&E) scheme, were received. A two member Committee had enquired the allegations against M/s Katha, New Delhi and found nothing adverse against the NGO. A three member Inquiry Committee has also been constituted on 18.02.2015 to inquire into the allegations of misutilization of grant amounting to Rs.1.39 crores given to M/s Sabrang Trust, Mumbai with a direction to submit a report within two months.

The proposal of an Non-Governmental Organisation (NGO), if found fit, is approved for financial assistance by the Central Grant-in-Aid Committee (GIAC) only for two years at a maximum. Grants to the NGO for the second year is released only after receiving recommendations from a Joint Evaluation Team (JET) of Ministry of Human Resource Development (MHRD) consisting of a GIAC member, a representative of the State Government concerned and a representative of the Ministry. Apart from this the NGO has to submit annual audited accounts, duly certified by a Chartered Accountant.

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So, my humble submission is that on the part of the Government officials it is a humiliation to the whole House, and it is disrespect to the hon. Prime Minister also. So, I beg this from you on behalf of all the MPs that there should be adequate funds provided for the SAGY Scheme. There is lack of coordination. There should be more coordinated efforts between the Government agencies, Departments and the PSUs. We are not begging for CSR, but it is to fulfil the promises that we have made to the people. We are bound by that because the hon. Prime Minister has declared that scheme. So, I hope that you may be pleased to give directions to the concerned Government officials through the Ministers that this will be taken care of. Thank you, Madam.

HON. SPEAKER: Shri P.K. Biju, Shri M.B. Rajesh, Shri Bhairon Prasad Mishra, Shri C.N. Jayadevan, Shri P.P. Chaudhary and Adv. Joice George are permitted to associate with the issue raised by Dr. A. Sampath.

डॉ. संजय जायसवाल (पश्चिम चम्पारण) : अध्यक्ष महोदया, आज 'इंडियन एक्सप्रैस' के पृष्ठ नम्बर पांच पर एक खबर छपी है कि स्कूलों में बच्चों का शोषण किया जाता है। उसमें नाइंथ क्लास की बच्चियों का एक आर्टिकल भी निकला है। पिछले सप्ताह माननीय एचआरडी मंत्री जी ने एक प्रश्न का जवाब देते समय कहा था कि स्कूल एक नॉन प्रॉफिट आर्गेनाइजेशन है और हम उसमें पैसा कमाने के लिए एलाऊ नहीं कर सकते। उसके साथ उनका यह भी जवाब था कि एफडीआई में हम हन्डर्ड परसेंट इन्वाइट करते हैं। अगर उसमें कोई प्रॉफिट नहीं है, तो फिर एफडीआई क्यों आयेगी? सही स्थिति यह है कि आज के जमाने में अगर सबसे सेफ धंधा कोई माना जाता है, मैं इसे धंधा बोलूंगा, तो वह प्राइवेट स्कूल खोलना है। उसमें भी डीपीएस आर्गेनाइजेशन है, वह इस बिजनेस का सबसे टॉप आर्गेनाइजेशन है। अगर आपको पूरे हिन्दुस्तान में कहीं भी एक भी डीपीएस का लाइसेंस मिल गया, तो आप निश्चिंत रहिए, आपकी तीन जनरेशन तर जायेगी। ...(व्यवधान)

अध्यक्ष महोदया, मैं आपका ध्यान डीपीएस, पटना की तरफ दिलाना चाहता हूं। मैंने माननीय मंत्री जी को इस बारे में चिट्ठी भी लिखी है। वहां बच्चों को जानबूझकर नाइंथ क्लास और ग्यारहवीं क्लास में फेल किया जाता है। वे रिजल्ट में पास हैं, लेकिन उन्हें प्रमोट नहीं किया जाता। डीपीएस, पटना के 30 बच्चे साइकिएट्रिक काउंसलिंग में चले गये और दो बच्चियां सूसाइडल टैंडेंसी में चली गयीं। उन सबके लिए

ये स्कूल्स पैसे कमाने के धंधे हो गये हैं। यह अब समाज सेवा का धंधा नहीं है। आजकल अंगूठा छाप स्कूल खोलते हैं और सोसायटी चला रहे हैं।

अध्यक्ष महोदया, मेरा अनुरोध है कि सीबीएसई स्कूल्स की जो भी गाइडलाइन्स हैं, उसके तहत बच्चों को कापी देखने का मौका दिया जाये। किसी भी प्राइवेट स्कूल में जिन बच्चों को फेल किया जाता है, उन्हें कापियां तक नहीं दिखायी जातीं। उन्हें कापियां देखने का हक होना चाहिए। अगर वे बच्चे पास हैं, उसके बावजूद भी स्कूल प्रमोट नहीं करता है। यहां माननीय मंत्री जी बैठी हैं, मेरा उनसे अनुरोध रहेगा कि वे इस तरह के स्कूलों पर सख्त से सख्त से कार्रवाई करें। मैं स्पेसीफिक डीपीएस, पटना का नाम ले रहा हूं। वहां 30 बच्चियों को फेल किया गया। सब बच्चियों को स्कूल छोड़ना पड़ा। आखिर उन सबके करियर के लिए कौन जिम्मेदार है?

अध्यक्ष महोदया, मैं आपके माध्यम से अनुरोध करना चाहूंगा कि इस इश्यू को बहुत सीरियसली लिया जाये। एक तरफ हम बच्चों को कहते हैं कि टेंडर हैं, हर तरह का सपोर्ट देना चाहिए और दूसरी तरफ स्कूल ब्लैकमेलिंग करके ग्राजियन्स से ज्यादा पैसा वसूलने के लिए बच्चों को फेल कराते हैं, फिर डोनेशन लेते हैं और पास कराते हैं। इस धंधे को बंद करना चाहिए। बहुत-बहुत धन्यवाद।

मानव संसाधन विकास मंत्री (श्रीमती स्मृति जुबिन ईरानी) : अध्यक्ष महोदया, आदरणीय महोदय ने जो विषय उठाया है और विशेषतः एक स्कूल का नाम लिया है, मेरे मंत्रालय की ओर से मेरा प्रयास रहेगा कि इस विषय में सीबीएसई के अन्तर्गत एक जांच जरूर करवाएं। इन्होंने जो सुझाव दिये हैं, उन सुझावों पर भी हम लोग निश्चित रूप से ध्यान देंगे।

माननीय अध्यक्ष: डॉ. वीरेन्द्र कुमार, श्री पी.पी.चौधरी, श्री प्रहलाद सिंह पटेल, श्री निशिकान्त दुबे, श्री वीरेन्द्र कश्यप, श्री गणेश सिंह और कुमारी शोभा कारान्दलाजे को डॉ. संजय जायसवाल द्वारा उठाए गए विषय के साथ संबद्ध करने की अनुमति प्रदान की जाती है।

Comment [R11]: Pd by kl

(kl/1145/sk-sh)

श्री भरत सिंह (बलिया) : माननीय अध्यक्ष जी, आपने मुझे लोकसभा संसदीय क्षेत्र बलिया की महत्वपूर्ण समस्या के बारे में बोलने का मौका दिया, इसके लिए मैं आपका धन्यवाद करता हूं। बक्सर ऐतिहासिक स्थान है। यहां पुल है जो उत्तर पूर्वांचल और बिहार को जोड़ता है। इस पुल पर प्रतिदिन हजारों ट्रक आते-जाते हैं। इस पर भारी वाहन चलते हैं। लगभग एक वर्ष से ट्रकों का आना-जाना बंद है क्योंकि यह पुल जर्जर हो गया है। मैं आपके माध्यम से माननीय सड़क परिवहन मंत्री जी का ध्यान आकर्षित करना चाहता हूं। मैं उनसे इस संबंध में पहले भी मिल चुका हूं। पुल के न बनने और बाधित होने की वजह से बलिया

Appendix- XII

GOVERNMENT OF INDIA
MINISTRY OF HUMAN RESOURCE DEVELOPMENT
DEPARTMENT OF SCHOOL EDUCATION & LITERACY

LOK SABHA

STARRED QUESTION NO. 301

TO BE ANSWERED ON 21.12.2015

National Talent Search Examination

*301. SHRI NAGENDRA KUMAR PRADHAN:

Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) whether the Government identifies and recognises students with high intellect and academic talent and provides scholarships under the National Talent Search (NTS) Scheme in the country;

(b) if so, the details thereof and the salient features of the scheme along with the number of scholarships awarded under the scheme, for the last three years and the current year, State/UT-wise;

(c) the extent to which the Government has been able to nurture scientific temper amongst students, as a result of this scholarship scheme;

(d) whether the Government has any proposal to set up Model Science Labs in the country and if so, the details thereof, State/UT-wise; and

(e) the details of funds allocated, released and expenditure incurred on setting up of such labs during the above period, State/UT-wise?

ANSWER

MINISTER OF HUMAN RESOURCE DEVELOPMENT

(SMT. SMRITI ZUBIN IRANI)

(a) to (e) A statement is laid on the table of the House.

****

STATEMENT REFERRED TO IN REPLY TO PARTS (a) TO (e) OF THE LOK SABHA STARRED QUESTION NO. 301 ASKED BY SHRI NAGENDRA KUMAR PRADHAN REGARDING NATIONAL TALENT SEARCH EXAMINATION, DUE FOR ANSWER ON 21.12.2015.

(a) & (b) Yes, Madam. The National Talent Search (NTS) Scheme is a prestigious school level scholarship scheme, which aims at identification of talented students and awarding them scholarship to pursue their further studies and to nurture their talent. The salient features of the scheme are as under:

- Every year about 1000 scholarships are awarded.
- Students who are studying in Class X in any recognized school in the country are eligible to appear in the NTS examination.
- Talented students are identified through two- tier examination process. NTS Stage-one is conducted by States and Union Territories, which is a screening exam. There is quota earmarked for all the States/ UTs. The state quota is computed on the basis of the student's enrolment at secondary level with a minimum of 10 for Union Territory and 25 for a State.
- Only the students selected by the States/UTs on the basis of their screening examination are eligible to appear in the stage-II examination.
- NTS Stage II examination is conducted by the National Council of Educational Research & Training (NCERT)
- There is a provision of reservation for Scheduled Caste (SC) and Scheduled Tribe (ST) candidates based on national norms of 15 percent and 7.5 percent, respectively. There is also provision of 3 percent reservation for physically challenged students.
- .The scholarship is provided at the following rates from the year 2014-15 :

  Scholarship of Rs. 1250/- per month for classes XI & XII.

  Scholarship of Rs. 2000/- per month for under graduate and post graduate programmes.

  Amount of scholarship for Ph.D in accordance with University Grants Commission (UGC) norms.

- The awardees studying Sciences, Social Sciences, Humanities, Languages, Commerce, Vocational Studies and Fine Arts are eligible to receive scholarship upto Ph.D. level, whereas the awardees studying professional courses in medicine, engineering, technology, management and law, are eligible to receive the scholarship upto second degree level.

- In order to nurture the talent of these young scholars over the years, NCERT, in collaboration with institutes of high repute such as Indian Institutes of Technology (IITs), Indian Institutes of Science Education and Research (IISERs), National Institutes of Technology (NITs), Tata Institute of Social Sciences (TISS), Indian Institute of Science (IISc), Regional Institutes of Education (RIEs) conducts one-time nurturance programme (face to face mode) for awardees. The nurturance programme mainly focuses on providing awareness and opportunities to the awardees to excel in the academic area of their interest by way of exposing them to different areas of knowledge.

  The State/UT wise details of number of scholarships awarded under the Scheme for the last 3 years and the current year are at Annexure-I.

(c) Though development of scientific temper is expected to be indirect outcome of this Scheme, the extent of the same has not been measured or quantified so far.

(d) The Central Government has launched the Rashtriya Avishkar Abhiyan (RAA), a convergent framework across Sarva Shiksha Abhiyan(SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Higher Education, which aims to encourage children towards learning Science and Mathematics and to develop a sense of curiosity and interest in inside and outside classroom activities related to Science and Mathematics. One of the interventions under RAA is strengthening of school Science and Mathematics laboratories. The RAA framework provides for strengthening of School Science laboratories based on set standards.

(e) In 2015-16, under RMSA, Rs. 10826.57 lakh has been approved under the initiative for various activities including training of science and mathematics teachers, organization of science exhibitions at District, State and National level, special teaching for learning enhancement, provision of Maths and Science kits and excursion trips to science museums etc. The State wise approval for Rashtriya Avishkar Abhiyan under RMSA is at Annexure- II.

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ANNEXURE-I

STATE/UT WISE DETAILS OF NUMBER OF SCHOLARSHIPS AWARDED UNDER THE SCHEME FOR THE LAST 3 YEARS AND THE CURRENT YEAR

S. No	State/UT	2012	2012 (Additional)	2013	2014	2015 (current year)
1	Arunachal Pradesh	2	0	2	2	0
2	Assam	5	0	9	7	1
3	Manipur	1	0	1	1	0
4	Meghalaya	1	0	2	0	0
5	Mizoram	1	0	1	2	0
6	Nagaland	0	0	0	0	0
7	Sikkim	0	0	0	0	0
8	Tripura	4	0	2	2	1
9	Andaman & Nicobar Is.	0	0	0	1	0
10	Bihar	28	2	36	30	11
11	Jharkhand	18	4	26	13	23
12	Odisha	49	3	30	45	46
13	West Bengal	20	3	22	15	22
14	Chandigarh	7	1	9	8	11
15	Delhi	42	2	40	35	52
16	Jammu & Kashmir	0	1	3	4	0
17	Haryana	47	3	32	44	42
18	Himachal Pradesh	3	1	4	9	6
19	Punjab	38	5	46	30	36
20	Rajasthan	118	6	126	88	137
21	Uttar Pradesh	59	13	99	87	72
22	Uttarakhand	6	1	7	2	10
23	Chhattisgarh	20	1	31	18	18
24	Daman & Diu	0	0	0	0	0
25	Dadra & Nagar Haveli	0	0	0	0	0
26	Goa	3	0	3	5	0
27	Gujarat	33	3	3	8	21
28	Madhya Pradesh	36	2	91	66	57
29	Maharashtra	174	3	126	112	103
30	Andhra Pradesh	141	11	109	48	12
31	Karnataka	77	4	64	76	66
32	Kerala	28	2	36	45	32
33	Lakshadweep	0	0	0	0	0
34	Puducherry	1	0	3	0	0
35	Tamil Nadu	37	2	76	41	39
36	Telengana	0		0	0	37
37	Abroad	1		1	0	2
	Total	**1000**	**73#**	**1040***	**844**	**857**

Additional 73 scholarships were provided in response to the directions received through 99th Meeting of NCERT Executive Committee held on 3 December 2013. These scholarships were awarded in the year 2014 and were given from due date.

* Number is more than the approved number of scholarships (i.e.1000) as scholarship is provided to all the candidates who are placed on the same cut off of marks (Tie cases)

ANNEXURE-II

BUDGET APPROVED FOR FOCUS ON SCIENCE AND MATHS UNDER RMSA DURING 2015-16

S. No.	States/Uts	Budget approved (Rs. in Lakh)
1	ANDAMAN & NICOBAR ISLANDS	24.76
2	ANDHRA PRADESH	488.69
3	ARUNACHAL PRADESH	58.36
4	ASSAM	1933.45
5	BIHAR	681.43
6	CHANDIGARH	0.00
7	CHHATTISGARH	600.93
8	DADRA & NAGAR HAVELI	7.4
9	DAMAN & DIU	7.26
10	DELHI	106.68
11	GOA	67.16
12	GUJARAT	245.52
13	HARYANA	58.32
14	HIMACHAL PRADESH	145.27
15	JAMMU & KASHMIR	206.2
16	JHARKHAND	343.97
17	KARNATAKA	3.75
18	KERALA	386.06
19	LAKSHADWEEP	5.28
20	MADHYA PRADESH	323.3
21	MAHARASHTRA	896.2
22	MANIPUR	95.31
23	MEGHALAYA	52.14
24	MIZORAM	51.82
25	NAGALAND	9.06
26	ORISSA	136.32
27	PUDUCHERRY	40.2
28	PUNJAB	291.94
29	RAJASTHAN	974.69
30	SIKKIM	23.44
31	TAMIL NADU	1553.82
32	TELANGANA	0.00
33	TRIPURA	280.81
34	UTTAR PRADESH	316.95
35	UTTRAKHAND	150.04
36	WEST BENGAL	260.04
	Total	**10826.57**

(Q. 301)

SHRI NAGENDRA KUMAR PRADHAN (SAMBALPUR): Madam Speaker, I am very much thankful to you that you have allowed me to speak on this Question.... (*Interruptions*)

Since Independence when the Government of India started functioning, it is a very good thing that lakhs of talented students are there from the world.... (*Interruptions*)

HON. SPEAKER: What is it?

SHRI NAGENDRA KUMAR PRADHAN (SAMBALPUR): For that reason, the hon. President of the USA Mr. Obama said some months back in the USA in a Press Conference: "Talented students of India will be a threat to the students of the USA." That is why, I am very much thankful not only to one Government but also to different Governments which are conducting the affairs of this Education Ministry.... (*Interruptions*)

माननीय अध्यक्ष : बैठिए, अब 12 बजे शून्य काल में उठाइए।

...(व्यवधान)

SHRI NAGENDRA KUMAR PRADHAN (SAMBALPUR): My particular question in this context is this. The answer specifically mentions that there is a provision of reservation for Scheduled Castes, Scheduled Tribes and physically challenged students. My point is that when Government of India has decided to provide reservation for the Other Backward Classes, why have these things not been passed till today?... (*Interruptions*)

SHRIMATI SMRITI ZUBIN IRANI: Madam Speaker, it is true that there is a reservation of NTS Scholarship for those in the Scheduled Castes, Scheduled Tribes and physically challenged sector.

श्री ज्योतिरादित्य माधवराव सिंधिया (गुना) : अध्यक्ष महोदया, मुझे इम्पोर्टेंट विषय उठाने के लिए मौका दीजिए।...(व्यवधान)

माननीय अध्यक्ष : मुझे मालूम है, मगर अब क्वेश्चन ऑवर शुरू हो गया है, अब बाद में उठाने के लिए अवसर दे दूंगी।

...(व्यवधान)

SHRIMATI SMRITI ZUBIN IRANI: The hon. Member is extremely correct in saying that there is reservation needed for the OBC students. This suggestion of the hon. Member can be put forth to the NCERT. That is all I have to say on this particular issue.

श्री ज्योतिरादित्य माधवराव सिंधिया (गुना) : अध्यक्ष महोदया, आपने मुझे अनुमति दी है यह विषय उठाने की।...(व्यवधान)

माननीय अध्यक्ष : नहीं, अभी नहीं ज्योतिरादित्य जी, मैंने नाम लिया था, आप तैयार नहीं थे।

...(व्यवधान)

SHRI NAGENDRA KUMAR PRADHAN (SAMBALPUR): To get the correct answer from the Government of India, I put this question. Can Education going to be included in the WTO?

(b1/1105/spr-jr)

SHRIMATI SMRITI ZUBIN IRANI: Madam, the hon. Member's question goes beyond the gamut of this particular question as a supplementary. My request to him is that since I am the Minister for HRD and not Commerce, if he has any questions pertaining to the Ministry of Commerce, he may ask at an appropriate forum and at an appropriate time. ... (*Interruptions*)

HON. SPEAKER: Shri Shri C.R. Chaudhary.

... (*Interruptions*)

HON. SPEAKER: Please don't do this. Everyday, without any issue, please don't do such things. I will allow. I am not saying 'no'.

... (*Interruptions*)

1105 बजे

(इस समय श्री रवनीत सिंह और कुछ अन्य माननीय सदस्य आकर पटल के निकट फर्श पर खड़े हो गए।)

माननीय अध्यक्ष: जैसे ही प्रश्न काल समाप्त होगा, मैं आपको एलाऊ करूंगी। इस तरह से रोज़-रोज़ नहीं चलता है।

...(व्यवधान)

HON. SPEAKER: You know that there are different issues. Prof. K.V. Thomas has given notice on some other issue; Shri K.C. Venugopal has given notice on some other issue. From your Party also, there are different issues. I can't go on like that. No, I am sorry. I will allow you after the 'Question Hour'. That is why I have asked Shri Jyotiraditya Scindia. I am sorry.

... *(Interruptions)*

HON. SPEAKER: Only question and answer would go on the record.

... *(Interruptions)*... *(Not recorded)*

श्री सी.आर.चौधरी (नागौर) : अध्यक्ष महोदया, मैं मंत्री जी को आपकी मार्फत कुछ बात बताना चाहता हूं। यह स्कीम 1963 में शुरू की गई थी। उस समय इस स्कीम का नाम नेशनल साइंस टेलेंट्स सर्च स्कॉलरशिप था। सन् 1976 में यह स्कीम एन.टी.एस. में कंवर्ट हो गई। इसके तहत 500 रुपए प्रति स्टूडेंट दिए जाते थे। मैं हमारी सरकार और मंत्री महोदया को धन्यवाद दूंगा कि 2014-2015 से इस स्कॉलरशिप को बढ़ाकर अपटू सेकंडरी और सीनियर सेकेंडरी तक 1250 रुपए और बाद में अंडर ग्रेजुएट तथा ग्रेजुएट्स के लिए 2000 रुपए कर दिए गए। मैं मंत्री जी से तीन बातें निवेदन करना चाहूंगा। एक यह है कि जब से यह स्कीम शुरू हुई है तब सिर्फ दस विद्यार्थी थे, वह भी दिल्ली में, फिर 350 और फिर 500 हो गए। उसके बाद 1000 स्टूडेंट्स हो गए। भारत की जनसंख्या बढ़ती जा रही है। इस स्कीम में न केवल साइंस फेकल्टी है, now, social sciences have also been included...इसका नम्बर बढ़ाया जाना चाहिए। दूसरी बात यह है कि अभी भी जो स्टूडेंट्स आई.आई.टी., एन.आई.टी. और मेडिकल वगैरह कर रहे हैं, उनकी स्कॉलरशिप में 2000 रुपए से ज्यादा वृद्धि की जानी चाहिए। मैं मंत्री जी से और सरकार से मांग करना चाहूंगा कि क्या सरकार इस पर विचार करेगी कि एक तो स्कॉलरशिप की संख्या बढ़ाई जाए और दूसरे इसकी मात्रा भी बढ़ाया जाए?

श्रीमती स्मृति ज़ुबिन ईरानी : माननीय अध्यक्ष महोदया, जैसा कि माननीय सदस्य ने कहा है कि अब तक यह स्कॉलरशिप मात्र 500 रुपए ही दी जाती थी, जिसे वर्तमान सरकार ने बढ़ाकर वर्ष 2014-2015 में बढ़ाकर अंडर ग्रेजुएट और ग्रेजुएट प्रोग्राम्स के लिए 2000 रुपए तक की राशि निश्चित की है। माननीय सदस्य का यह ध्येय है कि अब तक सिर्फ 1000 छात्रों को ही उपलब्ध कराया जाता था, इसमें बढ़ोत्तरी की

बात इन्होंने कही है। मैं उन्हें कहना चाहती हूं कि एन.सी.आई.आर.टी. के फाउंडेशन डे के उपलक्ष्य में मैंने स्वयं इस स्कॉलरशिप को 1000 से 2000 करने की घोषणा की है। लेकिन इसमें आर्थिक प्रावधान है इसलिए हम वित्त मंत्रालय से परामर्श कर रहे हैं, ताकि इस वृद्धि में वित्त मंत्रालय की तरफ से हमें सहयोग मिले.

श्रीमती अर्पिता घोष (बालूरघाट) : अध्यक्ष महोदया, मैं आपके माध्यम से मंत्री जी से जानना चाहती हूं कि क्या सरकार की ऐसी कोई सोच है कि बच्चों का पढ़ाई में जिस तरफ इंक्लिनेशन है एक सर्टन हद तक पढ़ाई करने के बाद, किसी का रुझान इंजीनियरिंग में होता है, किसी का स्पोर्ट में होता है, किसी का परफार्मिंग आर्ट्स में, तो इसके लिए सरकार क्या सोच रही है और परफार्मिंग आर्ट को क्या एजुकेशन मॉडल में लेने का विचार है?

श्रीमती स्मृति ज़ुबिन ईरानी: महोदया, यह पूरक प्रश्न मूल प्रश्न से सम्बन्धित नहीं है, क्योंकि मूल प्रश्न नेशनल टेलेंट्स सर्च कांटेस्ट से सम्बन्धित है इसलिए मैं माननीय सदस्या को इतना ही कहना चाहूंगी कि हाल ही में भारत सरकार ने 'कला उत्सव' नाम से एक कार्यक्रम आयोजित किया, जिसमें राष्ट्र भर से सरकारी स्कूल्स शामिल हुए थे। इस आधार पर जो भी प्रादेशिक कला, संस्कृति, नृत्य, गीत और थियेटर आदि से सम्बन्धित विषयों को हमने एक राष्ट्रीय थीम से बांधने का प्रयास किया, जो इस वर्ष 'बेटी बचाओ-बेटी पढ़ाओ' था।

(c1/1110/mm/ksp)

मैं यह कहते हुए प्रसन्नचित हूं कि हमारे कई सरकारी स्कूलों के प्रदर्शन को राष्ट्रीय स्तर पर कई नामचीन कलाकारों ने सराहा है...(व्यवधान) कई लोग उपस्थित थे, जिनमें कैलाश सत्यार्थी जी, सोनल मानसिंह जी और रस्किन बॉन्ड जी थे।...(व्यवधान) हमारे सरकारी स्कूलों को अपनी प्रतिभा का प्रदर्शन करने का जो सुनहरा मौका मिला, उसकी सराहना और प्रशंसा राष्ट्र भर में हुई है। मैं उनको अवगत कराना चाहती हूं कि भारत सरकार ने इस तरह के प्रयासों से प्रफोर्मिंग आर्ट के क्षेत्र में हमारे विद्यार्थियों को प्रोत्साहित किया है और आगे भी करती रहेगी।...(व्यवधान)

माननीय अध्यक्ष : आप लोगों को वास्तव में सदन चलाने में कोई इंटरेस्ट नहीं है, तो मत चलाइए।

... (*Interruptions*)

HON. SPEAKER: The House stands adjourned to meet again at 11.30 a.m.

1111 hours

The Lok Sabha then adjourned till thirty minutes past Eleven of the Clock.

Appendix- XIII

GOVERNMENT OF INDIA
MINISTRY OF HUMAN RESOURCE DEVELOPMENT
DEPARTMENT OF SCHOOL EDUCATION & LITERACY
LOK SABHA
UNSTARRED QUESTION NO.133
TO BE ANSWERED ON 18.07.2016

Vacancy of Teachers

133. SHRI G. HARI:

Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) whether it is true that NCERT has been asked to collect data of the number of sanctioned posts of teachers in every State, number of posts filled and the number of posts in all Government schools, aided schools and private schools and if so, the details thereof;
(b) whether it is also true that the Government has sought information from NCERT on Sanskrit text books followed by all classes in different States with special emphasis when they were prepared and revised;
(c) whether it is also true that the Government has asked both NCERT and SCERTs to ensure that free tutorials for all Sanskrit text books are available online and if so, the details thereof; and
(d) whether it is also true that this will help students of Sanskrit to utilise the online resource as well as understanding their course content and Sanskrit in a constructive environment?

ANSWER
MINISTER OF HUMAN RESOURCE DEVELOPMENT
(SHRI PRAKASH JAVADEKAR)

(a) to (c) No, Madam. However, Government of India had constituted a Committee under the Chairmanship of Shri N. Gopalaswami, Chancellor, Rashtriya Sanskrit Vidyapeetha, Tirupati to suggest a long term vision and road map for the development of Sanskrit. The Committee has, *inter-alia*, recommended the following:

(i) National Council of Educational Research and Training (NCERT) may collect data of the number of sanctioned posts of teachers in every state, number of posts filled and the number of vacant posts in all the Government schools, Aided schools and Private schools.
(ii) NCERT may prepare a status report of the Text Books of all the classes of all the States on the following issues: When were the existing Text Books of Sanskrit prepared? How many times these Text Books were revised and when they were last revised? What are the innovative designs included during the last revision?
(iii) NCERT and SCERTs may ensure that free tutorials for all Sanskrit text books are available online. This will help the students of Sanskrit to utilise the online resource as well in understanding their course contents and Sanskrit language in a constructive and encouraging environment.

The report of the Committee has been sent to NCERT for appropriate action.

(d) The Committee has observed that making available free tutorials for all Sanskrit text books online would help the students of Sanskrit to utilize the online resource as well in understanding their course contents and Sanskrit language in a constructive and encouraging environment.

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Appendix – XIV to XVII

GOVERNMENT OF INDIA
MINISTRY OF HUMAN RESOURCE DEVELOPMENT
DEPARTMENT OF SCHOOL EDUCATION AND LITERACY

LOK SABHA
STARRED QUESTION NO. 62
TO BE ANSWERED ON 21ST NOVEMBER, 2016

Basic Infrastructure in Schools

*62. SHRIMATI KOTHAPALLI GEETHA:

Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) whether there is lack of basic infrastructure and staff in the Government and private schools and if so, the details thereof;

(b) whether some students are reportedly studying in porta cabin-like classrooms with prefabricated structures and tin roofs in the Government schools in some States and if so, the details thereof and the reasons therefor;

(c) whether the Government has assessed the total number of students in each school and availability of the infrastructure, *inter-alia*, furniture, desks, etc., in schools, if so, the details thereof, State/UT-wise and if not, the reasons therefor;

(d) whether the Government proposes to take action against schools devoid of the infrastructure and teaching staff and if so, the details thereof and if not, the reasons therefor; and

(e) the funds sanctioned/released/spent for the above-mentioned purposes, during each of the last three years and the current year, State/UT-wise and year-wise?

ANSWER

MINISTER OF HUMAN RESOURCE DEVELOPMENT
(SHRI PRAKASH JAVADEKAR)

(a) to (e) A statement is laid on the Table of the House.

STATEMENT REFERRED TO IN REPLY TO PART (a) TO (e) OF LOK SABHA STARRED QUESTION NO. 62 FOR 21.11.2016 REGARDING BASIC INFRASTRUCTURE IN SCHOOLS ASKED BY SHRIMATI KOTHAPALLI GEETHA.

(a): Yes, Madam.

Details on shortage of basic infrastructure in government and private schools at elementary level as per latest Unified District Information System for Education (U-DISE) data are as under:

Level		Drinking Water	Ramp	Boundary Wall	Playground	Library
Government	Number of Schools lacking facilities	37,236	6,47,601	4,42,637	4,85,190	1,60,929
	Percentage of Schools lacking facilities	3.46%	60.13%	41.10%	45.05%	14.94%
Private	Number of Schools lacking facilities	1	2,10,260	32,205	55,766	60,092
	Percentage of Schools lacking facilities	0.00%	78.45%	12.02%	20.81%	22.42%

About 13.58 crore children in 11.08 lakh government schools have access to gender segregated toilets. Under Swachh Vidyalaya initiative, 4,17,796 toilets were constructed in 2,61,400 elementary and secondary government schools in a period of one year from 15.8.2014 to 15.8.2015, thus ensuring that every government school has separate functional toilets for girls and boys. States and UTs have been instructed to ensure that all the schools in respective State/UT, including those under the non-Government sector (private, aided schools etc.) should have provision for separate toilets for boys and girls; and safe and adequate drinking water facilities to all children, in accordance with the norms under Right of Children to Free and Compulsory Education (RTE) Act, 2009.

There are 51,81,791 sanctioned posts of teachers, out of which 42,74,206 teachers are in-position and 9,07,585 vacancies (17.51%) at elementary level under State and Sarva Shiksha Abhiyan (SSA) as on 31.3.2016. State/UT-wise details are at Annexure–I. There are 24.87 lakh teachers in private schools at elementary level.

Details on shortage of basic infrastructure and staff in government and private schools at secondary level are at Annexure–II.

(b): Status of Porta Cabin/Pre-Fabricated Structures Sanctioned under SSA is as under:

S. No.	States	Year of Sanctions	Sanctioned	Achievements
1.	Chhattisgarh	2007-08	48 (500 seater Porta Cabin Schools)	48 (500 seater Porta Cabin Schools)
		2010-11	40 (500 seater Porta Cabin Schools)	40 (500 seater Porta Cabin Schools)
		2016-17	113 Pre-Fab ACRs	Yet to be started
2.	Rajasthan	2007-08	111 Pre-Fab ACRs	111

Ministry of Human Resource Development has sanctioned one Additional Class Room (ACR) for Class IX in 58 porta cabins Upper Primary Schools (UPS), in the year 2015-16 to the State of Chhattisgarh. The Government of Chhattisgarh, in its proposal for the year 2016-17 surrendered the ACR for Class IX of 58 porta cabins and proposed for regular upgradation of the 60 UPS upto secondary level. In the year 2016-17, 25 upper primary schools running in porta cabins which were found eligible, have been approved for upgradation to secondary schools as per the proposal of the State Government, alongwith requisite infrastructure.

(c) & (d): The Central Government supports State Governments and UT Administrations for creation and augmentation of infrastructural facilities in government elementary and secondary schools under Sarva Shiksha Abhiyan (SSA) and Rashtriya Madhyamik Shiksha Abhiyan (RMSA) programmes. The requirement of infrastructural facilities in schools are worked out every year by the respective State and Union Territory on incremental basis depending on their need and priority and this is reflected in their Annual Work Plan and Budget (AWP&B). Regular meetings are held with representatives of States and UTs to monitor performance of infrastructure created and status of education in schools.

Since the inception of SSA in 2001 till 30.6.2016, 3.64 lakh new elementary schools, construction of 3.12 lakh school buildings, and 18.72 lakh additional classrooms, 2.41 lakh drinking water facilities, 10.34 lakh school toilets and 19.48 lakh teacher posts have been sanctioned to States and UTs. Out of which 3.59 lakh new elementary schools have been opened, construction of 2.90 lakh school buildings and 17.48 lakh additional classrooms have been completed, 2.30 lakh drinking water facilities have been provided and 9.61 lakh school toilets constructed, and 15.74 lakh teachers have been recruited.

The Unified District Information System for Education (UDISE) captures data on various educational indicators including enrolment of students in schools. The total number of students in each school is available under UDISE. As per U-DISE, 2014-15, details of enrolment of students and number of schools State/UT-wise are at Annexure–III. The recruitment and service conditions of teachers are primarily in the domain of State Governments/UT Administrations. The Central Government provides assistance to State Governments/UTs for additional teachers to maintain appropriate Pupil Teacher Ratio as per the requirements of the States/UTs. Further, the Central Government in various meetings, State Education Secretaries conference, Joint Review Missions (JRM) advises States/UTs on timely teacher recruitment and deployment. All States and UTs have been requested to work expeditiously on filling up vacancies and organizing regular annual teacher recruitment to ensure that sufficient teaching strength is available in each and every school.

As per Sarva Shiksha Abhiyan norms assistance for furniture is provided to States & UTs for upper primary classes only. The availability of infrastructure and furniture is given below:

Elementary School		Drinking Water	Ramp	Boundary Wall	Playground	Library
Government	Number of schools having facilities	10,39,758	4,29,393	6,34,357	5,91,804	9,16,065
	Percentage of schools having facilities	96.54%	39.87%	58.90%	54.95%	85.06%
Private	Number of schools having facilities	2,68,013	57,754	2,35,809	2,12,248	2,07,922
	Percentage of schools having facilities	100.00%	21.55%	87.98%	79.19%	77.58%

Percentage of schools with furniture for students

Elementary School	Primary Only	Upper primary Section
Government	48.50%	71.85%
Private	82.95%	84.54%

Source: U-DISE, 2015-16 (provisional)

To improve the infrastructure and the teaching staff facility at secondary level, the Rashtriya Madhyamik Shiksha Abhiyan (RMSA) Scheme was launched in year 2009 with an aim to universalize access to secondary schools by providing a secondary school within a reasonable distance (5 kilometer) of every habitation, improving quality of education through making all secondary schools conform to prescribed norms and also through removal of gender, socio-economic

and disability barriers. The Scheme presently covers opening of new Government secondary schools (classes IX-X) and strengthening of existing secondary schools run by the State Government and local bodies. Till date, under the Scheme 12394 new schools and strengthening of 37382 existing schools have been approved and post of 120284 teachers including teachers for new schools and additional teachers for existing schools have been approved.

The details of available infrastructure and enrolment in secondary schools as per U-DISE, 2015-16 is at Annexure-IV (a), (b) and (c).

(e): State and UT-wise details of approved outlay, central share release and expenditure reported by States and UTs on the approved activities covering infrastructure and quality initiative including teacher's salary etc. under SSA and RMSA programmes during the last three years and the current year are at Annexure –V (a) and (b).

* * * *

ANNEXURE-I

ANNEXURE REFERRED TO IN REPLY TO PART (a) OF LOK SABHA STARRED QUESTION NO. 62 TO BE ANSWERED ON 21ST NOVEMBER, 2016 ASKED BY SHRIMATI KOTHAPALLI GEETHA REGARDING BASIC INFRASTRUCTURE IN SCHOOLS

Statement showing status on Teachers (sanctioned, working, vacancies) under State & SSA as on 31.03.2016

Sl. No.	State/UT	Sanctioned Post			Working			Vacancies		
		By State	Under SSA	Total	By State	Under SSA	Total	By State	Under SSA	Total
1	Andaman & Nicobar Islands	3557	206	3763	3204	157	3361	353	49	402
2	Andhra Pradesh	122926	24213	147139	103458	24213	127671	19468	0	19468
3	Arunachal Pradesh	6163	7342	13505	6163	6559	12722	0	783	783
4	Assam	156005	45686	201691	129700	32469	162169	26305	13217	39522
5	Bihar	190497	402042	592539	110494	278395	388889	80003	123647	203650
6	Chandigarh	3950	1390	5340	3072	1036	4108	878	354	1232
7	Chhattisgarh	189019	52946	241965	147288	51577	198865	41731	1369	43100
8	Dadra & Nagar Haveli	858	946	1804	789	841	1630	69	105	174
9	Daman & Diu	483	118	601	483	59	542	0	59	59
10	Delhi	50081	6541	56622	41352	1138	42490	8729	5403	14132
11	Goa	5574	179	5753	5574	179	5753	0	0	0
12	Gujarat	172032	53688	225720	151230	49649	200879	20802	4039	24841
13	Haryana	56655	13435	70090	46545	11614	58159	10110	1821	11931
14	Himachal Pradesh	44022	5556	49578	41296	5556	46852	2726	0	2726
15	Jammu & Kashmir	57830	43471	101301	48135	41333	89468	9695	2138	11833
16	Jharkhand	69522	122678	192200	46346	72061	118407	23176	50617	73793
17	Karnataka	204035	29057	233092	189332	24274	213606	14703	4783	19486
18	Kerala	123457	2925	126382	123457	1542	124999	0	1383	1383
19	Lakshadweep	699	40	739	649	32	681	50	8	58
20	Madhya Pradesh	184171	178928	363099	154876	144372	299248	29295	34556	63851
21	Maharashtra	286696	15387	302083	272839	15387	288226	13857	0	13857
22	Manipur	15591	3235	18826	15591	2871	18462	0	364	364
23	Meghalaya	9215	13408	22623	9215	12535	21750	0	873	873
24	Mizoram	10280	2228	12508	9180	2193	11373	1100	35	1135
25	Nagaland	13504	3464	16968	13504	3147	16651	0	317	317
26	Odisha	136669	92337	229006	136669	92337	229006	0	0	0
27	Puducherry	3876	13	3889	3353	12	3365	523	1	524
28	Punjab	81423	14090	95513	62512	10661	73173	18911	3429	22340
29	Rajasthan	161392	122024	283416	137217	108677	245894	24175	13347	37522
30	Sikkim	7206	563	7769	7206	563	7769	0	0	0
31	Tamil Nadu	128648	35001	163649	112943	35001	147944	15705	0	15705
32	Telangana	83230	14277	97507	70181	14277	84458	13049	0	13049
33	Tripura	28230	6070	34300	27194	5808	33002	1036	262	1298
34	Uttar Pradesh	336543	423355	759898	213931	371301	585232	122612	52054	174666
35	Uttarakhand	35144	10909	46053	32295	6082	38377	2849	4827	7676
36	West Bengal	253890	200970	454860	222249	146776	369025	31641	54194	85835
	Total	3233073	1948718	5181791	2699522	1574684	4274206	533551	374034	907585

Source: AWP&B 2016-17

Annexure-II

ANNEXURE REFERRED TO IN REPLY TO PART (a) OF LOK SABHA STARRED QUESTION NO. 62 TO BE ANSWERED ON 21ST NOVEMBER, 2016 ASKED BY SHRIMATI KOTHAPALLI GEETHA REGARDING BASIC INFRASTRUCTURE IN SCHOOLS

Percentage of Secondary Schools having lack of infrastructure facilities in Govt. and Pvt. schools

S. NO.	State Name	% of secondary schools not having electricity		% of secondary schools not having drinking water facilities		% of secondary schools not having library facilities		% of secondary schools not having Integrated Science Laboratories		% of secondary schools not having Furniture (desk/table) for Students	
		Government	Private	Government	Private	Government	Private	Government	Private	Government	Private
1	ANDAMAN & NICOBAR ISLANDS	0	0	0	0	0	0	59	25	3	0
2	ANDHRA PRADESH	2	3	3	0	5	6	77	64	24	11
3	ARUNACHAL PRADESH	17	1	3	0	42	13	29	25	4	6
4	ASSAM	7	43	5	10	23	45	82	88	1	13
5	BIHAR	42	44	2	4	10	14	67	54	14	13
6	CHANDIGARH	0	0	0	0	0	0	18	21	2	0
7	CHHATTISGARH	15	3	2	0	6	7	41	30	16	9
8	DADRA & NAGAR HAVELI	0	0	0	0	8	0	58	10	0	10
9	DAMAN & DIU	0	0	0	0	0	0	31	30	0	0
10	DELHI	0	0	0	0	0	0	32	20	1	1
11	GOA	2	0	2	0	1	6	13	6	3	0
12	GUJARAT	1	0	0	0	30	12	70	45	18	6
13	HARYANA	0	0	0	0	0	2	26	27	24	2
14	HIMACHAL PRADESH	0	0	0	0	1	2	65	31	20	5
15	JAMMU & KASHMIR	24	7	3	0	16	3	58	22	16	3
16	JHARKHAND	54	28	4	5	7	14	61	46	21	8
17	KARNATAKA	2	0	2	1	3	3	77	53	6	10
18	KERALA	0	1	0	0	0	2	54	28	2	7
19	LAKSHADWEEP	0		0		0		71		7	
20	MADHYA PRADESH	35	6	3	0	12	3	58	35	39	21

S. NO.	State Name	% of secondary schools not having electricity		% of secondary schools not having drinking water facilities		% of secondary schools not having library facilities		% of secondary schools not having Integrated Science Laboratories		% of secondary schools not having Furniture (desk/table) for Students	
		Government	Private	Government	Private	Government	Private	Government	Private	Government	Private
21	MAHARASHTRA	1	3	0	0	5	3	39	22	7	7
22	MANIPUR	9	10	0	1	40	15	42	40	5	5
23	MEGHALAYA	3	36	6	29	31	77	40	89	3	7
24	MIZORAM	12	6	6	4	17	68	49	86	2	4
25	NAGALAND	20	6	16	5	43	27	83	48	2	1
26	ODISHA	19	38	0	1	2	9	85	79	7	13
27	PUDUCHERRY	0	0	0	0	0	0	48	28	0	1
28	PUNJAB	0	0	0	0	0	3	26	30	5	4
29	RAJASTHAN	9	8	2	0	7	13	78	58	34	17
30	SIKKIM	0	0	0	0	6	3	41	16	6	3
31	TAMIL NADU	0	0	0	0	1	0	58	26	13	6
32	TELENGANA	2	3	3	0	5	9	83	67	10	7
33	TRIPURA	16	4	2	1	40	22	70	64	4	14
34	UTTAR PRADESH	38	20	5	0	41	22	62	48	20	4
35	UTTARAKHAND	10	4	3	0	9	5	45	31	21	8
36	WEST BENGAL	2	2	0	0	4	15	78	72	1	7
	INDIA	12	9	2	1	8	11	65	47	16	9

Source: UDISE 2015-16

ANNEXURE REFERRED TO IN REPLY TO PART (a) OF LOK SABHA STARRED QUESTION NO. 62 TO BE ANSWERED ON 21ST NOVEMBER, 2016 ASKED BY SHRIMATI KOTHAPALLI GEETHA REGARDING BASIC INFRASTRUCTURE IN SCHOOLS

Govt. Secondary Schools (Class 9th & 10th): Sanctioned, In-Position and Vacant Teaching Posts

S. NO.	States/UTs	Teacher Sanctioned	In-Position	Vacant	% Vacant Teaching Posts
1	Andaman & Nicobar Islands	832	793	39	4.69
2	Andhra Pradesh	61793	56737	5056	8.18
3	Arunachal Pradesh	NA	1277	NA	NA
4	Assam	NA	41557	NA	NA
5	Bihar	47622	30437	17185	36.09
6	Chandigarh	NA	NA	NA	NA
7	Chhattisgarh	24210	17194	7016	28.98
8	Dadra & Nagar Haveli	360	290	70	19.44
9	Daman & Diu	267	162	5	1.87
10	Delhi	15110	13772	1338	8.86
11	Goa	NA	NA	NA	NA
12	Gujarat	2392	1669	803	33.57
13	Haryana	18135	17288	847	4.67
14	Himachal Pradesh	9461	9094	367	3.88
15	Jammu and Kashmir	17772	13728	4044	22.75
16	Jharkhand	22604	6391	16213	71.73
17	Karnataka	42915	38360	4555	10.61
18	Kerala	18471	17213	1258	6.81
19	Lakshadweep	101	59	42	41.58
20	Madhya Pradesh	52402	46813	5589	10.67
21	Maharashtra	9016	8706	187	2.07
22	Manipur	2832	2126	706	24.93
23	Meghalaya	NA	NA	NA	NA
24	Mizoram	1866	1866	0	0
25	Nagaland	NA	NA	NA	NA
26	Odisha	NA	NA	NA	NA
27	Puducherry	1303	1149	154	11.82
28	Punjab	29187	25021	4205	14.41
29	Rajasthan	68789	59000	9789	14.23
30	Sikkim	NA	NA	NA	NA
31	Tamil Nadu	56355	52345	4,010	7.12
32	Telangana	43746	40602	3144	7.19
33	Tripura	6371	4195	2176	34.15
34	Uttar Pradesh	14187	7093	7094	50.00
35	Uttarakhand	18850	15507	3343	17.73
36	West Bengal	57877	54537	3340	5.77
Total		**644826**	**584981**	**102575**	**15.91**

Source: AWP&B-2016-17, Model Table-12

ANNEXURE-III

ANNEXURE REFERRED TO IN REPLY TO PART (c) & (d) OF LOK SABHA STARRED QUESTION NO. 62 TO BE ANSWERED ON 21ST NOVEMBER, 2016 ASKED BY SHRIMATI KOTHAPALLI GEETHA REGARDING BASIC INFRASTRUCTURE IN SCHOOLS

Schools and Enrolment - 2014-15 at elementary level

Sl. No.	State/UTs	No. of government schools	Enrolment in government schools	No. of aided schools	Enrolment in aided schools	Total Schools	Total Enrolment
1	A & N Islands	340	38235	2	1125	410	50827
2	Andhra Pradesh	46164	3368535	2301	217875	61915	5934396
3	Arunachal Pradesh	3382	238730	56	14460	3903	325293
4	Assam	50070	4523278	3836	327608	65141	5853278
5	Bihar	71140	20266089	179	63756	79196	22133117
6	Chandigarh	113	106491	7	2842	197	160743
7	Chhattisgarh	47264	3430217	395	63058	53299	4548680
8	D & N Haveli	275	42203	12	1775	320	58197
9	Daman & Diu	94	15164	4	4102	120	28157
10	Delhi	2842	1704446	256	104573	5739	2991067
11	Goa	916	39880	422	126234	1478	196528
12	Gujarat	33755	5941473	756	223845	43638	9142451
13	Haryana	14587	1988816	229	61742	21791	3953966
14	Himachal Pradesh	15355	600204	0		17956	958731
15	Jammu & Kashmir	23378	1025747	0		28543	1853046
16	Jharkhand	40603	4827868	1148	293343	46773	6540789
17	Karnataka	45654	4360499	3056	972749	61628	8345748
18	Kerala	4888	906499	6866	1687352	16419	4049314
19	Lakshadweep	43	7888	0		43	7888
20	Madhya Pradesh	114420	8715731	981	110324	142512	13502469
21	Maharashtra	67382	6205735	17765	6244875	97084	16172434
22	Manipur	3302	194536	572	35910	4858	508056
23	Meghalaya	7755	372706	3500	231858	13175	756455
24	Mizoram	2278	112447	90	8463	3067	214175
25	Nagaland	2259	169521	0		2963	354310
26	Odisha	58573	5243023	4672	275053	68305	6386483
27	Puducherry	428	50499	33	22256	722	171566
28	Punjab	20741	2109774	469	133086	29023	4021579
29	Rajasthan	69947	5940518	0		106254	12026202
30	Sikkim	868	79990	3	1956	1274	110808
31	Tamil Nadu	37902	4160251	8397	1908149	57153	9252467
32	Telangana	28822	2287381	778	116924	43839	4919190
33	Tripura	4326	485866	48	16498	4818	577215
34	Uttar Pradesh	160942	17096925	8915	2425101	243014	36838720
35	Uttarakhand	17505	791443	538	65306	23665	1707457
36	West Bengal	82444	11525326	409	70913	95572	13015107
	All States	**1080757**	**118973934**	**66695**	**15833111**	**1445807**	**197666909**

Source : UDISE 2014-15

ANNEXURE-IV (a)

ANNEXURE REFERRED TO IN REPLY TO PARTS (c) & (d) OF LOK SABHA STARRED QUESTION NO. 62 TO BE ANSWERED ON 21ST NOVEMBER, 2016 ASKED BY SHRIMATI KOTHAPALLI GEETHA REGARDING BASIC INFRASTRUCTURE IN SCHOOLS

Statement showing details of existing infrastructure and enrolment in secondary schools

Enrolment in Secondary Schools by Management					% of secondary schools having Furniture (desk/table) for Students		
S.No.	States/UTs	Govt.	Private Aided	Private	Govt.	Govt. aided	Private
1	A&N ISLANDS	10774	469	1575	97	100	100
2	ANDHRA PRADESH	774588	49534	449243	76	97	89
3	ARUNACHAL PRADESH	45355	2844	5469	96	100	94
4	ASSAM	685025	97723	182892	99	98	87
5	BIHAR	2893843	48926	478658	86	100	87
6	CHANDIGARH	26530	1493	12229	98	100	100
7	CHHATTISGARH	769692	21773	198238	84	92	91
8	D&N HAVELI	10635	456	1839	100	100	90
9	DAMAN & DIU	3572	1249	1265	100	100	100
10	DELHI	454780	37074	199827	99	100	99
11	GOA	6895	42345	1424	97	98	100
12	GUJARAT	117985	1138839	480801	82	96	94
13	HARYANA	387767	28658	462665	76	99	98
14	HIMACHAL PRADESH	188135	0	67762	80	0	95
15	JAMMU & KASHMIR	212043	0	126306	84	0	97
16	JHARKHAND	607269	49341	369183	79	98	92
17	KARNATAKA	698173	553925	522166	94	98	90
18	KERALA	327388	559119	211742	98	100	93
19	LAKSHADWEEP	2518	0	0	93	0	0
20	MADHYA PRADESH	1618553	51297	907874	61	84	79
21	MAHARASHTRA	232253	2756122	692343	93	99	93
22	MANIPUR	19715	4450	61405	95	97	95
23	MEGHALAYA	8134	70144	27218	97	99	93
24	MIZORAM	19430	9964	12140	98	100	96
25	NAGALAND	20648	0	38567	98	0	99
26	ODISHA	746498	372311	131816	93	98	87
27	PUDUCHERRY	19374	6162	18698	100	100	99
28	PUNJAB	484100	56619	346724	95	99	96
29	RAJASTHAN	1156061	0	1175178	66	0	83
30	SIKKIM	23713	668	2869	94	100	97
31	TAMIL NADU	1103079	602008	553007	87	98	94
32	TELANGANA	557316	27300	473512	90	98	93
33	TRIPURA	126456	7059	7666	96	100	86
34	UTTAR PRADESH	291162	1725834	4801786	80	98	96
35	UTTARAKHAND	208335	57515	122763	79	95	92
36	WEST BENGAL	2532382	10485	216320	99	99	93
INDIA		17390178	8391705	13363169	84	98	91

ANNEXURE-IV (b)

ANNEXURE REFERRED TO IN REPLY TO PARTS (c) & (d) OF LOK SABHA STARRED QUESTION NO. 62 TO BE ANSWERED ON 21ST NOVEMBER, 2016 ASKED BY SHRIMATI KOTHAPALLI GEETHA REGARDING BASIC INFRASTRUCTURE IN SCHOOLS

Percentage of Secondary Schools having infrastructure facilities in Govt. and Pvt. schools

S. NO.	State Name	% of secondary schools having electricity		% of secondary schools having drinking water facility		% of secondary schools having library facility		% of secondary schools having Integrated Science Laboratory		% of secondary schools having Furniture (desk/table) for Students	
		Govt.	Private	Govt.	Private	Govt.	Private	Govt.	Private	Govt.	Private
1	ANDAMAN & NICOBAR ISLANDS	100	100	100	100	100	100	41	75	97	100
2	ANDHRA PRADESH	98	97	97	100	95	94	23	36	76	89
3	ARUNACHAL PRADESH	83	99	97	100	58	87	71	75	96	94
4	ASSAM	93	57	95	90	77	55	18	12	99	87
5	BIHAR	58	56	98	96	90	86	33	46	86	87
6	CHANDIGARH	100	100	100	100	100	100	82	79	98	100
7	CHHATTISGARH	85	97	98	100	94	93	59	70	84	91
8	DADRA & NAGAR HAVELI	100	100	100	100	92	100	42	90	100	90
9	DAMAN & DIU	100	100	100	100	100	100	69	70	100	100
10	DELHI	100	100	100	100	100	100	68	80	99	99
11	GOA	98	100	98	100	99	94	87	94	97	100
12	GUJARAT	99	100	100	100	70	88	30	55	82	94
13	HARYANA	100	100	100	100	100	98	74	73	76	98
14	HIMACHAL PRADESH	100	100	100	100	99	98	35	69	80	95
15	JAMMU & KASHMIR	76	93	97	100	84	97	42	78	84	97
16	JHARKHAND	46	72	96	95	93	86	39	54	79	92
17	KARNATAKA	98	100	98	99	97	97	23	47	94	90
18	KERALA	100	99	100	100	100	98	46	72	98	93
19	LAKSHADWEEP	100	0	100	0	100	0	29	0	93	0
20	MADHYA PRADESH	65	94	97	100	88	97	42	65	61	79
21	MAHARASHTRA	99	97	100	100	95	97	61	78	93	93
22	MANIPUR	91	90	100	99	60	85	58	60	95	95
23	MEGHALAYA	97	64	94	71	69	23	60	11	97	93
24	MIZORAM	88	94	94	96	83	32	51	14	98	96
25	NAGALAND	80	94	84	95	57	73	17	52	98	99
26	ODISHA	81	62	100	99	98	91	15	21	93	87
27	PUDUCHERRY	100	100	100	100	100	100	52	72	100	99
28	PUNJAB	100	100	100	100	100	97	74	70	95	96
29	RAJASTHAN	91	92	98	100	93	87	22	42	66	83
30	SIKKIM	100	100	100	100	94	97	59	84	94	97
31	TAMIL NADU	100	100	100	100	99	100	42	74	87	94
32	TELENGANA	98	97	97	100	95	91	17	33	90	93
33	TRIPURA	84	96	98	99	60	78	30	36	96	86
34	UTTAR PRADESH	62	80	95	100	59	78	38	52	80	96
35	UTTARAKHAND	90	96	97	100	91	95	55	69	79	92
36	WEST BENGAL	98	98	100	100	96	85	22	28	99	93
	INDIA	88	91	98	99	92	89	35	53	84	91

Source: UDISE 2015-16

ANNEXURE-IV (c)

ANNEXURE REFERRED TO IN REPLY TO PARTS (c) & (d) OF LOK SABHA STARRED QUESTION NO. 62 TO BE ANSWERED ON 21ST NOVEMBER, 2016 ASKED BY SHRIMATI KOTHAPALLI GEETHA REGARDING BASIC INFRASTRUCTURE IN SCHOOLS

Percentage of Secondary Schools having infrastructure facilities in Govt. aided schools

S. No.	State Name	% of secondary schools having Electricity	% of secondary schools having drinking water facility	% of secondary schools having toilet facility	% of secondary schools having Integrated Science Laboratory facility	% of secondary schools having availability of Furniture (desk/table) for Students
1	A & N ISLANDS	100	100	0	0	100
2	ANDHRA PRADESH	96	100	4	36	97
3	ARUNACHAL PRADESH	100	100	0	87	100
4	ASSAM	31	87	69	1	98
5	BIHAR	93	96	7	69	100
6	CHANDIGARH	100	100	0	71	100
7	CHHATTISGARH	96	100	4	72	92
8	DADRA & NAGAR HAVELI	100	100	0	100	100
9	DAMAN & DIU	100	100	0	100	100
10	DELHI	100	100	0	67	100
11	GOA	100	100	0	92	98
12	GUJARAT	100	100	0	62	96
13	HARYANA	100	100	0	80	99
14	HIMACHAL PRADESH	100	100	-	100	100
15	JAMMU & KASHMIR	100	100	-	100	100
16	JHARKHAND	70	97	30	64	98
17	KARNATAKA	99	99	1	37	98
18	KERALA	100	100	0	71	100
19	LAKSHADWEEP	100	100	-	100	100
20	MADHYA PRADESH	88	100	12	73	84
21	MAHARASHTRA	97	100	3	75	99
22	MANIPUR	50	100	50	23	97
23	MEGHALAYA	79	83	21	24	99
24	MIZORAM	88	60	12	11	100
25	NAGALAND	100	100	-	100	100
26	ODISHA	55	100	45	2	98
27	PUDUCHERRY	100	100	0	83	100
28	PUNJAB	100	34	0	79	99
29	RAJASTHAN	100	100	-	100	100
30	SIKKIM	100	100	0	33	100
31	TAMIL NADU	100	100	0	75	98
32	TELENGANA	95	100	5	36	98
33	TRIPURA	100	100	0	21	100
34	UTTAR PRADESH	84	100	16	59	98
35	UTTARAKHAND	91	96	9	49	95
36	WEST BENGAL	99	100	1	33	99
	INDIA	**91**	**98**	**9**	**58**	**98**

Source: UDISE 2015-16

ANNEXURE-V (

ANNEXURE REFERRED TO IN REPLY TO PART (e) OF LOK SABHA STARRED QUESTION NO. 62 TO BE ANSWERED ON 21ST NOVEMBER, 2016 ASKED BY SHRIMATI KOTHAPALLI GEETHA REGARDING BASIC INFRASTRUCTURE IN SCHOOLS

Statement showing State and UT-wise approved outlay, central share released and expenditure reported by States and UTs under Sarva Shiksha Abhiyan programme during the last three years and the current year

(₹ in lakh)

Sl. No.	Name of the State	2013-14			2014-15			2015-16			2016-17	
		Outlay Approved	Central share Release	Expenditure (including state share)	Outlay Approved	Central share Release	Expenditure (including state share)	Outlay Approved	Central share Release	Expenditure (including state share)	Outlay Approved	Central share Release (as on 9.11.2016)
1	Andhra Pradesh	308847.62	174715.39	281301.52	286775.47	154566.68	220151.96	211606.15	66810.81	161051.54	263700.49	16034.59
2	Arunachal Pradesh	30348.81	19261.85	27951.01	41573.46	33607.83	35417.42	35864.48	18179.44	29271.33	38085.81	16399.64
3	Assam	160590.30	131820.73	111710.54	180927.56	97782.17	154779.39	168215.67	100464.64	116527.23	167692.16	53037.77
4	Bihar	693581.77	261013.11	464515.23	802157.80	216336.05	549982.34	738714.81	251557.33	576225.94	966527.08	270688.44
5	Chhattisgarh	162588.34	76699.64	140262.60	146266.71	92705.34	170940.10	214934.28	62219.70	147751.88	235111.31	57269.75
6	Goa	2451.22	1333.57	2122.60	2577.08	1310.38	2301.07	2423.75	813.58	1585.81	2903.76	869.11
7	Gujarat	137400.94	80559.63	110874.10	140821.83	78476.48	126367.05	197359.78	61563.82	182493.43	259135.02	77740.50
8	Haryana	74277.14	35088.42	62677.23	93301.66	42110.65	77111.15	112058.25	34501.21	52916.29	106238.33	18699.88
9	Himachal Pradesh	21505.39	11453.10	19799.95	25065.25	12547.30	22157.43	34533.84	12139.13	32526.67	42682.22	12825.46
10	Jammu & Kashmir	167731.59	89143.50	111710.53	178530.32	51276.51	68657.21	237195.26	129980.55	182893.46	206255.37	83275.43
11	Jharkhand	130241.50	45010.71	81742.33	193794.50	75775.18	130830.03	164930.30	55863.31	135591.04	158659.35	42347.08
12	Karnataka	118216.08	65371.33	91639.05	135978.35	66213.52	103546.41	154580.82	41759.33	119636.52	187896.99	54495.50
13	Kerala	40294.21	20800.66	40560.00	43109.17	21844.02	27164.26	41200.40	12858.86	25832.72	52747.60	9049.01
14	Madhya Pradesh	369535.47	200408.56	342673.13	449489.52	149094.91	275475.85	460633.51	160197.85	212603.60	522317.86	141450.86
15	Maharashtra	141693.55	65653.65	103800.01	143914.77	58288.54	119545.19	157494.84	41225.28	84734.46	229633.33	60369.65
16	Manipur	29552.96	13193.93	21941.80	32181.27	21465.80	23629.08	32202.78	18355.46	15031.94	27640.13	4405.31
17	Meghalaya	40028.62	28340.86	32342.29	40632.71	20404.51	26368.72	28572.45	16626.96	21003.75	45124.44	15438.00
18	Mizoram	19302.59	10657.69	12842.05	21046.25	14739.69	13034.86	20723.49	9437.51	14382.25	19625.21	3706.31
19	Nagaland	22171.50	15803.02	17151.36	29834.27	20568.72	15350.76	31401.22	8739.53	15943.80	30078.84	2600.00
20	Odisha	159217.27	73956.08	108390.20	192326.54	66695.31	137715.57	232170.16	82081.65	134883.34	221584.02	60349.94
21	Punjab	73953.65	38323.72	64292.06	85356.37	36215.98	64378.84	98473.90	30003.82	65592.85	105924.19	27086.98
22	Rajasthan	337217.31	242488.70	354100.45	483635.95	248041.55	425261.03	502613.61	193462.09	425030.13	586663.06	164678.90
23	Sikkim	6057.98	4195.08	4551.71	6057.89	4526.13	4819.66	6120.57	4054.36	5163.87	6851.10	2848.89
24	Tamil Nadu	152945.36	96827.48	178541.42	198987.49	135819.79	178546.68	232915.02	82111.73	141320.18	265603.51	79143.30
25	Telangana				195982.92	81406.88	104426.68	166734.42	21776.01	68807.25	185371.60	7500.00
26	Tripura	20128.12	15991.09	19083.48	23075.82	19800.13	21878.04	26134.95	16956.97	19667.41	29303.32	12553.95
27	Uttar Pradesh	917830.37	466698.04	848713.69	882045.88	449867.53	780113.36	1513952.24	505434.30	1205725.47	1901436.29	430674.00
28	Uttarakhand	40428.97	22043.51	36494.51	51885.58	22880.56	37138.60	58173.09	22588.40	38131.67	60859.27	25268.98
29	West Bengal	362860.28	153196.42	284664.48	476627.83	97240.30	250940.93	429479.85	84679.41	170734.26	468849.08	69357.13
30	A & N Islands	1385.28	612.35	733.46	1051.98	147.21	609.12	895.45	359.46	696.75	1807.66	359.00
31	Chandigarh	5803.19	3009.26	5179.60	6909.78	3893.53	6436.30	5968.24	3521.81	5767.69	6557.82	3278.90
32	Dadra & N. Haveli	1426.45	927.19	1200.73	1795.04	911.74	1987.09	2141.03	594.91	1694.87	3132.32	1060.99
33	Daman & Diu	433.30	145.54	365.43	633.70	72.77	434.56	603.55	78.38	374.01	829.27	100.00
34	Delhi	20600.30	8322.82	10211.77	20290.53	6223.73	12432.94	19202.29	7293.80	10328.59	18726.98	6944.90
35	Lakshadweep	290.69	0.00	183.84	291.05	58.83	448.88	311.82	139.87	235.30	366.48	100.00
36	Puducherry	806.34	443.19	428.13	814.13	100.00	607.62	762.67	583.14	561.18	981.85	152.59
	Total	4771744.96	2473509.82	3994752.29	5613726.43	2403016.25	4190986.17	6341298.94	2159014.41	4422718.48	7424903.12	1832160.74

Note: Expenditure shown above is against receipts from Central release, State share release and other receipts.

ANNEXURE-V (b)

ANNEXURE REFERRED TO IN REPLY TO PART (e) OF LOK SABHA STARRED QUESTION NO. 62 TO BE ANSWERED ON 21ST NOVEMBER, 2016 ASKED BY SHRIMATI KOTHAPALLI GEETHA REGARDING BASIC INFRASTRUCTURE IN SCHOOLS

Statement showing State and UT-wise approved outlay, central share released and expenditure reported by States and UTs under RMSA programme during the last three years and the current year

(Rs in Lakh)

Sl. No	State	2013-14			2014-15			2015-16			2016-17 (as on 30 Oct, 2016)		
		Outlay Approved	Central share Release	Expenditure (including state share)	Outlay Approved	Central share Release	Expenditure (including state share)	Outlay Approved	Central share Release	Expenditure (including state share)	Outlay Approved	Central share Release	Expenditure (including state share)
1	ANDAMAN AND NICOBAR ISLANDS	136.49	0	85.7	258.97	86.45	47.07	168.73	158.06	227.26	822.32	328.91	79.60
2	ANDHRA PRADESH	52394.44	19869	39586.64	26158.04	7497.42	44697.58	26761.69	27182.77	43236.94	86299.168	4895.28	505.52
3	ARUNACHAL PRADESH	1835.07	0	2691.33	1014.36	137.57	1426.62	5895.16	3626.43	984.98	9231.371	169.04	1959.24
4	ASSAM	9613.42	7062	8339.52	9075.00	15981.06	16005.33	36674.03	16261.66	30563.31	12253.124	14506.65	8660.19
5	BIHAR	25766.08	6884	58201.33	9719.41	14484.50	40525.85	12580.38	3601.01	26739.13	39571.304	18496.36	8917.33
6	CHANDIGARH	108.29	22	97.27	176.83	181.20	296.96	316.39	117.65	250.17	273.965	239.05	0.30
7	CHHATTISGARH	11029.15	18693.69	60801.35	16416.99	19018.66	109410.02	20162.99	22917.78	42361.35	46149.768	18777.11	20855.84
8	DADRA AND NAGAR HAVELI	93.21	36	239.07	290.24	50.89	77.39	79.123	207.00	139.16	152.962	67.27	39.89
9	DAMAN AND DIU	117.55	180	106.68	112.47	51.44	88.51	218.41	77.94	79.43	188.289	98.32	45.13
10	DELHI	1076.21	443	745.52	3126.04	2114.07	2100.29	2610.05	1952.97	3515.15	6558.149	1345.14	1431.18
11	GOA	270.24	104	176.06	865.66	323.15	296.23	1009.11	229.15	428.13	1292.864	334.98	190.50
12	GUJARAT	1288.7	0	8081.38	3460.01	9600.80	17128.70	10214.86	12238.29	15470.10	32424.299	11920.59	10747.51
13	HARYANA	22889.54	7204	14755.76	40342.81	15018.76	13425.72	52724.73	7726.57	27723.69	55698.8	13698.05	4096.86
14	HIMACHAL PRADESH	4772.97	21465	20565.65	15594.28	3609.39	11441.89	13349.86	12552.07	17031.54	28633.47	18204.97	4184.15
15	JAMMU AND KASHMIR	21691.21	13578	19463.368	40649.30	11544.16	12716.27	12083.54	9614.42	24537.33	55627.808	0.00	8446.52
16	JHARKHAND	17169.03	11883	663.69	10235.91	11120.31	11109.88	4758.413	7753.04	38605.14	31981.011	12713.10	5283.79
17	KARNATAKA	13897.47	12882.63	18363.11	20060.82	30351.27	34820.53	21701.917	20968.84	50779.43	32770.384	5149.23	9286.01
18	KERALA	5669.33	1719	6642.3	7538.93	3991.25	6168.94	6588.92	10247.22	5951.96	9253.946	958.50	3217.14
19	LAKSHADWEEP	23.29	0	20.6	16.82	2.12	0.00	23.723	9.79	19.11	30.501	4.20	0.00
20	MADHYA PRADESH	31157.47	52455	56566.12	44867.75	21010.77	51398.43	99632.62	28340.93	49634.15	110323.04	24175.59	27392.39
21	MAHARASHTRA	2759.93	768.13	2260.74	11272.76	23451.85	44944.14	23415.37	20180.33	9828.32	53508.517	8984.93	9684.81
22	MANIPUR	3867.97	4028.61	3546.74	5303.43	6242.42	5185.23	7472.36	5093.41	6257.68	9777.047	1710.17	3135.75
23	MEGHALAYA	1651.55	340	292.64	1260.87	58.62	974.40	969.28	40.08	166.30	3238.268	0.00	1221.62
24	MIZORAM	4020.29	3944.44	5591.78	3171.31	2802.65	5226.90	2648.03	2080.48	3689.96	3206.693	1915.92	1306.48
25	NAGALAND	4094.82	506	1502.58	1335.18	363.88	754.35	1122.78	5326.42	2676.25	8322.952	1426.41	2943.79
26	ODISHA	12702.03	26553	80761.66	8721.66	20100.26	19099.72	32437.23	19870.99	40494.99	36277.885	10058.52	4433.70
27	PUDUCHERRY	239.36	716.6	180.01	410.85	75.43	930.02	259.58	152.56	521.22	362.858	217.56	76.52
28	PUNJAB	17859.66	9259	3504.9	14827.38	9938.55	6944.61	19781.651	4482.69	28914.44	27935.981	6852.12	2726.53
29	RAJASTHAN	24724.45	26714	11954.48	24060.61	34421.36	66372.10	79477.38	37129.87	103399.68	84719.416	28762.99	40242.44
30	SIKKIM	1125.3	862	308.19	1864.90	1118.81	1824.38	2152.91	1661.22	1744.50	3000.662	736.61	914.22
31	TAMIL NADU	51088.24	35936	45830.12	41331.10	33364.51	43966.63	58525.62	31471.84	75876.18	63569.365	14458.10	18971.00
32	TELANGANA		0		18327.51	9462.65	27599.32	27753.518	20008.10	33832.34	33331.793	2359.54	3101.83
33	TRIPURA	1521.91	2365.62	3035.9	4120.84	599.04	6054.44	3247.6	910.28	3390.26	10827.399	1383.85	1220.02
34	UTTAR PRADESH	22410.52	9680	20059.82	14822.61	14228.11	15259.48	67686.95	13150.00	37877.54	51512.376	17287.36	14353.89
35	UTTRAKHAND	13405.38	7571.6	15322.04	16712.16	5825.84	14789.01	8983.629	4330.77	13017.12	28583.862	10860.16	3930.00
36	WEST BENGAL	0	76.52	12.41	17895.17	10743.70	219.20	10813.56	2909.39	22287.34	28592.736	1029.48	3028.69
Total		382470.47	303801.84	510356.46	435418.97	338972.92	633326.14	674302.09	354582.02	762251.58	1006304.36	254126.06	226635.38

Note: Utilisation is against Government of India release, States Share release and other receipts.

(Q.62)

SHRIMATI KOTHAPALLI GEETHA (ARAKU): Thank you, Madam Speaker, for giving me this opportunity to speak on the education facility and infrastructure available to the students studying in rural areas. I thank the hon. Minister for his elaborate reply in this matter. ... (*Interruptions*)

Even today, after two years of implementation of the Right to Education Act, 95.2 per cent of schools are yet to get infrastructure as promised under the Right to Education Act. I thank the hon. Minister and the Union Government for providing funds to Sarva Shiksha Abhiyan, Rashtriya Madhyamik Shiksha Abhiyan as well as Beti Bachao Beti Padhao Scheme. These all have very commendable features.... (*Interruptions*)

Madam, I would like to bring it to the notice of the hon. Minister that even today one of 10 schools has no drinking water facility. ... (*Interruptions*) There are no separate toilets for boys and girls in rural areas because of which many students are dropping out from schools. Moreover, the class rooms have been left unfinished. ... (*Interruptions*) The Sarva Shiksha Abhiyan grant which is given by the Central Government has been diverted by the States and the school buildings are in a condemned state and are left unfinished. ... (*Interruptions*)

I would like to know from the hon. Minister if there is any scheme worked out to monitor the end use of this fund which is given by the Union Government. ... (*Interruptions*) We have also submitted this report through DISHA, but no action has been initiated. How do

the hon. Minister propose to monitor the end use of funds given to the States? ... (*Interruptions*)

SHRI PRAKASH JAVADEKAR: We always ensure and do continuous monitoring of the end use of funds allotted for the specific purpose. But we would like to have more concrete suggestions as to how we monitor it more effectively. It is public money; it is the money of the poor people, which is going for educating the poor students. ... (*Interruptions*) If that money is not put to use exactly in the same fashion which it is allotted for, it is a matter of great concern. I would like to ensure that it will not happen. .... (*Interruptions*)

As far as drinking water facility is concerned, let me tell you that it is not one out of three but it is 3 per cent of schools, which do not have drinking facilities. ... (*Interruptions*)

(e1/1120/san-gg)

We have 14.5 lakh schools out of which only 37,000 schools are left. We will ensure that these schools are primarily provided drinking water facilities. ... (*Interruptions*)

As far as the boundary wall is concerned, I appeal to the village panchayats that they should come forward. Education is a community service and it has to get community support. Therefore, why will gram panchayats not have erected the boundary walls? It can be a wire mesh and cactus and squeeze. We can make boundaries. Villages can take upon themselves this responsibility. ... (*Interruptions*) We will build the ramp, but in making playgrounds, ultimately, it is the village which

also needs to participate. So, we want to upgrade the infrastructure as soon as possible. ... (*Interruptions*)

SHRIMATI KOTHAPALLI GEETHA (ARAKU): Madam, I thank the hon. Minister for his reply. ... (*Interruptions*)

There is dearth of physical infrastructure which is adding to the problem. Many schools are having teacher-student ratio of 1:30. There is also a dire need to improvise the quality education in the rural areas. So, physical infrastructure is a major challenge and due to the lack of quality education, many students, who have passed out graduation, are today not able to secure jobs. It is because the education that they have undergone was not quality based. ... (*Interruptions*)

The only way out to face this problem is digitization of education. There are many proposals for introduction of digital classrooms and smart classrooms by the Union Government. Does the Government propose any scheme to digitize? Basically with reference to the tribal and rural areas, does the Government evolve a scheme to digitize the classrooms and provide quality education to the children of rural and tribal areas? ... (*Interruptions*)

SHRI PRAKASH JAVADEKAR: As far as primary education is concerned, there is a necessity of teacher-pupil contact. Therefore, we are already preparing courses for digitization from 9th class onwards, but till 9th class also, there will be a component of digitization which will be spread all over the country. ... (*Interruptions*)

The issue is that we are appointing teachers from Sarva Siksha Abhiyan. We sanctioned 19.48 lakh posts of teachers out of which

15.74 lakh teachers have been appointed. So, there is actually no dearth of teachers. There are only 17 per cent vacancies. What happens is that deployment of teachers in rural areas is not done. People remain at district places. People try to remain at metro places. Therefore, in the rural areas, we have one lakh schools which are one-teacher schools. This is really an agony. Therefore, we want proper deployment of teachers. ... (*Interruptions*)

Lastly, we had CABE meeting where all States' Education Ministers were there. We have shown them how deployment is not happening to rural areas. So, we have discussed elaborately how to deploy teachers and how to ensure that somebody who has served in the rural area will come to semi-urban area and then, how he will be come to urban area and subsequently to metro area. So, there will be a logical transfer policy. That is what we have discussed. ... (*Interruptions*)

श्री उदय प्रताप सिंह (होशंगाबाद) : अध्यक्ष महोदया, माननीय मंत्री जी ने बहुत ही विस्तारपूर्वक उत्तर दिया है। ...(व्यवधान इंफ्रास्ट्रक्चर की बात हुई है, जैसे खेल के मैदान हैं, बाउंड्री वॉल है और ऑडिटोरियम आदि स्कूलों में हैं। ...(व्यवधान) मैं अपने राज्य मध्य प्रदेश और संसदीय क्षेत्र होशंगाबाद की बात आपके संज्ञान में लाना चाहता हूँ कि अधिकांश जो भवन बने हैं, वे बगैर खेल के मैदान और बगैर बाउंड्री वॉल के बने हैं। ...(व्यवधान) क्या भविष्य में मंत्रालय की ऐसी कोई योजना है कि जब भवन की योजना बनाएंगे तो उसमें साथ में ही खेल का मैदान और बाउंड्री वॉल शामिल करने का काम करेंगे? ...(व्यवधान) दूसरा, जिन हाई स्कूलों और हायर सैकेंड्री स्कूलों में अभी बाउंड्री वॉल नहीं है, बाउंड्री वॉल के अभाव में लोग और जो स्थानीय व्यवस्था है, वह भवनों को क्षति पहुंचाती है, नुकसान करती

है। ...(व्यवधान) क्या उन भवनों की बाउंड्री वॉल्स का निर्माण करने के लिए सरकार की कोई योजना है? ...(व्यवधान)

श्री प्रकाश जावड़ेकर : अध्यक्ष महोदया, जैसा कि मैंने पहले ही कहा है कि बाउंड्री वॉल हमारे कार्यक्रम का और राइट टू एजुकेशन का हिस्सा है। ...(व्यवधान) मैं अपील करना चाहता हूँ, क्योंकि लगभग 40 फीसदी जगहों पर स्कूलों में बाउंड्री वॉल नहीं है ...(व्यवधान) (f1/1125/cs-ak)

अब यह संख्या बड़ी है।...(व्यवधान) यह संख्या चार लाख की है।...(व्यवधान) जैसे हमने चार लाख जगह टॉयलेट का काम किया, वैसे ही चार लाख जगह बाउन्ड्री वॉल के लिए ग्राम पंचायत और गाँव क्यों नहीं सामने आयेगा।...(व्यवधान) राइट टू एजूकेशन में कोई पाबन्दी नहीं है कि समाज और कम्युनिटी भी उसको मदद करे और गाँव पहले से एजूकेशन में काम करने के लिए तैयार था।...(व्यवधान) हम उसी भाव को बढ़ावा भी देना चाहते हैं।...(व्यवधान) जो सवाल आपने प्लेग्राउन्ड्स के बारे में पूछा है, जो स्कूल पहले बने हैं, जहाँ प्लेग्राउन्ड नहीं है, राज्य सरकारें इसे सैंक्शन करती हैं।...(व्यवधान) उन्हें प्लेग्राउन्ड्स के लिए जगह रखने का प्रोविजन रखना चाहिए, हमने उन्हें यह एडवाइस दी है।...(व्यवधान) इसे राज्य सरकारें करती हैं।...(व्यवधान) उसे हम यहाँ से नहीं करते हैं।...(व्यवधान) जहाँ तक केन्द्रीय विद्यालयों, जवाहर नवोदय विद्यालयों की बात है, उनमें पर्याप्त ग्राउन्ड और प्लेग्राउन्ड्स होते हैं।...(व्यवधान)

SHRI C.K. SANGMA (TURA): Thank you, Madam. ... (*Interruptions*) The hon. Minister had just mentioned about teachers being put in all different schools. ... (*Interruptions*) Though, the number of teachers might be enough or at least, to some extent, might be covering a number of schools, but the quality is an issue that is of big concern. ... (*Interruptions*) I want to give an example of my Constituency. ... (*Interruptions*) In Class 10th Metric results, we have a pass percentage

of only 25 per cent every year, and the main reason for this is that the education quality that is there at the grass-root / primary level is very low. ... (*Interruptions*)

My Question to the hon. Minister is this. ... (*Interruptions*) In my State, the *Sarva Shiksha Abhiyan* teachers who are supposed to get a specific amount of salary has not been cleared yet. ... (*Interruptions*) It has not been passed yet and the Government of Meghalaya is planning to reduce the amount. ... (*Interruptions*)

Is the Government contemplating on improving the minimum salary of teachers throughout the country? ... (*Interruptions*) Today, teachers suffer as they are being paid Rs. 3,000, Rs. 4,000 or Rs. 5,000 per month, which is really unfair. ... (*Interruptions*) I think that the quality of education can go up only when we start taking care of our teachers. ... (*Interruptions*) Is the Government planning to have a minimum salary structure for teachers throughout the country? ... (*Interruptions*)

SHRI PRAKASH JAVADEKAR : Madam, all over the country, all those permanent teachers are getting salary based on the 6th Pay Commission's recommendations and various States have adopted it in a different fashion as per their financial ability, but essentially we are giving grant as per the 6th Pay Commission's recommendations. ... (*Interruptions*) So, the salary of permanent teachers is not the issue. ... (*Interruptions*) The issue is of salary for those *ad hoc* teachers or those who are in the process to become permanent teachers. Every State has a right to give them package and many States are giving Rs. 15,000

whereas some States are giving Rs. 5,000. ... (*Interruptions*) This variation in salary has been discussed with all Education Ministers and we have asked them to give maximum salary. ... (*Interruptions*)

But the important question that the hon. Member has asked is about the quality of teaching. ... (*Interruptions*) Therefore, let me make one major announcement. ... (*Interruptions*) As regards quality outcomes, what the students must get in the 1st, 2nd or 3rd standard for that Learning Outcomes, we are going to make Rules as per the Rules of Right to Education Act. ... (*Interruptions*) For the last 10 years these Rules for Learning Outcomes were not made. ... (*Interruptions*) Now, we are going to make it. ... (*Interruptions*) We are in the final stage and very soon we will have the Rules. ... (*Interruptions*) So, definitely, there will be Learning Outcomes; everybody will know what quality should be expected; and that will be the accountability of the teachers. ... (*Interruptions*)

श्री अजय मिश्रा टेनी (खीरी) : महोदया, सबसे पहले तो मैं माननीय मंत्री जी को बहुत बधाई देना चाहता हूँ कि शिक्षा के क्षेत्र में वे बहुत अच्छा काम कर रहे हैं।...(व्यवधान) जैसे हमारी सरकार ने अर्थव्यवस्था के मामले में एक बड़ा कदम उठाया है, जिससे हमारे काफी लोग परेशान भी हैं, ऐसे ही शिक्षा के क्षेत्र में भी नई शिक्षा नीति भारत सरकार लायेगी।...(व्यवधान) इस देश को मजबूत करने के लिए बहुत अच्छे-अच्छे काम होने वाले हैं।...(व्यवधान)

महोदया, मैं माननीय मंत्री जी से आपके माध्यम से प्रश्न पूछना चाहता हूँ।...(व्यवधान) मेरा प्रश्न विशेषकर उत्तर प्रदेश से सम्बन्धित है।...(व्यवधान) उन्होंने जो उत्तर दिया है, उसमें जो स्टेट के द्वारा शिक्षकों की नियुक्ति होती थी, वह 3,36,543 की सैंक्शन संख्या

है।...(व्यवधान) एस.एस.ए. के द्वारा 4,23,355 की संख्या है।...(व्यवधान) इस तरह कुल 7,59,898 शिक्षकों की नियुक्ति होनी चाहिए थी।...(व्यवधान)

(g1/1130/hcb/ak)

इसके सापेक्ष हम लोगों की नियुक्ति प्रदेश में कुल 5,85,232 है और रिक्तियों की संख्या 1,74,666 है, जो 22-23 प्रतिशत है। ...(व्यवधान) पूरे देश में जो 17 प्रतिशत रिक्तियाँ हैं, यह उनके सापेक्ष बहुत ज्यादा है। ...(व्यवधान) इसके साथ-साथ जो अन्य इनफ्रास्ट्रक्चर की बात हुई है, हमारे यहाँ 38 प्रतिशत ऐसे सरकारी विद्यालय हैं जहाँ पर बिजली नहीं है, पाँच प्रतिशत सरकारी विद्यालयों में पानी नहीं है। ...(व्यवधान) 41 प्रतिशत सरकारी विद्यालयों में लाइब्रेरी की फैसिलिटी नहीं है। 62 प्रतिशत सरकारी विद्यालय ऐसे हैं जहाँ प्रयोगशाला नहीं है और 20 प्रतिशत सरकारी विद्यालयों में बैठने के डैस्क और बैंच की भी असुविधा है। ...(व्यवधान) इसके अलावा शिक्षा के स्तर की बात करें तो हमारे यहाँ उत्तर प्रदेश में परीक्षा प्रणाली ऐसी है कि जहाँ कक्षा आठ तक के सभी विद्यार्थियों को उत्तीर्ण करने की व्यवस्था है। ...(व्यवधान) मैं माननीय मंत्री जी से आपके माध्यम से यह जानना चाहता हूँ कि क्या हमारी जो बुनियादी कमियाँ हैं, उनको उत्तर प्रदेश में दूर करने के लिए और परीक्षा प्रणाली को ऐसा बनाने के लिए कि जब तक उस स्तर तक विद्यार्थी न पहुँचे, उसकी कक्षा में परिवर्तन नहीं होगा, क्या सरकार कोई कदम उठाएगी? ...(व्यवधान)

श्री प्रकाश जावड़ेकर : पहले ही जैसे हमने जवाब दिया है कि हम लर्निंग आउटकम्स को डिफाइन कर रहे हैं और वह रूल्स में लाएँगे, लेकिन इसमें शिक्षकों की, स्कूलों की तथा राज्यों की भी जिम्मेवारी बनती है। इसके साथ-साथ पाँचवीं और आठवीं कक्षा में परीक्षा लेनी है या नहीं, इसके बारे में केब की मीटिंग में प्रस्ताव पारित हुआ और राज्य सरकार को केन्द्र ने सिफारिश की है कि पाँचवीं और आठवीं कक्षा में परीक्षा लेने का निर्णय राज्यों पर छोड़ा जाए क्योंकि 28 से ज्यादा राज्य आज ये परीक्षाएँ करना चाहते हैं, नहीं तो किसी की अकाउंटेबिलिटी नहीं बनती और क्वालिटी मार खा रही है। ...(व्यवधान)

जहाँ तक उत्तर प्रदेश का सवाल पूछा है, हमने एसएसए के अंडर 4,23,000 टीचर्स की पोस्ट्स सैंक्शन की हैं, लेकिन उत्तर प्रदेश की सरकार ने केवल 3,71,000 की भर्ती की है। 50,000 टीचर्स हमने मंज़ूर किए हैं, लेकिन उन्होंने भर्ती नहीं किए हैं। तो ये वैकेंसीज़ राज्य सरकार को भरनी चाहिए, हम इसके लिए फिर से लिखेंगे। ...(व्यवधान)

(इति)

HON. SPEAKER: Now, next Question. Q. No. 63.

Kunwar Bharatendra Singh -- not present.

Shri Mohite Patil Vijaysinh Shankarrao -- not present.

Now, Mr. Minister may please reply.

... (*Interruptions*)

Appendix - XVIII

GOVERNMENT OF INDIA
MINISTRY OF HUMAN RESOURCE DEVELOPMENT
DEPARTMENT OF SCHOOL EDUCATION AND LITERACY

LOK SABHA

UNSTARRED QUESTION NO. 3003
TO BE ANSWERED ON 5.12.2016

Modernization of Madarsas

3003. SHRI RAJENDRA AGRAWAL : SHRI SIRAJUDDIN AJMAL:

Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) whether the Government has ever evaluated the curriculum of Madarsas in the country;

(b) if so, the steps taken/proposed to be taken by the Government to provide modern education and teach Maths, Social Studies, Hindi, Arabic, Persian and English languages in Madarsas;

(c) the total number of Madarsas modernized under the Madarsas Modernization Scheme in the country, State/UT-wise, including in UP;

(d) the total amount of money spent by the Government on the modernization of madarsas in the country, State/UT-wise specifically in UP;

(e) the share of money spent for various infrastructural purposes like toilets, computers, rooms etc, in Madarsas: and

(f) whether the Government has directed the State Governments to accept Madarsas Certificates recognized by the State Madarsas Boards equivalent to that of CBSE certificates and if so, the reaction of the State Governments thereto?

ANSWER
MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT
(SHRI UPENDRA KUSHWAHA)

(a): No Madam.

(b): Ministry of HRD is implementing Scheme for Providing Quality Education in Madarsas (SPQEM) which provides financial assistance to encourage traditional institutions like Madarsas and Maktqabs to introduce modern subjects such as science, mathematics, social studies, Hindi and English in their curriculum through support for teachers, books, teaching learning materials and computer labs. The scheme does not provide any grant for teaching Arabic and Persian languages.

(c) & (d) : The total number of Madarsas modernized in the country and the total amount of money spent by the Government under SPQEM for the purpose, State wise and UT wise including UP is given at **Annexure**.

(e): The percentage wise share of money spent by the Government so far for infrastructural purposes is 7.43% for Library books, 3.02% for Science & Math kits and 4.76% for Computer Lab under SPQEM.

(f): The information is being collected.

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ANNEXURE

ANNEXURE REFERRED TO IN REPLY TO PART (c) AND (d) OF THE LOK SABHA UNSTARRED QUESTION NO. 3003 FOR ANSWER ON 05.12.2016 REGARDING MODERNIZATION OF MADARSAS ASKED BY SHRI RAJENDRA AGRAWAL AND SHRI SIRAJUDDIN AJMAL

S. No.	State's Name	No. of Madarsas	Amount (Rs. in lakhs)
1.	Andhra Pradesh	80	308.96
2.	Assam	1111	1848.38
3.	Bihar	1287	1618.69
4.	Chandigarh	1	0.36
5.	Chhattisgarh	1523	2656.6
6.	Haryana	13	55.86
7.	J & K	744	886.47
8.	Jharkhand	274	701.66
9.	Karnataka	258	782.16
10.	Kerala	2733	9384.85
11.	Madhya Pradesh	11083	11103.05
12.	Maharashtra	189	563.25
13.	Rajasthan	670	1347.28
14.	Tripura	774	1312.94
15.	Uttar Pradesh	54904	78032.85
16.	Uttarakhand	1008	2394.385
17.	West Bengal	393	764.99
	Total	**77040**	**113762.735**

Appendix- XIX

GOVERNMENT OF INDIA
MINISTRY OF HUMAN RESOURCE DEVELOPMENT
DEPARTMENT OF SCHOOL EDUCATION & LITERACY

LOK SABHA

UNSTARRED QUESTION NO. 3156
TO BE ANSWERED ON 5.12.2016

Ranking of States

3156. SHRI ANURAG SINGH THAKUR:

Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) whether the Government is considering ranking States in the country on the basis of their performance in the field of education based on the parameters such as learning outcomes, quality of school infrastructure etc. and if so, the details thereof; and

(b) the time limit fixed for preparation of the said ranking?

ANSWER
MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT
(SHRI UPENDRA KUSHWAHA)

(a) Yes, Madam. Ministry of Human Resource Development (MHRD) and NITI Aayog are jointly working on a School Education Quality Index (SEQI) with the goal of institutionalizing a focus on improving education outcomes at the State and UT level. The details of the index are still under preparation.

(b) School Education Quality Index (SEQI) is expected to be launched by January, 2018 after completing consultations with all States and UTs.

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Appendix- XX

GOVERNMENT OF INDIA
MINISTRY OF HUMAN RESOURCE DEVELOPMENT
DEPARTMENT OF SCHOOL EDUCATION & LITERACY

LOK SABHA

UNSTARRED QUESTION NO. 3218
TO BE ANSWERED ON 5.12.2016

School Education Quality Index

†3218. SHRI RAM KUMAR SHARMA:

Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) whether the Government feels that there is a need to give priority to the expansion and growth of education system in the Country;

(b) if so, the steps of the Government in this regard;

(c) whether the Government has taken a decision to prepare a School Education Quality Index on the basis of various achievements in education sector in all the States across the Country;

(d) if so, the details of various issues selected for assessment purpose under the said Index; and

(e) the agency which has been assigned/ being assigned the responsibility for making assessment under the said Index?

ANSWER

MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (SHRI UPENDRA KUSHWAHA)

(a) & (b). Yes, Madam. The Central Government through SSA and RMSA provides assistance to States and UTs for growth and expansion of education system.

Since the inception of SSA in 2001 till 30.6.2016, 3.59 lakh new elementary schools have been opened, construction of 2.90 lakh school buildings and 17.48 lakh additional classrooms have been completed and 9.61 lakh school toilets constructed, and 15.74 lakh teachers have been recruited. Further Since the inception of RMSA in 2009, 12394 new secondary schools have been approved and funds have been

provided for strengthening of 37,382 existing secondary schools. Under RMSA, 120284 teachers including Head Masters are approved till date.

(c) & (d). Ministry of Human Resource Development (MHRD) and NITI Aayog are jointly working on a School Education Quality Index (SEQI) with the goal of institutionalizing a focus on improving education outcomes at the State and UT level. The details of the index are still under preparation.

(e). The data for the index will be uploaded by States and UTs. To monitor the SEQI roll-out and to support the States and UTs, a Project Management Unit (PMU) will be set-up at the National level.

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Appendix - XXI

Extracts from Manual of Parliamentary Procedures in the Government of India, Ministry of Parliamentary Affairs.

Chapter 8

Assurances

8.1 During the course of reply given to a question or a discussion, if a Minister gives an undertaking which involves further action on the part of the Government in reporting back to the House, it is called an 'assurance'. Standard list of such expressions which normally constitute assurances as approved by the Committee on Government Assurances (CGA) of the respective House, is given at Annex-3. As assurances are required to be implemented within a specified time limit, care should be taken by all concerned while drafting replies to the questions to restrict the use of these expressions only to those occasions when it is clearly intended to give an assurance on the floor of the House. Definition

8.2 An assurance given in either House is required to be fulfilled within a period of three months from the date of the assurance. This limit has to be strictly followed. Time limit for fulfilling an assurance

8.3 To ensure early fulfillment of assurances, entire process beginning from culling out of assurances from the proceedings of the House to the submission of Implementation Report including extension of time, dropping and transfer of assurances have been automated through a Software Application named "Online Assurances Monitoring System" (OAMS). Requests for extension of time, dropping or transfer of assurances and submission of Implementation Report through any other offline mode shall not be entertained under any circumstances. Online Assurances Monitoring System (OAMS)

Culling out of Assurances

8.4 When an assurance is given by a Minister or when the Presiding Officer, directs the Government to furnish information to the House, it is extracted by the Ministry of Parliamentary Affairs, from the relevant proceedings and communicated to the Department concerned online through 'OAMS' normally within 20 working days of the date on which it is given on the floor of the House.

Deletion from the list of assurances

8.5 If the administrative Ministry/Department has any objection to treating such a statement as an assurance or finds that it would not be in the public interest to fulfill it, it may upload its request at 'OAMS' within a week of treating such statement as assurance for getting it deleted from the list of assurances. Such action will require prior approval of the Minister concerned and this fact should be clearly indicated in their communication containing the request. If such a request is made towards the end of stipulated period of three months, then it should invariably be accompanied with a request of extension of time. The department should continue to seek extension of time till the decision of the Committee on Government Assurances is conveyed through 'OAMS'. Requests received through offline mode shall not be entertained by either Rajya Sabha/Lok Sabha Secretariat or Ministry of Parliamentary Affairs.

Extension of time for fulfilling an assurance

8.6 If the Department finds that it is not possible to fulfill the assurance within the stipulated period of three months or within the period of extension already granted, it may seek further extension of time as soon as the need for such extension becomes apparent, indicating the reasons for delay and the probable additional time required alongwith details of action taken/progress made in the matter. All such request should be submitted at 'OAMS' for decision by CGA thereon with the approval of the concerned Minister.

Registers of Assurances

8.7.1 The particulars of every assurance will be entered by the Parliament Unit of the Ministry/Department concerned in a register as at Annex 4 after which the assurance will be passed on to the concerned section

8.7.2 Even ahead of the receipt of communication from the Ministry of Parliamentary Affairs through 'OAMS' the section concerned should take prompt action to fulfill such assurances and keep a watch thereon in a register as at Annex 5.

8.7.3 The registers referred to in paras 8.7.1 and 8.7.2 will be maintained separately for the Lok Sabha and the Rajya Sabha assurances, entries therein being made session wise.

Role of Section Officer and Branch Officer

The Section Officer in charge of the concerned section will:

(a) scrutinize the registers once a week;

(b) ensure that necessary follow-up action is taken without any delay whatsoever;

(c) submit the registers to the branch officer every fortnight if the House concerned is in session and once a month otherwise, drawing his special attention to assurances which are not likely to be implemented within the period of three months; and

(d) review of pending assurances should be undertaken periodically at the highest level in order to minimize the delay in implementing the assurances.

8.8 The branch officer will likewise keep his higher officer and Minister informed of the progress made in the implementation of assurances, drawing their special attention to the causes of delay.

Procedure for fulfillment of an assurance

8.9.1 Every effort should be made to fulfill the assurance within the prescribed period. In case only part of the information is available and collection of the remaining information would involve considerable time, an Implementation Report(IR) containing the available information should be uploaded at 'OAMS' in part fulfillment of the assurance, within the prescribed time limit. However, efforts should continue to be made for expeditious collection of the remaining information for complete implementation of the assurance at the earliest.

8.9.2 Information to be furnished in partial or complete fulfillment of an assurance should be approved by the Minister concerned before it is uploaded at 'OAMS' in both English and Hindi versions in the prescribed pro forma as at Annex-6 , together with its enclosures. After online submission of the Report for fulfillment of the assurance partial or complete as the case may be, four hard copies each in Hindi and English version with one copy of each version duly authenticated by the officer concerned should be sent to the Ministry of Parliamentary Affairs for laying until e-laying is adopted by the concerned House.

8.9.3 The Implementation Report should be submitted at'OAMS' only. Implementation Report sent by any other mode or sent to Rajya Sabha/Lok Sabha Secretariat directly, will not be considered for laying.

Laying of the Implementation Report on the Table of the House

8.10 The Ministry of Parliamentary Affairs, after scrutiny of the Implementation Report, will arrange to lay it on the Table of the House concerned. A copy of the Implementation Report, as laid on the Table, will be forwarded by Ministry of Parliamentary Affairs to the member(s) concerned. Details of laying of Implementation Report submitted by the Ministry/Department concerned would be made available by the Ministry of Parliamentary Affairs at 'OAMS'. The Parliament Unit of the Ministry/Department concerned and the concerned section will, on the basis of information available at 'OAMS', update their records.

Obligation to lay a paper on the Table of the House vis-à-vis assurance on the same subject

8.11 Where there is an obligation to lay any paper (rule/ order/notification, etc.) on the Table of the House and for which an assurance has also been given, it will be laid on the Table, in the first instance, in fulfillment of the obligation, independent of the assurance given. After this, a formal report regarding implementation of the assurance indicating the date on which the paper was laid on the Table will be submitted at 'OAMS' in the prescribed pro forma (Annex-6) in the manner already described in para 8.9.2

8.12 Each House of Parliament has a Committee on Government Assurances nominated by the Chairman/ Speaker. It scrutinizes the Implementation Reports and the time taken in the fulfillment of Government Assurances and focuses attention on the delays and other significant aspects, if any, pertaining to them. Instructions issued by Ministry of Parliamentary Affairs from time to time as available on 'OAMS' are to be followed strictly.

Committtees on Government Assurances

RSR 211-A

LSR 323, 324

8.13 The Ministries/Departments will, in consultation with the Ministry of Parliamentary Affairs, scrutinize the reports of these two Committees for remedial action wherever called for.

Reports of the Committees on Government Assurances

8.14 On dissolution of the Lok Sabha, the pending assurances do not lapse. All assurances, promises or undertakings pending implementation are scrutinized by the new Committee on Government Assurances for selection of such of them as are of considerable public importance. The Committee then submits a report to the Lok Sabha with specific recommendations regarding the assurances to be dropped or retained for implementation by the Government.

Effect on assurances on dissolution of the Lok Sabha

Annexure -I

MINUTES

COMMITTEE ON GOVERNMENT ASSURANCES
(2019-2020)
(SEVENTEENTH LOK SABHA)
FIFTH SITTING
(24.01.2020)

The Committee sat from 1100 hours to 1210 hours in Committee Room "B", Parliament House Annexe, New Delhi.

PRESENT

Shri Rajendra Agrawal - **Chairperson**

MEMBERS

2. Shri Nihal Chand Chauhan
3. Shri Kaushalendra Kumar
4. Shri Pashupati Kumar Paras
5. Shri Chandra Sekhar Sahu

SECRETARIAT

1. Shri Pawan Kumar - Joint Secretary
2. Shri H. Ram Prakash - Director
3. Shri S.L. Singh - Deputy Secretary

WITNESSES

Ministry of Human Resource Development (Department of School Education and Literacy)**

1. Shri Amit Khare - Secretary
2. Shri Maneesh Garg - Joint Secretary
3. Shri Sachin Sinha - Joint Secretary
4. Shri P.K. Banerjee - Deputy Director General (Stats.)
5. Shri T.S. Rautela - Deputy Secretary
6. Shri P.K. Singh - Deputy Secretary
7. Shri M.C. Worthing - Deputy Secretary

Central Board of Secondary Education

1. Shri Anita Karwal - Chairperson (CBSE)
2. Shri Anurag Tripathi - Secretary (CBSE)

National Council of Educational Research and Training

1. Shri A.P. Bahera - Joint Director
2. Shri K.C. Tripathi - Professor

Ministry of Parliamentary Affairs

1. Shri P.K. Halder - Under Secretary

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2. Thereafter, the representatives of the Ministry of Human Resource Development** (Department of School Education and Literacy) and the Ministry of Parliamentary Affairs were ushered in. Welcoming the witnesses to the sitting of the Committee, the Chairperson impressed upon them to not disclose the deliberations of the Committee to any outsider. The Committee then took oral evidence of the representatives of the Ministry of Human Resource Development** (Department of School Education and Literacy) regarding pending Assurances. Expressing concern over the long pendency of as many as 103 Assurances of the Ministry, the Chairperson asked the Secretary, Department of School Education and Literacy to give an overview of the pending Assurances of the Ministry and also enquired about the internal mechanism and system of monitoring and reviewing the implementation of pending Assurances in the Ministry.

3. The Secretary, Department of School Education and Literacy accordingly briefed the Committee on the above issues highlighting the periodic meetings of all the bureau heads and Joint Secretaries held every month to review the financial matters, Parliamentary Assurances and audit.

4. The Chairperson and Members thereafter raised various queries and sought certain clarifications on the 20 pending Assurances (Enclosure) taken up for the day. The witnesses responded to these queries and also provided clarifications. As some queries required detailed reply and inputs from various quarters, the Chairperson asked the witnesses to furnish written replies on the same in due course.

5. The evidence was completed.

6. The Chairperson thanked the witnesses for deposing before the Committee and furnishing the available information on the queries raised and clarifications sought by them.

7. The witnesses, then, withdrew.

8. A verbatim record of the proceedings has been kept.

The Committee then adjourned.

Enclosure

COMMITTEE ON GOVERNMENT ASSURANCES (2019-2020)

Statement of pending Assurances pertaining to the Ministry of Human Resource Development (Department of School Education and Literacy) discussed during oral evidence held on 24.01.2020**

S.No.	SQ/USQ No. dated	Subject
1.*	USQ No. 1310 dated 21.08.2007	Affiliation of Indian and International Schools
2.*	USQ No. 432 dated 21.10.2008	International Schools
3.*	USQ No. 2607 dated 16.12.2008	International Schools
4.	General Discussion dated 31.07.2009	Motion for Consideration of Right of Children to Free and Compulsory Education Bill
5.*	USQ No. 983 dated 25.11.2009	International Schools
6.*	USQ No. 1823 dated 04.08.2010	Regulation of International School
7.*	USQ No. 464 dated 27.02.2013	Registration of International Schools
8.	USQ No. 3807 dated 20.03.2013	Linguistic Minority Schools
9.@	USQ No. 5923 dated 29.04.2015	Sarva Shiksha Abhiyaan
10.@	USQ No. 5971 dated 29.04.2015	Appropriation of Funds
11.	Special Mention dated 13.05.2015	Guidelines of CBSE Schools
12.	SQ No. 301 dated 21.12.2015 (Supplementary by Shri C.R. Chaudhary, M.P.)	National Talent Search Examination
13.	USQ No. 133 dated 18.07.2016	Vacancy of Teachers

14.	SQ No. 62 dated 21.11.2016 (Supplementary by Smt. Geetha Kothapalli,M.P.)	Basic Infrastructure in Schools
15.	SQ No. 62 dated 21.11.2016 (Supplementary by Smt. Geetha Kothapalli, M.P.)	Basic Infrastructure in Schools
16.	SQ No. 62 dated 21.11.2016 (Supplementary by Shri C.K. Sangma, M.P.)	Basic Infrastructure in Schools
17.	SQ No. 62 dated 21.11.2016 (Supplementary by Shri Ajay (Teni) Misra, M.P.)	Basic Infrastructure in Schools
18.	USQ No. 3003 dated 05.12.2016	Modernisation of Madarsas
19.$	USQ No. 3156 dated 05.12.2016	Ranking of States
20.$	USQ No. 3218 dated 05.12.2016	School Education Quality Index

* Similar issues/subjects

@ Similar issues/subjects

$ Similar issues/subjects

**Since renamed as 'Ministry of Education'.

MINUTES

Annexure-II

COMMITTEE ON GOVERNMENT ASSURANCES
(2019-2020)
(SEVENTEENTH LOK SABHA)
EIGHTEENTH SITTING
(08.10.2020)

The Committee sat from 1100 hours to 1200 hours in Committee Room "C", Parliament House Annexe, New Delhi.

PRESENT

Shri Rajendra Agrawal - **Chairperson**

MEMBERS

2. Shri Ramesh Chander Kaushik
3. Shri Kaushalendra Kumar
4. Shri Ashok Mahadeorao Nete
5. Shri Santosh Pandey
6. Dr. Bharatiben Dhirubhai Shyal

SECRETARIAT

1. Shri Pawan Kumar - Joint Secretary
2. Shri Lovekesh Kumar Sharma - Director
3. Shri S.L. Singh - Deputy Secretary

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At the outset, the Chairperson welcomed the Members to the sitting of the Committee and apprised them that the sitting has been convened to consider and adopt 04 draft Reports and for taking oral evidence of the representatives of the Ministry of Rural Development (Department of Land Resources). Thereafter, the Committee considered and adopted the following four (04) draft Reports without any amendments:-

(i) Draft Thirteenth Report (17th Lok Sabha) regarding 'Requests for Dropping of Assurances (Acceded to)';
(ii) Draft Fourteenth Report (17th Lok Sabha) regarding 'Requests for Dropping of Assurances (Not Acceded to)';
(iii) Draft Fifteenth Report (17th Lok Sabha) regarding 'Review of Pending Assurances Pertaining to the Ministry of Communications (Department of Telecommunications); and
(iv) Draft Sixteenth Report (17th Lok Sabha) regarding 'Review of Pending Assurances Pertaining to the Ministry of Education (Department of School Education and Literacy)'.

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The Committee then adjourned.

Annexure-III

MINUTES
COMMITTEE ON GOVERNMENT ASSURANCES
(2020-2021)
(SEVENTEENTH LOK SABHA)
FOURTH SITTING
(08.02.2021)

The Committee sat from 1430 hours to 1500 hours in Chairperson's Chamber, Room No. 216, Block-B, Extension to Parliament House Annexe, New Delhi.

PRESENT

Shri Rajendra Agrawal - Chairperson

Members

2. Shri Nihal Chand Chauhan
3. Shri Ramesh Chander Kaushik
4. Shri Kaushalendra Kumar
5. Shri Santosh Pandey
6. Shri Pashupati Kumar Paras

Secretariat

1. Shri Pawan Kumar - Joint Secretary
2. Shri Lovekesh Kumar Sharma - Director
3. Shri S.L. Singh - Deputy Secretary

At the outset, the Chairperson welcomed the Members to the sitting of the Committee and apprised them regarding the day's agenda. Thereafter, the Committee considered and adopted the following Four (04) draft Reports without any amendments:-

(i) Draft Thirteenth Report (17th Lok Sabha) regarding 'Requests for Dropping of Assurances (Acceded to)';

(ii) Draft Fourteenth Report (17th Lok Sabha) regarding 'Requests for Dropping of Assurances (Not Acceded to)';

(iii) Draft Fifteenth Report (17th Lok Sabha) regarding 'Review of Pending Assurances Pertaining to the Ministry of Communications (Department of Telecommunications)'; and

(iv) Draft Sixteenth Report (17th Lok Sabha) regarding 'Review of Pending Assurances Pertaining to the Ministry of Education (Department of School Education and Literacy)'.

2. The Committee also authorized the Chairperson to present the Reports during the ongoing Session.

The Committee then adjourned.

Annexure-IV

COMPOSITION OF THE COMMITTEE ON GOVERNMENT ASSURANCES*
(2019 - 2020)

SHRI RAJENDRA AGRAWAL - Chairperson

MEMBERS

2. Shri Sudip Bandyopadhyay
3. Shri Nihal Chand Chauhan
4. Shri Gaurav Gogoi
5. Shri Nalin Kumar Kateel
6. Shri Ramesh Chander Kaushik
7. Shri Kaushalendra Kumar
8. Shri Ashok Mahadeorao Nete
9. Shri Santosh Pandey
10. Shri Pashupati Kumar Paras
11. Shri Parbatbhai Savabhai Patel
12. Shri M.K. Raghavan
13. Shri Chandra Sekhar Sahu
14. Dr. Bharatiben Dhirubhai Shyal
15. Smt. Supriya Sule

SECRETARIAT

1. Shri Pawan Kumar - Joint Secretary
2. Shri Lovekesh Kumar Sharma - Director
3. Shri S. L. Singh - Deputy Secretary

* The Committee was constituted w.e.f. 09 October, 2019 *vide* Para No. 609 of Lok Sabha Bulletin Part-II dated 09 October, 2019