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INDIAN EDUCATION MINISTRY PERFORMANCE ANALYSIS REPORT





PERFORMANCE ANALYSIS OF MINISTRY OF EDUCATION

A REPORT BY NITI TANTRA

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OVERVIEW

India is home to many geniuses that are dominating industries all over the world. From masterminds like Chanakya, with deep knowledge of Vedas, to modern-day CEOs like Falguni Nayyar, it is a notable fact that education and knowledge have been a strong suit of India for centuries. There is no doubt that access to quality education has been a top priority for the Indian government. We are still suffering the ramifications of the Colonial Era. With multiple plans and policies, the subsequent governments of Post-Independent India have made many attempts to improve the skills and literacy of our people.

Taking inspiration from Finland can be fruitful for India. By law, teachers are required to take a 15-minute break every 45 minutes of class. Teachers are respected, and barriers to entry into the profession are high. At the same time, they have the flexibility to plan classes at their discretion and receive feedback at the end of the session to help them improve. One of the most important guidelines in this country is the provision of free university education. In particular, these are bachelor's degree programs and master's and doctoral programs.

Under the No Child Left Behind Act of the USA, schools are required to annually assess the learning outcomes in reading and mathematics for students from classes 3 to 8. If the school fails to achieve minimum test scores, the consequences include removing teachers, restructuring or closure, and an option for students to transfer to another school. The relevant learnings that India can deduce from these countries allow students to explore new fields and ensure holistic growth.

The prolonged disruption in education and work caused by the COVID Pandemic has drastically impacted children's growth and development. While the government has allocated over Rs 5,700 crore to the school education sector to mitigate the effects of Covid-19, the 2021 budget saw a cut of 6% allocation in education.



With the schools opting for online teaching, children living in rural areas suffer the most. Schemes like PMeVidya and DIKSHA have helped bridge the digital divide to some extent. In 2020-21, 818 crores were shared by the central government across states to promote online learning, and 268 crores were allocated for online teacher training under Samagra Shiksha to ensure the professional development of teachers. The Samagra Shiksha has been allocated Rs 31,050 crore (6.8% annual increase) in 2021 for elementary and higher education. Funds have also been allocated for the initiatives by the Ministry, like building 15000 new schools, 100 Sainik Schools, and setting up the Higher Education Commission of India.

The Pandemic has created a new generation of problems, pushing children and adults into a position of distress. It has caused a high dropout rate, low enrollment, and stunted growth in the learning abilities, especially in women. People depending on the government schools for their children's education need the maximum support. Desperate to get some financial relief, people, especially in rural areas, marry off their children at a young age, making these children vulnerable. Teachers and field investigators across the country complain that primary grade kids struggle to make sense of questions to test basic comprehension and numerical skills. Such challenges reveal the urgency for better education infrastructure and accessible digitization for better learning outcomes.

The budget allocated for the Education sector is imperative to understand and analyze the anticipations of the government and the actual conditions. The allocation of funds stands at Rs 93,224 crore, the 8th highest allocation among all Ministries in 2021. For the past ten years, the utilization of funds has fluctuated multiple times, with 83% being the lowest in 2014-15. Such underutilization of funds poses a threat to the education of children.

The RTE Act mandates education for children till class 8, due to which the dropout rate has been relatively lower. However, it increases after class 9. The most prominent reason for dropping out is either getting married or engaging in domestic or economic activities. The GDP allocated to higher education is roughly 1% out of the approximate 3% stable rate. Economists have recommended increasing the education sector's share of the GDP rate to 6%. The government must extend the



ambit of the Act to encourage higher education among people. It should also increase the funds allocated for scholarships.

With education comes the need for nutrition for better growth. The Mid-day Meal scheme has been allocated 11500 Crores this year. However, the problems regarding the implementation still prevail. Schools have complained that they did not receive rations for midday meals. Quality of education is a determinant of the qualifications of teachers. Many teachers were hired to teach without a B.ed Degree before 2014. The NEP 2020 has suggested a four-year integrated B.ed program that includes practical training. Lack of professional training, deploying teachers to make midday meals, and giving them duties during elections have widened the gaps in our education system.

While there has been some progress on the matters discussed above, there is still room for improvement. The Ministry must modify strategies and help people adapt to the Post Pandemic era for holistic development. With better applications of the allotted funds, the Education Sector can transform the current system and give rise to young leaders who will shape the future of our country.



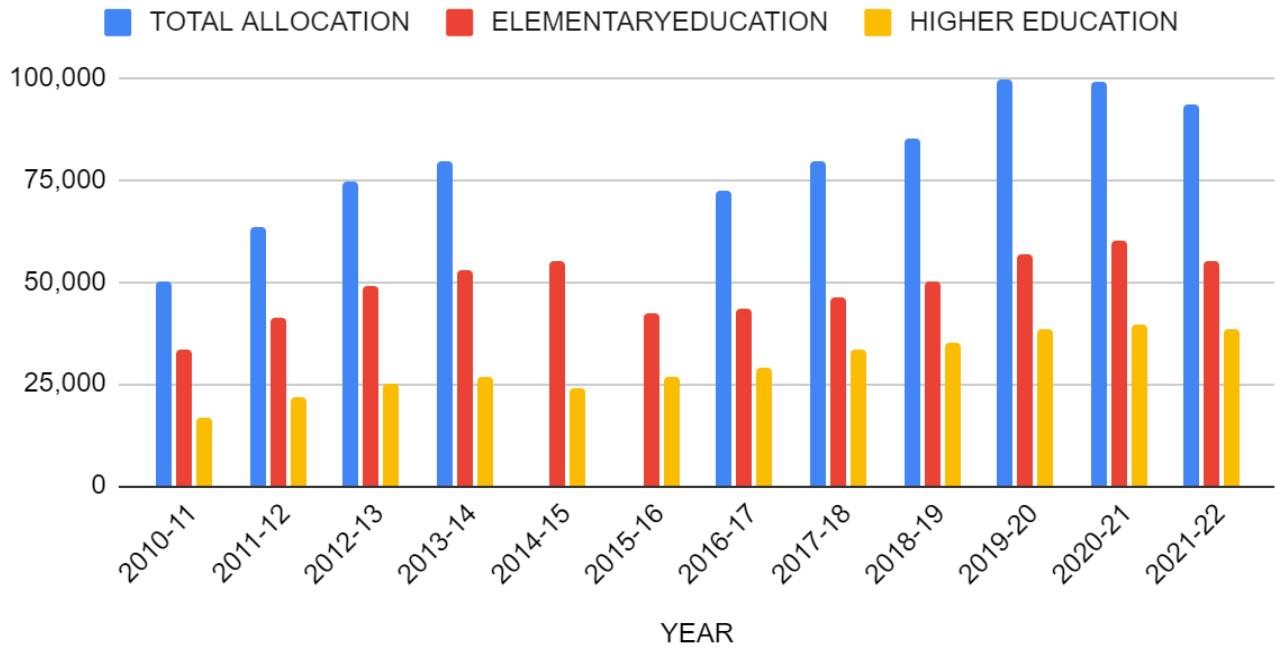
EDUCATION BUDGETARY ALLOCATION 2010-22

(In Crores)

YEAR	TOTAL ALLOCATION	ELEMENTARY EDUCATION	HIGHER EDUCATION
2010-11	49,904	33,214	16,690
2011-12	63,363	41,451	21,912
2012-13	74,531	48,781	25,275
2013-14	79,451	52,701	26,750
2014-15	78,815	55,115	23,700
2015-16	69,074	42,220	26855
2016-17	72,394	43,554	28,840
2017-18	79,686	46,356	33,330
2018-19	85,010	50,000	35,010
2019-20	99,847	56,537	38,317
2020-21	99,312	59,845	39,467
2021-22	93,224	54,874	38,351



TOTAL ALLOCATION, ELEMENTARY EDUCATION and HIGHER EDUCATION





CHAPTER 2

ANALYSIS OF DEMAND FOR GRANTS REPORTS

The following table analysis is formulated in reference to three reports:

1. Demands for Grants 2018-19 (Demand No. 57) of the Department of School Education and Literacy (Report 305)
2. Demands for Grants 2020-21 (Demand No. 58) of the Department of School Education & Literacy (Report No. 312)
3. Demand for Grants 2021-22 of the Department of School Education and Literacy (Report No. 323)

BUDGET ALLOCATION

a) General Budget

I. 2018-2019

Year	Proposed Demand	Budget Allocation	Shortage	Education Budget as % as GDP
2015-16	—	42219.50 cr	—	0.31%
2016-17	—	43554.00 cr	—	0.29%
2017-18	—	46356.25 cr	—	0.28%



2018-19	65551.59 cr	50000.00 cr	15551.59	---
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Observation & Recommendation: The budget allocation for the Department compared to the previous years showed an increase (2993.75 crores more than RE of the last year). However, the GDP percentage share has continuously decreased. The Committee *urged* the Department to increase the budget allocation and spend the resources wisely.

II. 2020-21

RE (2019-20)	Proposed BE (2020-21)	Allocated BE (2020-21)	% of GDP increase (in terms of RE 2019-20 & Allocated BE 2020-21)	Shortage (2020-21) (Proposed - Allocation)
56536.63 cr	82570.04 cr	59845.00 cr	Increased by 5.85% (Value: 3308.37 cr)	22725.04 cr (27.52%)

Observation & Recommendation: There is a consistent increase in expenditure on education. However, 27.52% of shortage has been made in the proposed BE 2020-21, and this substantial reduction majorly lies within the Centrally Sponsored (27.26%) and Central Sector Schemes (27.22%). It *recommended* that expenditure on education, especially school education, be *increased* further and funds are utilized judiciously and effectively.

III. 2021-22

RE (2020-21)	Projections made to	BE (2021-22)	Overall percentage	Shortage % (Proposed and
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	Ministry of Finance (Proposed)		increase in budget (comparing RE 2020-21 & BE 2021-22)	Allocated BE)
5218 9.07 cr	82137.16 Cr	54873. 66 cr	Increase of 5.14 % (Value: 2684.59 cr)	Reduction of 47.30 %

Observation & Recommendation: There has been a percentage increase (5.14 %) in the budget compared to RE 2020-21 allotment. However, the Committee *raised concern* over the major reduction in the allocated demand against the proposed projection and commented that this would adversely affect the schemes/programmes. Furthermore, the implementation of the New Education Policy, 2020, may not pick up with reduced allocation.

b) NER, SC & ST

I. 2018-2019 & 2020-2021

Budgetary Allocation	NER	SC	ST
BE 2017-18	3898.07 (10.00 %)	7796.91 (20.00 %)	4171.16 (10.70 %)
BE 2018-19	4239.23 (10.00 %)	8478.21 (20.00%)	4535.84 (10.70 %)
RE 2019-20 (56536.63 cr)	5176.78 (9.16%)	10257.92 (18.14%)	5831.61 (10.31%)



BE 2020-21 (59845.00 cr)	5180.00 (8.66%)	10270.00 (17.16%)	5844.00 (9.77%)
RE 2020-21 (52189.07 cr)	4585.65 (10.98 %)	8987.04 (17.22 %)	5709.45 (10.93 %)
BE 2021-22 (54873.66 cr)	4382.77 (10.04 %)	9420.68 (17.16 %)	5710.40 (10.40 %)

Observation: The Committee *appreciated* the amount allocated in 2018-19 for NER, SCSP, and TSP, which were as per the prescribed percentage and consistent with the previous year's allocation.

However, prior to RE 2019-20, there was roughly an increasing trend in the budgetary allocation under the three categories. However, the Committee *expressed concern* over the marginal declines in the percentage of expenditure under the three categories in the BE 2020-21.

The *Committee raised the same concern* in the next year's report, as it noted that the amount allocated to North Eastern Region (NER) in BE 2021-22 has been reduced compared to both the BE and RE 2020-21. Whereas, there has been a reduction of ₹849.32 Cr in allocation to SCSP in BE 2021-22 compared to BE 2020-21.

Recommendation: The Committee in the 2018-19 Report *recommended* the Department in regard to SC, ST, and NER regions to devise innovative strategies based upon the grass-root realities in different parts of the country to ensure that the benefits of the financial resources allocated reach levels for whom it was intended.



Both the Committees (2020-21 & 2021-22) **urged** the Department to allocate more funds to NER, SCSP, and TSP and ensure that these sectors do not suffer any shortfall.

2021-22 Report further **recommended** conducting a comprehensive socio-economic-educational survey of the NER to devise more focused and result-oriented strategies.

c) Scheme and Non-Scheme Budget

Following is the budget allocation of specific schemes and non-scheme provisions, which have been significantly addressed and discussed by the Committees (in all three Reports).

Category	Provision & Report Year	Year	Proposed	Allocation	Shortage Or Surplus
Scheme	RTE + Sarva Shiksha Abhiyan (SSA)	BE 2018-19	37048.00 cr	26128.81 cr	10919.19 cr
	Samagra Shiksha (SSA+RMSA +TE)	2020-21	45933.70 cr (Made as per Medium Term Expenditure Framework)	BE 38750.00 cr	7183.7 cr
				RE 27957.32 cr	—
BE 2021-22	—	31050.16 cr	—		



	Mid-Day Meal (MDM)	BE 2018-19	12147.00 cr	10500.00 cr	1647.00 cr
		2020-21	19946.01 cr	BE 11000.00 cr	8946.01 cr
				RE 12900.00 cr	—
		BE 2021-22	—	11500.00 cr	—
Non-Scheme	Kendriya Vidyalaya Sangathan (KVS)	BE 2018-19	5600.00 cr	4425.00 cr	1175.00 cr
		2020-21	7781.94 cr	BE 5516.50 cr	2265.44 cr
				RE 6437.68 cr	—
		BE 2021-22	—	6800.00 cr	—

Committee Recommendations

1) Samagra Shiksha

- a) **Committee Report 2020-21:** As per findings, the Department has only spent 71.27% of the RE 2019-20 under Samagra Shiksha till 31.02.2020; the Committee *urges* the Department to be more vigilant to maintain financial targets and keep a close eye on the shortage of funds.

It further *raises concerns* regarding the steep reduction in funds allocated to Samagra Shiksha in the BE 2020-21, against the projected demand of 45933.70 cr



was made as per **Medium Term Expenditure Framework**. It *urged* the Department to allocate more funds to the scheme in the RE 2020-21. (*Not allocated as per Data*)

- a) **Committee Report 2021-22:** Committee **highlighted** that there had been a reduction of 19.87 % in the allocation for Samagra Shiksha from BE (2020-21) to BE (2021-22). Further, in comparison to the projections made to the Ministry of Finance for the scheme, only 46.39 percent has been allocated.

2) Mid-Day Meal

- a) **Committee 2020-21:** The Committee *expresses concerns* over the under-utilization of funds (*only 10.33 lakh MTs have been utilised out of 26.90 lakh MTs food grain allocation up to 30th September 2019*). Hence, it recommended that the Department evolve a strategy wherein the funds allocated under MDM are utilized judiciously and further *recommend* that the Department branch out funds that cannot be utilized under RE 2020-21 in other collateral programmes to strengthen the MDM.
- b) **Committee 2021-22:** Allocation for MDM has been increased by 4.55 % from BE (2020-21) to BE 2021-22.

3) KVS

- a) **Committee 2020-21:** Committee *raised concerns* over the sharp reduction of funds, i.e., of 41.06% (BE Shortage Value: 2265.44 cr), which would have an adverse impact on the growth of KVS. The Committee recommends the Department *impress* upon the Ministry of Finance to allocate more funds for KVS under the RE 2020-21. (*Demand accepted, an increase of 921.18 cr in RE 2020-21. A similar increasing trend was witnessed in BE 2021-22.*)



- b) **Committee 2021-22:** The Committee *recommended* that KVS take a comprehensive evaluation of the infrastructure requirements of its buildings and assess the requirement for construction of new buildings and the need for strengthening old structures to ensure that they are fit for running classes.

The following table constitutes the non-budgetary recommendations given by the Committees.

<p style="text-align: center;">Agenda/Issue of Concern</p> <p style="text-align: center;">Demand for Grants Report/s (DGR)</p>	<p style="text-align: center;">Performance Statistic in regard to specific agenda/issue</p>	<p style="text-align: center;">Recommendations given by the Report Committee</p>
<p>Infrastructure Development under Samagra Shiksha</p> <p>DGR: 2020-21; 2021-22</p>	<p>DGR 2020-21</p> <p>Percentage of Schools (Across all Indian states) having the following facilities: Electricity (56.45%); CWSN (19.59 %); Playground (56.98 %); Boundary Wall (60.12 %)</p>	<p>The Committee <i>recommended</i> the Department for the possible <u>construction of boundary wall in collaboration with MNREGA</u>, further <i>urged</i> the Department to <u>consult the Ministry of New and Renewable Energy</u> to look into the possibility of providing <u>solar energy and other renewable energy sources for the schools</u></p>



		based on their geographical locations.
	<p>DGR 2021-22</p> <p>Only 95.7% of schools have drinking water facilities.</p> <p>States like Meghalaya, Arunachal Pradesh, and Tripura are lagging far behind.</p>	<p>The Committee <i>recommends</i> that the Ministry <u>coordinate with the Ministry of Rural Development and Jal Shakti to ensure supply of safe and contamination-free piped potable water through Nal Se Jal Mission</u> to every educational institution by the end of 2021-22.</p>
<p>Gross Enrollment Ratio at Senior Secondary Level</p> <p>DGR: 2021-22</p>	<p>Gross Enrollment Ratio (GER) at Senior Secondary level is 50.14%.</p>	<p>The Committee <i>recommends</i> constructing a <u>clear roadmap of the implementation schedule of provisions</u> related to School Education in the NEP 2020, with <u>definite time schedules with specific dates that should be framed to achieve different tasks and goals</u> as provided in NEP.</p>
<p>Drop out rate of SC, ST, Girls</p>	<p>DRG 2021-22</p> <p>2018-19 data (<i>figures</i>)</p>	<p>All the three Report Committees <i>raised concerns</i> over the <u>annual average drop-out rate</u> of the</p>



<p>DRG: 2018-19; 2020-21; 2021-22</p>	<p><i>submitted by the Dept to the Committee</i>) reveals that the dropout rate for the Scheduled Caste at:</p> <p>- Elementary (15.5%); - Secondary (18.8%); - Senior Secondary (3.2%)</p> <p>For Scheduled Tribe - Elementary (9.2%); - Secondary Level (24.3%)</p> <p>For Girls - Elementary (8.4%); - Secondary Level (22.5%)</p> <p>Note: The issue is raised in all three Committee Reports.</p>	<p>specified social groups. It urged the Department to <u>conduct a study to assess and analyze the social-cultural-financial reasons for the drop-out of SC, ST and girls at all levels</u>, specifically at the Secondary level, and <u>derive strategies</u> to remove the cause for the high drop-out rates.</p> <p>It further suggested that the Department should <u>provide secondary level drop-outs with vocational training</u>, thus opening a space for their <u>employment</u> that could <u>help them fund their education</u>.</p>
<p>Teacher Recruitment and Vacancies</p> <p>DGR: 2018-19; 2020-21; 2021-2022</p>	<p>DGR 2018-2019</p> <p>Approximately 17.64% of the total teacher's posts were vacant at the elementary level.</p>	<p>The Committee (2018-19) impressed upon the Department to <u>work in close association with the States lagging behind in teachers' recruitment</u>. It is further recommended to <u>devise a time schedule</u> to fill up the vacancies.</p>



	<p>DGR 2020-21</p> <p>- Huge backlog vacancies of teachers in big states under Samgra Shiksha (State-list data)</p> <p>- KVS vacancies Out of 48,236 Sanctioned Posts, 5,949 posts are vacant (As on 15/11/19)</p>	<p>For KVS, the Committee (2020-21) recommended that the Department expedite <u>the process of filling up vacancies</u> lying vacant by <u>providing some incentives to the teachers for working at adverse locations.</u></p>
	<p>DGR 2021-22</p> <p>- KVS: a total of 13949 vacancies exist, out of which 5991 were of teachers (both TGT & PGT) (As on 31st December 2020)</p> <p>- NVS:3407 vacancies - CBSE:929 vacancies</p>	<p>The committee (2021-22) recommends that a <u>special time-bound recruitment drive should be conducted</u> to fill all the existing vacancies, as contractual teachers/staff are always likely to have a sense of insecurity due to the temporary nature of the job besides giving a wrong impression about the Government's commitment to social justice.</p> <p>It further formulated the need for a <u>360 Degree evaluation of all</u></p>



		<p><u>teachers</u> (both regular and contractual) by their peers, students, parents, public, etc. It stated that <u>all the elementary school teachers would be trained on the NISHTHA Platform</u> developed by NCERT. It was further informed that within a period of six months, NISHTHA Modules for secondary teachers would be developed, and teachers would be trained accordingly.</p>
<p>Honorarium under Mid-Day Meal (MDM)</p> <p>DRG: 2020-21; 2021-22</p>	<p>The minimum honorarium given to each cook-cum-helper is Rs. 1000 per month.</p> <p>However, states can give more honorariums from their own resources.</p> <p>Hence, wide disparities exist between states.</p> <p>Eg. (as per 2021-22 Report) Puducherry provides Rs. 19,000</p>	<p>Committee Report (2020-21) recommended that the Department <u>revise honorariums</u> so that <u>sufficiently experienced candidates can be recruited.</u></p> <p>Further, urged to <u>increase the number</u> of cook-cum-helpers (against 26.09 lakh sanctioned posts, only 24.95 lakh have been engaged). The Committee suggested that the Department <u>may recruit women (after providing basic training) from</u></p>



	<p>14 States, including Arunachal Pradesh, Assam, Goa, and Gujarat, provide only the minimum prescribed amount.</p>	<p><u>nearby areas of the school, thus financially empowering them.</u></p> <p>Committee Report (2021-22) recommended <u>developing and implementing a uniform system for paying honorarium to maintain parity among the states.</u></p>
<p>Kitchen-cum-store construction under MDM</p> <p>DRG: 2018-19; 2020-21; 2021-22</p>	<p>DGR 2018-19</p> <p>No. of Sanctioned Kitchen-cum-stores (KcS) across India: 10,05,477</p> <p>Constructed (till 30/09/2017): 8,22,351</p>	<p>The Committee (2018-19) recommended that the Department <u>should enter into discussions with the States to understand the difficulties faced in the construction of KcS and come up with solutions.</u> Further, the Committee wishes to motivate the Department to <u>work in close coordination with the Ministry of New and Renewable Energy to get the benefits of the subsidies given by the Government for setting solar power plants and other renewable energy sources which can be used</u></p>



		in the MDM Scheme at school level.
	<p>No. of sanctioned (KcS) across India - 10,11,375</p> <p>DRG 2020-21 Constructed: 8,45,968</p> <p>DRG 2021-22 Constructed: 8,75,980 In Progress: 21,963 Not yet started: 1,13,693</p>	<p>The Committee (2020-21) recommended the Department to <u>rectify this shortfall</u> with respective State Governments, further suggesting assessing the <u>feasibility to expedite the construction of KcS under MNREGA.</u></p> <p>Committee (2021-22) raised concern that the construction <u>around 11% of the total of Kitchen-cum-store sanctioned has not even been started.</u> The Committee accordingly recommends that the <u>feasibility of public-private partnership in the construction</u> of Kitchen-cum-store should also be explored for expediting their construction.</p>



<p>Recommendations in regard to Kasturba Gandhi Balika Vidyalayas (KGBVs)</p> <p>(Have been sanctioned in Educationally Backward Blocks under Samagra Shiksha.)</p> <p>DGR: 2018-19; 2020-21; 2021-22</p>		<p>The Committee (2018-2019) recommended the Department <u>to conduct studies in various districts to understand the lower enrolment of girls. District-specific strategies must be devised to help improve the enrolment of girls in these Districts.</u> It further urged the <u>opening of more KGBV's</u> in the country.</p> <p>Committee (2020-21) <u>observes the positive concept of KGBVs as they provide residential facilities to girl students in Educationally Backward Districts;</u> thus, it stresses upon the Department to <u>expedite the setting/constructions of KGBVs.</u> It also recommends <u>publicizing KGBVs and adding vocational training, further upgrading them up-to-the 12th Standard.</u></p>
	<p>DGR 2021-22</p>	<p>The Committee (2021-22) recommends that the</p>



	<p>-No. of KGBVs sanctioned (across India): 5726</p> <p>-Construction completed in: 4285 schools.</p>	<p>Department should <u>take up the construction of the KGBVs</u> and make them operational on a <u>mission mode along with integrated skill development training to these girls to achieve the objectives of the flagship programme of Beti Padhao, Beti Bachao scheme of the government.</u> The Department should give special focus on the <u>aspirational districts.</u> (Only 1016 operation against the sanctioned no. of 1339)</p>
<p>Recommendations for Kendriya Vidyalaya Sangathan (KVs)</p> <p>DGR: 2018-19; 2020-21; 2021-22</p>	<p>DGR 2018-19</p> <p>Only 5 KVs were opened from 2015-16 to 2017-18 in NER States</p>	<p>The Committee (2018-19) urged the Department <u>to open more schools in these states so that quality education is available in remote areas and at affordable rates.</u> It further recommended the Department to <u>promote Computer education in KVs.</u></p>
	<p>DGR 2020-21</p>	<p>The Committee (2020-21) urged the Department <u>to look into the</u></p>



	<p>Target no. of projects (2019-20): 15</p> <p>No. of projects completed (upto Dec 2019): 06</p>	<p><u>reasons for the delays and resolve them at the earliest.</u></p> <p>The Committee <i>encourages</i> the <u>opening of KVs in different parts of the country</u> and adopting innovative strategies like constructing multi-storey buildings to <u>increase the number of students.</u> Further, the Committee also <i>suggested</i> <u>looking into the possibility of opening more KVs abroad to serve the Indians settled there.</u> It also recommended the Department to <u>adopt and make technologies</u> like Artificial Intelligence, Blockchain, Robotics, etc., <u>available to the students of K. V. S.</u></p>
	<p>DGR 2021-22</p> <p>- The Dept informed the Committee about the number of KVs constructed and the</p>	<p>Committee (2021-22) <i>noted</i> that the number of new KVs opened in the last five years <u>did not match</u> the number of new KVs constructed in the same phase.</p>



	<p>number of new KVs <u>opened in the last five years</u></p> <p>> Total No. of KVs opened - 144</p> <p>> No. of buildings constructed - 99</p> <p>> No. of KVs functioning in temporary accommodations - 291</p>	<p>Also, raise concern over <u>upkeep and maintenance of old structures under the KVS management.</u></p>
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Apart from the significant provisions discussed in the above section, here is an overall summary of the recommendations in Committee Report 2021-22.

- To provide a clear roadmap of the implementation schedule of provisions related to School Education in the **NEP 2020**, definite time-schedules with specific dates should be framed to achieve different tasks and goals as provided in **NEP**.
- A plan for time-bound implementation is to be prepared on a priority basis to ensure that all **girls** and kids belonging to **transgender communities** are covered in school education.
- A definite implementation plan should be made to cover one crore **non-literates** under the Foundational Literacy and Numeracy component offline and online by the end of the Financial Year.
- For addressing the requirements of **e-learning**, the possibility of exploring the allocation for digital initiatives.



- A socio-economic-educational survey of the North Eastern Region should be done to develop a roadmap with more focused and result-oriented strategies for enhancing the educational status of **tribal** students.
- The Ministry of Finance asked to allocate more funds for **the Scheduled Caste Sub Plan** to ensure that the schemes being operated for their upliftment and welfare do not have to face a resource crunch.
- A survey is to be conducted to find out the average drop-out rates of SC, ST, and Girls. An intervention plan should be made out based upon the rates.

Expectations from Education Sector in Budget 2022-23

- As per the Last Economic Survey, the overall enrollment ratio is higher in primary education followed by an actual decline of 20% in the secondary, senior secondary, and higher levels of education. School and primary education have been given the utmost importance with 59% of the budgetary grants, while higher education gets 41%. Though **higher education has lower enrolment**, the linkage of higher education with human development is more crucial.

Recommendation - To ensure quality and enrolment in higher education, it is necessary that funding in the higher education segment should increase, but more emphasis should be led on implementation, awareness, and emphasis on the importance of higher education for the drop-outs especially.

- **Research & Innovation** are an important part of Higher Education. The financial distribution of aid for innovation projects to students has only been 3%, which is quite low to increase the country's youth's quality of research & innovation. This rates out our country poorly in terms of global standards.



Recommendation - Funding research and programs for quality assurance in remote education should form a significant part of Budget 2022. Quality monitoring of educational programs demands allocations in the upcoming budgets. Monitoring of education delivery should not only aim to maintain quality but also improve existing educational standards in line with emerging knowledge and needs of the society.

- **Reducing the Educated Unemployment:** In a recent interview by principals of esteemed universities and colleges, it was said that rather pointed out that a due share of development priorities needs to be received in the Education Sector. This sector has been assigned as a second priority which has led to abysmal resource allocation for the sector.

Recommendation - To reduce the educated unemployed, this sector needs urgent and immediate attention to respond to the current social needs and new educational difficulties to effect tangible changes in society.

- **Increase in Budget Allocation for Education Sector in 2022-23 Union Budget**

There was a decrease of 14% in the budget allocation for 2021-22 in the Education Sector from Rs.99,321 crore to Rs.85,890 crore. Higher education funding agencies are one of the plans to significantly reduce budget allocation during the revision phase (91% reduction).

Recommendation - Rationalising Higher Education, Adequate funding for Research in Private & Public Sector and establishments of National Research Foundations should be done on a priority in order to increase the gross enrollment ratio in higher education as well as ensure quality education and thereby reducing educated unemployed by creating more job opportunities in the Research Sector of the country. The officials have also suggested that the Union Government should increase the education budget of minorities which was



reduced to **4800** crores the previous year as the current requirement stands out to be **10,000 crores** for the fulfillment of needs.

Demands are being made across the country that at least **6% of the GDP** should be spent on the Education Sector in the upcoming Budget 2022-23.

Last but not least, it is expected that the budget 2022-23 should also provide necessary funding & allocation of resources to both the private and public sectors to develop the necessary infrastructure, provide skill training sessions, and necessary training of the youth for higher job opportunities.



CHAPTER 3

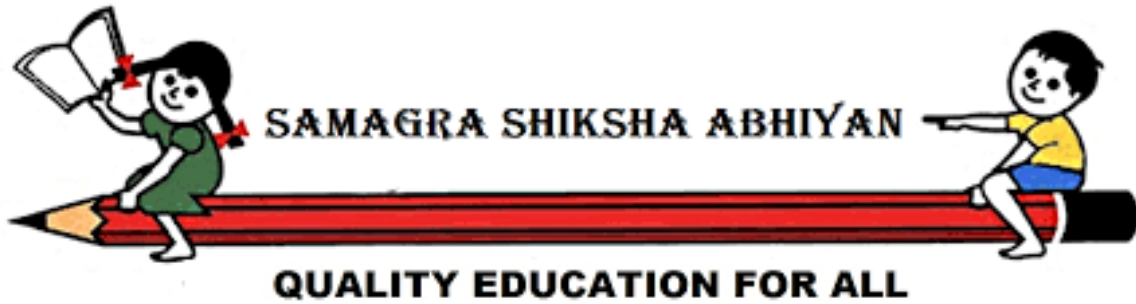
ANALYSIS OF SCHEMES RELATED TO EDUCATION

I. SAMAGRA SHIKSHA ABHIYAN

Samagra Shiksha - an overarching program for the school education sector extending from pre-school to class 12, has been prepared with the broader goal of improving school effectiveness measured in terms of equal opportunities for schooling and equitable learning outcomes. It subsumes the three Schemes of Sarva Shiksha Abhiyan, Rashtriya Madhyamik Shiksha Abhiyan, and Teacher Education. The preliminary results of the scheme are envisaged as Universal Access, Equity, and Quality, promoting Vocationalisation of Education and strengthening of Teacher Education Institutions.

The scheme's vision is to ensure inclusive and equitable quality education under the Sustainable Development Goal (SDG) for Education and the notion of National Education Policy 2020. Under Samagra Shiksha, financial assistance is provided to all States and UTs for implementation of various interventions like opening/strengthening of schools, provision of free textbooks and uniforms, setting up and running of residential schools and hostels, including Kasturba Gandhi Balika Vidyalayas and Netaji Subhash Chandra Bose Awasiya Vidyalaya, provisions for inclusive Education of Children with Special Needs (CWSN), transport & escort facility, in-service training of teachers, ICT, vocational Education, and other activities.

The scheme launched in 2018 has been extended from 1st April 2021 to 31st March 2026 with a financial outlay of Rs.2,94,283.04 crore, including a central share of Rs.1,85,398.32 crore. The scheme covers 11.68 lakh schools, around 15.62 crore students, and 57.67 lakh Teachers of Govt. and Aided schools (up to senior secondary level).



Key features

- ***A holistic approach to education:*** Treats school education holistically as a continuum from Pre-school to Class 12.
- ***Administrative Reforms:*** It provides a single and unified organizational structure leading to harmonized implementation. It also provides flexibility to States to prioritize their interventions under the Scheme.
- ***Focus on quality of education:*** Enhanced focus on improving quality of education by focusing on the two T's – Teachers and Technology and capacity Building of Teachers and School Heads. It also focuses on strengthening Teacher Education Institutions like SCERTs and DIETs to improve the quality of prospective teachers in the system. It supports Rashtriya Avishkar Abhiyan to promote Science and math learning in schools.
- ***Focus on digital education:*** It supports 'Operation Digital Board' in all secondary schools over five years, revolutionizing education- easy-to-understand, technology-based learning classrooms will become flipped classrooms. It aims to enhance digital technology in education through smart classrooms, digital boards, and DTH channels and strengthen ICT infrastructure in schools from upper primary to higher secondary level.



- **Focus on inclusion:** Allocation for uniforms under RTE Act has been enhanced from Rs. 400 to Rs. 600 per child per annum and allocation for textbooks under the RTE Act, enhanced from Rs. 150/250 to Rs. 250/400 per child per annum. Funding for Children with Special Needs (CwSN) to be increased from Rs. 3000 to Rs. 3500 per child per annum. It provides for a stipend of Rs. 200 per month for Girls with Special Needs from Classes 1 to 12.
- **Skill Development:** It aims to extend exposure to Vocational Skills at Upper Primary Level, integrate vocational education for Class 9-12 with the curriculum, and make it more practical and industry-oriented. It reinforces the emphasis on 'Kaushal Vikas.'
- **Focus on Girl Education:** It aims to upgrade Kasturba Gandhi Balika Vidyalayas (KGBVs) from Class 6-8 to Class 6-12 and provide self-defense training for girls from upper primary to the senior secondary stage. It enhances commitment to 'Beti Bachao Beti Padhao.' Under Samagra Shiksha, to ensure greater participation of girls in education, various interventions have been targeted, which include the opening of schools in the neighborhood to make access easier for girls, free uniforms and textbooks to girls up to Class VIII, additional teachers, and residential quarters for teachers in remote/hilly areas, the appointment of other teachers including women teachers, stipend to CWSN girls from class I to Class XII, separate toilets for girls, teachers' sensitization programs to promote girls participation, gender-sensitive teaching-learning materials including textbooks, etc.

Following new interventions have been incorporated in the revamped Samagra Shiksha based on the recommendations of the National Education Policy 2020:

- To enhance the direct outreach of the scheme, all child-centric interventions will be provided directly to the students through DBT mode on an IT-based platform over some time.



- The system will have an effective convergence architecture with various Ministries/developmental agencies of the Centre and State Governments.
- The expansion of vocational education will be done in convergence with the Ministry of Skill Development and Entrepreneurship and other Ministries providing funding for Skills.
- The existing infrastructure of schools and ITIs, and Polytechnics will be used to ensure optimum utilization of the facilities, not only for school-going children but also for out-of-school children.
- Provision of training of Master Trainers for the exercise of Anganwadi workers and In-service teacher training for ECCE teachers.
- Provision of up to Rs 500 per child for Teaching Learning Materials (TLM), indigenous toys and games, play-based activities per annum for pre-primary sections in Government Schools.
- NIPPON Bharat, a National Mission on Foundational Literacy and Numeracy to ensure that every child achieves the desired learning competencies in reading, writing, and numeracy at the end of grade III and not later than grade V has been launched under the scheme with the provision of TLM up to Rs 500 per child per annum, Rs 150 per teacher for teacher manuals and resources, Rs 10-20 lakh per district for assessment.
- NCERT has developed specific training modules for Secondary and Primary teachers under the NISHTHA programme.
- Strengthening of the infrastructure of schools from pre-primary to senior secondary, earlier pre-primary was excluded.
- Incinerator and sanitary pad vending machines in all girls' hostels.



- Addition of new subjects instead of Stream in existing senior secondary schools.
- Transport facility has been extended to secondary level @ up to Rs 6000 per annum.
- For out-of-school children at 16 to 19 years of age, support will be provided to SC, ST, disabled children, up to Rs 2000 per child per grade to complete their secondary/senior secondary levels through NIOS/SOS.
- To defend children's rights and safety, the State Commission for the Protection of Child Rights receives financial support of Rs 50 for each primary school.
- In the form of a Holistic Progress Card, a holistic, 360-degree, multi-dimensional report showing each learner's progress/uniqueness in the cognitive, affective, and psychomotor domains will be introduced (HPC).
- Support for activities of PAREKH, a national assessment center (Performance, Assessments, Review, and Analysis of Knowledge for Holistic Development)
- Additional Sports grant of up to Rs. Twenty-five thousand to schools if at least two students win a medal in Khelo India school games at the National level.
- artisans, curriculum and pedagogical reforms, etc.
- A new component, Appointment of Language Teacher, has been added in the scheme- parts of training of teachers and bilingual books and teaching-learning material added, besides support for teachers' salary.
- Provision made for all KGBVs to be upgraded to class XII.
- Enhanced financial support for existing Stand-alone Girls' Hostels for classes IX to XII (KGBV Type IV) of up to Rs 40 lakh per annum (earlier Rs 25 lakh per annum).



- Training for three months for inculcating self-defense skills under 'Rani Laxmibai Atma Raksha Prashikshan' and amount increased from Rs 3000 to Rs 5000 per month.
- A separate stipend for CWSN girls @ Rs. 200 per month for ten months, in addition to student component from pre-primary to senior secondary level.
- Provision of annual identification camps for CWSN at block level @Rs. Ten thousand per camp and equipping of Block Resource centers for rehabilitation and special training of CWSN.
- Provision for Establishment of New SCERT has been included, and new DIETs in districts created up to 31st March 2020.
- Setting up an assessment cell preferably at SCERT to conduct various achievement surveys, develop test materials & item banks, training of multiple stakeholders & test administration, data collection analysis, report generation, etc.
- The academic support of BRCs and CRCs has been extended for the pre-primary and Secondary levels also.
- Support under Vocational Education extended to Government aided schools also in addition to Government Schools and grant/number of job roles/sections linked to enrolment and demand.
- Provision of Classroom cum workshop for Vocational Education in schools serving as Hub for other schools in the neighborhood. Provision of transport and assessment cost for schools serving as spokes has been made.
- Provision of ICT labs, Smart classrooms including support for digital boards, smart classrooms, virtual classrooms, and DTH channels have been provided.



- Child tracking provision included for students of Government and Government aided schools
- Support for Social Audit covering 20% of schools per year so that all schools are covered in a period of five years.

The following components of Samagra Shiksha have been built into special and focused interventions in view of the present pandemic situation:

- Learning enhancement/enriching program to provide supplementary material to children
- Library grant for ensuring availability of reading material to students.
- Special Training for out-of-school children and Children With Special Needs.
- Support for out-of-school children of age group 16 to 19 years through NIOS/State open schools. An amount of ₹ 564.35 crores has been approved for out-of-school children in 2021-22 for providing special training at the elementary level and open schooling at the senior and senior secondary level.
- SMC training to be utilized for ensuring community participation, parental support
- Teaching-learning Material at ECCE and primary grade
- Setting up a help desk at the Panchayat level and creating awareness through the use of mass media. It can also be used for conducting online learning and content dissemination over electronic media.
- Child tracking funds may be utilized for preparing student registry
- Special Grants to schools for sanitization and hygiene



- Teachers grants for awareness on safety and security in online mode and for enabling them to use online means of education.
- Grants for online content development and dissemination.
- Grants for teachers for accessing NISHTHA training over the DIKSHA platform.
- Composite school grants to ensure continuity of learning and at least 10% of it to be used for Water, sanitation, and hygiene in schools.

Concerns related to the scheme

- 1) During the first three quarters of 2019-20, only 58% of revised central government allocations had been released for this scheme.
- 2) Expenditures as a proportion of total approved budgets have been low. During the first seven months of FY 2019-20 (till 31 October 2019), states had spent only 22 percent of the total approved budget under Samagra Shiksha, including state share.
- 3) In FY 2019-20, after accounting for spillovers, more funds were approved than proposed for states such as Jharkhand (104 percent) and Haryana (102 percent). On the contrary, funds approved as a share of those proposed were low in Bihar (53 percent) and Madhya Pradesh (49 percent).
- 4) In FY 2018-19, among the 18 large states, expenditures as a share of the total approved budget were high in Tami Nadu (87 percent) and Assam (77 percent). Interestingly, both states also had lower spillovers from FY 2017-18. On the contrary, expenditure as a proportion of approved funds was low in Kerala, West Bengal, and Uttarakhand at 45 percent each.



- 5) Teacher vacancy has been a major challenge in ensuring quality education for students attending government schools across many states in India. For elementary-level teachers, among the large states, the vacancy rate was highest in Uttar Pradesh (44 percent), followed by Jharkhand (42 percent). Jharkhand also had the highest vacancy rates for teachers teaching secondary (81 percent) and higher-secondary classes (84 percent).

II. PM POSHAN SCHEME

The government has launched the PM Poshan scheme to provide a hot-cooked meal in government and government-aided schools. This scheme has replaced the existing national program for mid-day meals in schools or Mid-day Meal Scheme. It has been launched for an initial period of five years (2021-22 to 2025-26).

The scheme is implemented in partnership with the States and UTs. The overall responsibilities for providing cooked and nutritious hot meals to eligible children lie with the State Governments and Union Territory Administrations following the guidelines laid down by the Central Government. The States and UTs fix their menu according to their local needs to meet the nutritional content prescribed in the Schedule II of the National Food Security Act, 2013.

Objectives-

- i) Improving the nutritional status of children studying in classes I – VIII in Government and Government-Aided Schools.
- ii) Encouraging poor children, belonging to disadvantaged sections, to attend school more regularly and help them concentrate on classroom activities.



iii) Providing nutritional support to children of the elementary stage in drought / disaster-affected areas during summer vacation.

Key Features





- **Coverage:** The scheme will cover 11.8 crore students enrolled in classes 1 to 8 in over 11.2 lakh schools. Primary (1-5) and upper primary (6-8) school children are entitled to 100 grams and 150 grams of food grains per working day each to ensure a minimum of 700 calories. The scheme will be extended to students studying in pre-primary or Balvatikas running in government and government-aided primary schools. Balvatika is the pre-school started in government schools last year to include children younger than six years in the formal education system.
- **Nutritional gardens:** The government will promote nutritional gardens in schools. The gardens are being provided to offer additional micro-nutrients to students.
- **Supplementary Nutrition:** The new scheme provides supplementary nutrition for children in aspirational districts and those with a high prevalence of anemia. Currently, if a state decides to add any component like milk or eggs to the menu, the Centre does not bear the additional cost. Now that restriction has been lifted.
- **TithiBhojan:** The concept of TithiBhojan will be encouraged extensively. It is a community participation program in which people provide special food to children on special occasions/festivals.
- **Nutrition Expert:** A nutrition expert is to be appointed in each school whose responsibility is to ensure that health aspects such as Body Mass Index (BMI), weight and hemoglobin levels are addressed.



- **Funds:** The Centre will bear Rs. 54,061 crore of the total estimated cost of Rs 1.3 lakh crore, with the states paying Rs 31,733 crore (Rs 45,000 crore will be released by the Centre as subsidies for food grains).
- **Social Audit:** Social Audit has been made mandatory in all districts. It involves collecting monitoring of schemes by people's active involvement covering issues of equity, equality and expenditure management.
- **Vocal for local:** Usage of locally grown food items like millets, vegetables, condiments, etc., will be systematically undertaken by the states/UTs. This will promote both nutrition and local economic growth.

Since it is not possible to provide hot cooked meal under the prevailing circumstances (COVID-19), State Government and UT Administrations were advised to provide Food Security Allowance (FSA) comprising of foodgrains, pulses, oil, etc (equivalent to cooking cost) to all eligible children till such time their schools are closed.

FOOD NORMS (PER CHILD PER DAY) FOR MIDDAY MEALS

		PRIMARY (grade 1-5)	UPPER PRIMARY (grade 6-8)
	FOODGRAINS	100gms	150gms
	PULSES	20gms	30gms
	VEGETABLES	50gms	75gms
	OIL & FAT	5gms	7.5gms

Benefits

It will address hunger and malnutrition, increase enrollment and attendance in school, improve castes' socialization, and provide grassroots employment, especially to women. It will also help reduce dropout rates, improving retention rates and children's learning abilities. It will promote gender and social equality. It acts as an incentive for parents to send their



children to school. It also challenges social norms such as giving priority to Dalit and Adivasi women in the appointment of cooks.

A recent study by International Food Policy Research Institute (IFPRI) suggests that the mid-day meal scheme in India has intergenerational effects on child nutrition through improving the mother's health and education levels.

Challenges and Concerns

- 1) While the NEP proposes breakfast in schools, the government has not decided on that yet.
- 2) The renewed plan should introduce a greater diversity of diets that compensates for micronutrient and protein deficiency.
- 3) Quality of food is often debated where various media reports mention the health of children deteriorating with the food provided under the midday meals. There have been instances of plain chapatis being served with salt, mixing of water in milk, food poisoning, etc.
- 4) Covid-19 has posed severe threats to children and their health and nutritional rights. The nationwide lockdown has disrupted access to essential services, including Mid-Day Meals.
- 5) The National Family Health Survey, 2015-16, reported 39 percent of children to be chronically undernourished. According to the National Family Health Survey-5, several states across the country have reversed course and recorded worsening levels of child malnutrition. India is home to about 30% of the world's stunted children and nearly 50% of severely wasted children under five.
- 6) A recent announcement by the prime minister on mandatory rice fortification goes against the principle of 'Vocal for Local' and is more centralizing in nature. (Many reports suggest rice fortification is ineffective against malnutrition, and analysts argue that we need to be highly cautious when addressing micronutrient deficiencies in India through the process of fortification.)
- 7) The financial outlay of the Union government for the five years 2021-22 to 2025-26 will be Rs 54061.73 crore. The equivalent budget allocation for the mid-day meal scheme for



2020-21 was Rs 11,000 crore, and for 2021-22, it was Rs 11,500 crore. Therefore, the given amount suggests that even in nominal terms, we will not see any increase in the scheme's budget over the next four years

- 8) Economist Jean Drèze estimates that taking inflation into account, the allocation for the mid-day meal scheme has been reduced by 32.3% between the years 2014 and 2021.

Vital nutrition supplementation at school, community and childcare centers is essential, significantly when food inflation and pandemic-induced income declines have depressed crucial consumption.

III. DIKSHA PORTAL

DIKSHA (Digital Infrastructure for Knowledge Sharing) is a national platform for school education, the National Council for Education Research and Training (NCERT), Ministry of Education. DIKSHA was developed based on the core principles of open architecture, open access, open licensing diversity, choice, and autonomy as outlined in the Strategy and Approach Paper for the National Teacher Platform.

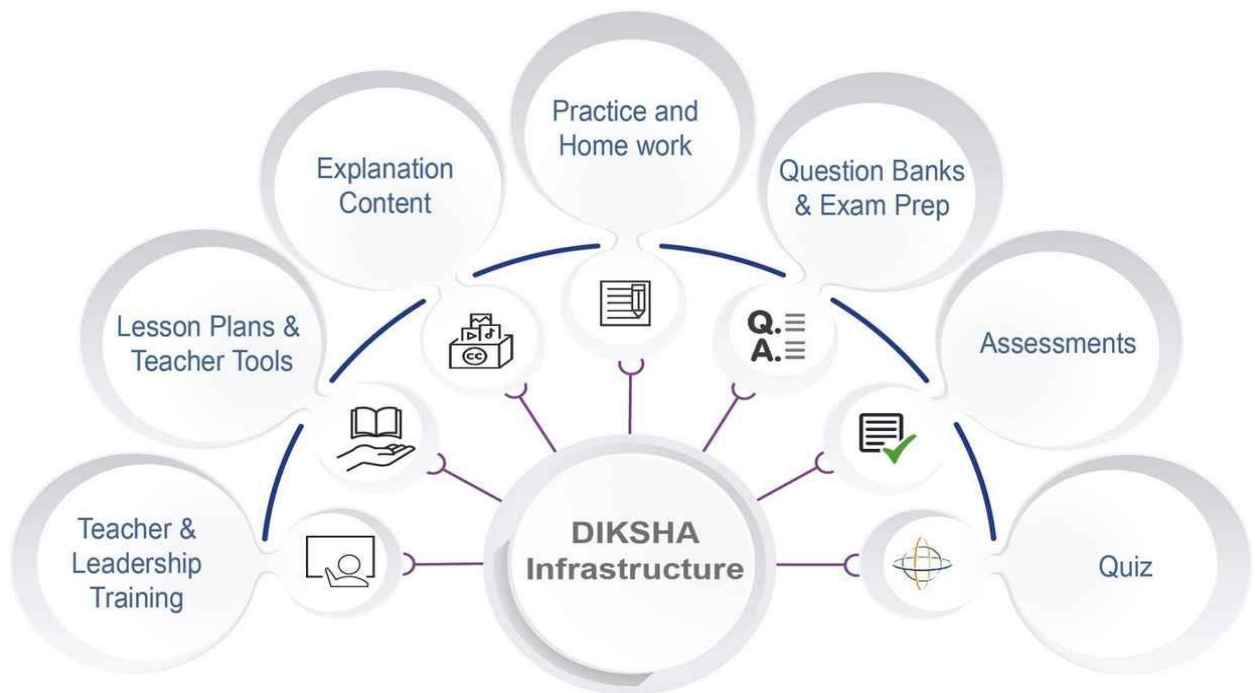
DIKSHA can be accessed by learners and teachers across the country and currently supports 18+ languages and the various curricula of NCERT, CBSE and SCERTs across India. The platform is being leveraged and developed for school education, foundational learning programs and to support inclusive learning for underserved and differently-abled communities of learners and teachers.

Amid the ongoing COVID-19 pandemic, DIKSHA was included in the e-Vidya lockdown package for the education sector by the government. It facilitates all states/UTs to enable learning/education at home through innovative state programs, hence leapfrogging the use of technology to benefit teachers and learners pan India.



It provides the following-

- Teacher training courses (example - training on learning outcomes, CCE, etc.)
- Teaching resources such as lesson plans, concept videos, worksheets, mapped to curriculum
- Assessments for teachers, to find out their strengths and areas of improvement



One DIKSHA, multiple Central and State programmes

Benefits of the portal

For Teachers

- Teachers can access relevant personalized professional development training anytime and anywhere.
- Teachers in Schools can use the curriculum-linked resources to prepare for class or use them to teach in the class, while Teacher Educators in TEIs can use it to deliver blended training.
- Student Teachers in TEIs and contractual Teachers will be able to take courses on the National Teacher's Platform (NTP) to prepare for the TET and/or get certified.



- Cluster & Block Resource Personnel can use standardized observation tools on the NTP to provide need-based coaching support to teachers and do continuous training-needs analysis.
- NTP infrastructure shared amongst many states will avoid duplication of efforts and save costs.
- Teachers will have access to their own personalized workspace where they can plan and track their progress including courses completed, performance in tests, etc.

For Students

- There will be direct interaction between teachers and students.
- Students will be able to understand concepts quickly and interactively.
- The app or e-learning portal of DIKSHA also facilitates the students to do quick revisions and test/her learning through self-assessment practice exercises.

This portal has become a vital tool for teachers during the covid pandemic. Since March 2020, the portal has received "an average of 3 crore hits per day". Diksha has high-quality and relevant learning material, well aligned to the prescribed curricula for government-aided schools. Teachers like accessing their resources for effective teaching, with detailed lesson plans, worksheets, activities, videos, and texts to create engaging classroom experiences. It has helped the teachers understand students' needs and challenges, allowing them to work on holistic learning beyond textbook knowledge and meeting students' personality development. The teachers can conduct quizzes via the Diksha portal and visit it regularly to find modules showcased to the students to give them an in-depth understanding of academic concepts.

IV. National Means-cum-Merit Scholarship Scheme (NMMSS)

The 'National Meanscum-Merit Scholarship Scheme' (NMMSS) is a Central Sector Scheme to provide scholarships for deserving students of classes IX to XII. The scheme's objective



is to award scholarships to deserving students of economically weaker sections to arrest their drop out at class VIII and encourage them to continue studying and complete the second stage. The scheme envisages awarding one lakh new scholarships every year to selected students of class IX and their continuation/renewal in classes X to XII for study in a State Government, Government-aided, and Local body schools under the scheme.

V. NISHTHA

It is a capacity-building program for "Improving Quality of School Education through Integrated Teacher Training." It aims to build competencies among all the teachers and school principals at the elementary stage. NISHTHA is the world's most prominent teachers' training program of its kind. The primary objective of this massive training program is to motivate and equip teachers to encourage and foster critical thinking in students. The initiative is the first of its kind wherein standardized training modules are developed at the national level for all States and UTs.

It has been launched to provide training on new methods of teaching. It consists of 18 modules, including one mandatory module on integrating ICT in education. Twenty-three lakh teachers have registered for online courses, and all teachers of India shall be trained on ICT:

Key Feature

- Capacity building of 4.2 million teachers
- Integrated training of principals/heads as key academic support
- Focus on competency and higher order thinking skills-based teaching learning
- Training of all heads and teachers as first-level counselors
- Promoting experiential and joyful learning
- Awareness of centrally sponsored schemes/initiatives
- Online monitoring and support system
- Convergence of multi-departmental efforts
- Activity-based training modules



Benefits

- Improvement in learning outcomes of the students
- Creation of an enabling and enriching inclusive classroom environment
- Teachers are trained as first-level counselors to be alert and responsive to the social, emotional and psychological needs of students
- Teachers are trained to use Art as pedagogy leading to increased creativity and innovation among students
- Teachers are trained to develop and strengthen personal-social qualities of students for their holistic development
- Creation of healthy and safe school environment
- Integration of ICT in teaching-learning and assessment
- Develop stress-free School-Based Assessment focused on the development of learning competencies
- Teachers adopt activity-based learning and move away from rote learning to competency-based education.
- Teachers and School Heads become aware of new initiatives in school education.
- Transformation of the heads of schools for providing academic and administrative leadership in the schools for fostering new initiatives.

VI. NATIONAL EDUCATION POLICY, 2020

Introduction

Light of the Goal 4 (SDG4) of the 2030 Agenda for Sustainable Development, adopted by India in 2015 - seeks to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” by 2030. Such a lofty goal will require the entire education system to be reconfigured to support and foster learning. The critical targets and goals (SDGs) of the 2030 Agenda for Sustainable Development can be achieved.



The reconfiguration has been brought under the National Education Policy 2020. The chairperson of the national education policy drafting panel drafted it, Mr. Krishnaswamy Kasturirangan. It is significant for the changing global economy and the employment opportunities arising out of it.

Provisions

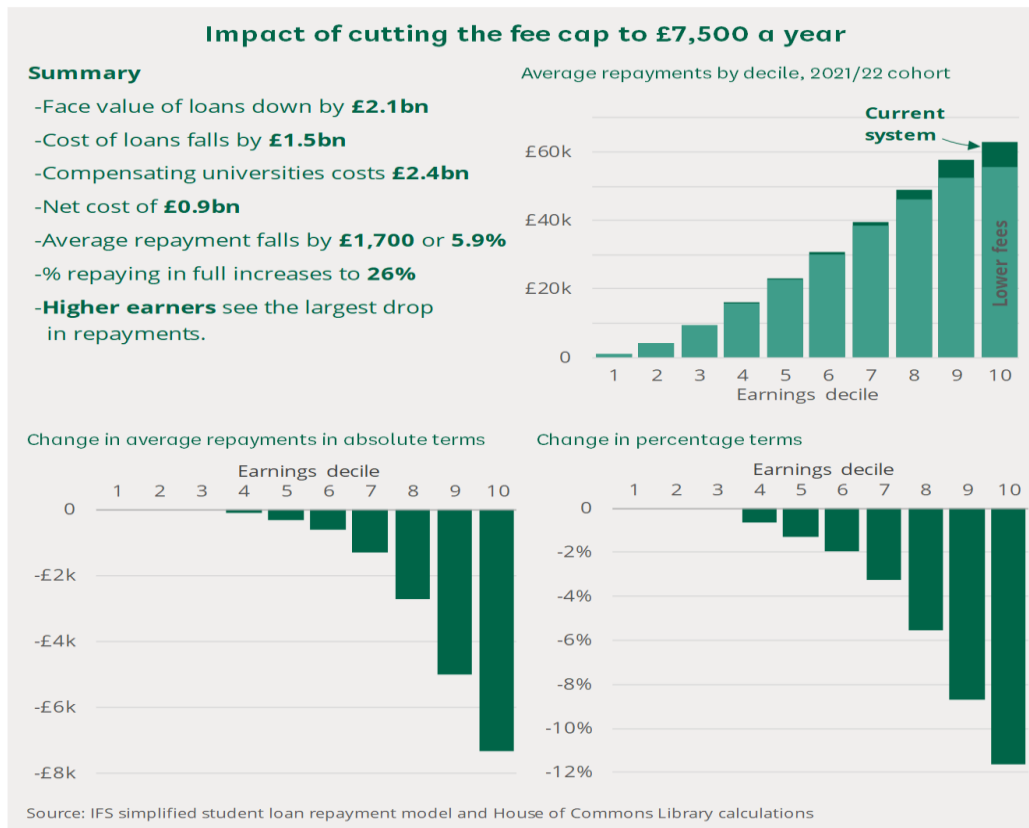
- **Fee cap** - With the grant of autonomy, to ensure education at affordable rates, the government has kept the interests of the socially weak in check by introducing a fee cap. The colleges, even with autonomy, are not allowed to turn into profit-seeking institutions with over-priced education.

England Fee Cap system and outcomes: England has introduced a fee cap at 9500 pounds with annual loan fees over 9000 pounds. Recently, the government has decided to decrease it further to 7500 pounds. The benefits of which are:

1. Economically viable for the people taking loans for education will be able to pay it off sooner than they used to.



2. It also increases the number of people enrolled in higher education. It is further improving the total outcome and living standards of people.



Indian Context: Even though the autonomy of colleges allows them functional and educational freedom while enhancing the facilities for the students, it has to be noted that countries with even fee caps have students living with student loans. The percentage of people seeking higher education at present is to endure this number does not decrease two approaches are necessary:

- a. Easy access to loans with lower interests, it is evident in this country that the economically marginalized have little access to loans along with crushing debt and formalities of not much relaxation. Sending them back to their old methods of moneylenders with a personal connection (as mostly evident with farmers).



- b. The illiteracy of people and mostly their families instills a fear in them regarding debt for education especially when sustenance is an issue. Even though vocational courses have been provided for such still people-friendly methods of either SHGs, public funding for certain sections other than loans will add to their benefit.
- **Practical skills +theory** - Vocational courses along with internships have been introduced. This will allow the students to explore their interests, which will further help them choose career paths in the future. This Remains pertinent because India has a vast human resource but has constantly been failing to utilize it to its absolute potential. the education given in schools and colleges is not in confluence with the Market's current needs. This makes most of the education that has been Undertaken by the Students inapplicable in practical terms.
 - **German education system** - The German Education system is well known put a confluence of practical knowledge along with flooring, which proves very beneficial in higher education as it makes it easier for the child to understand their interests and start exploring from an early age which gives them ample amount of time to develop the necessary skills needed to thrive in the industry.
 1. One of the main drivers which make the German economy number 1 in europe.
 2. High employment rate due to compatible skills and well paid workers.
 3. However, one downfall of the same remains the fact that this has led to starting of discrimination on grounds of capabilities and division on the same basis which has left unrealised potential. India must beware of such



Impact on Indian education system-

1. This will allow the people from vulnerable sections to opt for education, because now they're being taught vocational skills, so even if they don't want to pursue higher education or cannot afford to pursue higher education, they will have market relevant skills.

2. In turn, it would increase the literacy and enrollment rates in India.

3. This will also supplement the Skilled India mission led by the current government.

- **Deviating From silos method** - These students will be allowed to pick courses across streams instead of divided based on humanities, science, and commerce. This will enable them diversified knowledge from various streams to make choosing a different career easier. It is beneficial for the multifaceted growth of the child.
- **More inclusive education** - Under NEP, Right to education (RTE) Will be extended to students up till the age of 18.

Impact on Indian context - If going by an average, this will allow more students to enroll and complete for higher secondary education.

1. This will majorly supplement the growth of the country as there will be more skilled labor as opposed to unskilled or semiskilled labor.
 2. It will definitely help in making the unorganized or unpaid sector into a more formalized and better managed sector, which is going to contribute directly to the GDP of the country.
 3. It will help reduce girl child drop out rate and is likely to positively impact the child marriage situation.
- **Constant supervision** - It will make the method of supervision More transparent and 24/7 present. It will increase the efficiency and raise the standards of the education that is



being provided. The policy also seeks to establish a super-regulator for education responsible for standards-setting, funding, accreditation, and regulation of higher education in India.

- **Allowing foreign universities to set campuses in the country** - Until September 2021, as many as 1,11,287 Indians have renounced their citizenship.

“For Indians, one of the reasons is the abysmal quality of home universities—poor infrastructure, shortage of good teachers, jaded curriculum, industry disconnect. Despite strong ambitions, the higher education system in India lags—in a popular ranking, only three Indian universities featured in top 200, and 10 in top 700.”

Impact on India-

1. This will retain India's skilled labor in the country while giving them the world class interaction and education facilities.
 2. The exchange of ideas within the country will open newer ventures and a better skill set to assist will also increase employment.
- **Ending Hindi vs English Debate:** Most crucially, NEP, once and for all, buries the strident Hindi versus English language debate; instead, it emphasizes making the mother tongue, the local language, or the regional language the medium of instruction at least till Grade 5, which is considered the best medium of teaching.
 - **Significance in Indian context** -
 1. The diverse fabric of India helps it stand out on the global platform. Unlike many homogenous countries such as China, Japan and South Korea who also



emphasize on their native language, it remains pertinent for India to ensure preservation of its own culture. Without it India will lose its essence.

2. Education in the mother tongue will have more outreach since most children are first exposed to their mother tongues. It also ensures better retention of knowledge.
- **Recognising Importance of Formative years:** 5+3+3+4 model has been adopted for the formative years from ages 3 to 8 in shaping the child's future.
 1. 5 years of foundational education focusing on basic literacy and numeracy which is important for the further studies of any kind. It helps build a strong foundation and critical plus creative thinking.
 2. 3 years of preparatory
 3. 3 years of middle schooling which is the elementary education
 4. 4 years of secondary schooling across streams.
 - **Common entrance exam** - CUCET has already been initiated, however a more common test like SAT is proposed in the policy. It gives agency to the students even from different prior streams to opt for their interests. It will happen twice a year.
 - **Boards dilution** - Board exams have known to create immense pressure on the children. The amount of energy and time invested in them will be saved when the hype over them will be diluted with testing basic modulars and core competencies. It will be offered twice a year taking substantial pressure off the students as they will not determine their future in one go.



Issues

1. It requires enormous resources with an ambitious public spending target of 6% of GDP. Mobilizing such ample financial resources will be a big challenge with the low tax-to- GDP ratio and additional challenges by the pandemic.
2. The Center-state synergy is an ambitious task that the center will have to implement.
3. The languages taught and emphasized remain futile since these languages do not have an ecosystem in higher studies and employment.
4. In higher education, the document recognizes a diversity of pedagogical needs. Suppose it is a mandated option within single institutions. In that case, this will be a disaster since structuring a curriculum for a classroom that has both 1-year diploma students and 4-year degree students' take away from the institution's identity.

Way Forward

1. Cooperation between different sets of governments will be required as education is on the concurrent list. The reforms presented will need to be implemented by both the center and states.
2. Universalisation of Education - As mentioned above this will require some public assistance other than low interest rate loans and unaccounted donations need to be checked for profiteering.
3. Bridging the digital divide- Technology is a force - multiplier with unequal access therefore it is important to equalize the distribution of it especially for the assimilation of policies like Digital India and education
4. The education institution license would be renewed every 3 years only after inspection made by the concerned department authorities.
5. A special online platform should be established for students to complain regarding the education institutions.



6. A special ombudsman should be appointed for every district to solve disputes that arise regarding the education system and institutions.

VII. MANODARPAN

With the vision in mind of the covid situation, the psychosocial support to students, family members, and teachers for their mental health and well-being during COVID-19. The platform includes a national toll-free helpline for students of schools, universities, and colleges, operated by a pool of experienced counselors, psychologists, and mental health professionals. It also has a website with a national database of counselors, which will host an online interactive chat platform, advisors, and tips through webinars and other resources.

Significance: To increase productivity for the education sector and human capital.

- A National Toll-free helpline (8448440632) has also been set up.
- This unique helpline shall be managed by a pool of experienced counselors/ Psychologists .
- Through this helpline tele-counseling will be provided to the students to address their mental health and psychosocial issues.

Components

- Advisory guidelines for students, teachers, faculty of School systems and universities, and families.
- The web page on the MHRD website will carry advisory, practical tips, posters, videos, do's and don'ts for psychosocial support, FAQs, and an online query system.
- National level database and directory of counselors at School and University level whose services can be offered voluntarily for Tele-Counseling Service on the National Helpline.



- National Toll-free Helpline by the MHRD for a country-wide outreach to students from schools, universities, and colleges.
- The booklet will include FAQs, Facts & Myths and cover ways and means to manage emotional and behavioral concerns.
- Interactive Online Chat Platform for contact, counseling, and guidance by psychologists and other mental health professionals.
- Webinars audio-visual resources including videos, posters, flyers, comics, and short films to be uploaded as additional resource materials on the webpage.
- Crowdsourcing from students all over the country will be encouraged as peer support.

VIII. SWAYAM

SWAYAM and the 32 Direct-to-Home (DTH) Television Education Channels SWAYAM Prabha. Study Webs of Active Learning for Young Aspiring Minds (SWAYAM) was launched on July 9, 2017, by the Ministry of Human Resource Development to provide one integrated platform and portal for online courses.

Provisions

- **Translation to Regional Language:** All the SWAYAM Courses and SWAYAM Prabha videos to be translated to ten regional languages in a time-bound manner.
- **Acceptance of SWAYAM Credits:** It has also been decided that University Grants Commission (UGC) and All India Council for Technical Education (AICTE) will follow up with Universities and institutions to accept SWAYAM credits. This will enable students to do part of their course through Massive open online courses (MOOC) and part in various colleges.
- **Incentives to Faculties:** To encourage faculty to provide more courses under SWAYAM, it has been decided to provide appropriate incentives for their career.



SWAYAM

- This covers all higher education subjects and skill sector courses.
- The objective is to ensure that every student in the country has access to the best quality higher education at the affordable cost.
- Academicians from hundreds of institutions throughout the country are involved in developing & delivering Massive open online courses (MOOCs) through SWAYAM in almost all disciplines from senior schooling to Post Graduation.

SWAYAM Prabha

- It is an initiative of the Ministry of Human Resources Development to provide 32 High-Quality Educational Channels through DTH across the length and breadth of the country on a 24X7 basis.
- It has curriculum-based course content covering diverse disciplines.
- This aims to make quality learning resources accessible to remote areas where internet availability is still a challenge.
- The DTH channels are using the GSAT-15 satellite for program telecasts.

Issues

1. Rural vs Urban infrastructure - the variable quality of staff and the diverse types of subjects that are taught.
2. Courses that traditionally need a laboratory or practical component cannot be taught through online classes
3. The adoption or integration of technology in education also depends on the specific institution and its location



4. Poor execution of video and lectures across the board, teachers recognise this as unsatisfactory.

Way Forward

1. The digital divide between the rural and urban needs to be curbed.
2. Digital tools such as artificial intelligence can be adapted to deliver personalized instructions.
3. Pedagogical material must be made available in all languages to help overcome the staff shortages and Gandhi's "Nai Talim" of self education must be used.

IX. PM E-VIDYA

Education is one of the most affected sectors due to the pandemic covid-19. Because of the lockdown, students were unable to receive a decent education. In light of this, Finance Minister Nirmala Sitharaman announced a PM eVIDYA program. Various types of online models are launched through this program to deliver quality education to students.





This plan is part of the Aatma Nirbhar Bharat Abhiyan; a scheme developed to boost the levels of the education sector and prevent the pandemic from affecting kids' education in any way.

PM eVIDYA will be referred to as a one-nation digital platform. **1.** Aside from that, a TV channel named one class one channel will be introduced for students in grades 1st to 12th. The government will also provide radio podcasts for visually and deaf students. The administration will take all necessary precautions to ensure that students' education does not suffer due to the statewide lockdown.

Features:

- Under this strategy, the top hundred universities in the country will begin instructing students through online education from May 30, 2020.
- Many students in the country do not have access to the internet. Swayam Prabha DTH channel will be launched to impart education to all students.
- The government has also launched 12 other similar channels.
- In addition, a Diksha portal has been established, which will provide e-content and QR code energized books for all classes.
- A channel called Manodarpan will be launched for students', teachers', and families' mental health and emotional well-being.
- A new national curriculum and pedagogical framework for schools, early childhood education, and instructors will be introduced, integrated with global and 21st-century skill needs.
- The National Foundational Literacy and Numeracy Mission will be launched in December 2020 to ensure that every child achieves Learning levels and outcomes in grade 5 by 2020.



Swayam Prabha Portal:

SWAYAM PRABHA is a set of 34 DTH channels dedicated to providing high-quality educational programming 24 hours a day, seven days a week via the GSAT-15 satellite. **2.** Every day, there will be new information for at least four hours, repeated five more times during the day, allowing students to learn at their own pace.

DIKSHA Portal:

DIKSHA stands for Digital Infrastructure For Knowledge Sharing. It is a national platform for school education launched on September 5th, 2017. It is an initiative in the domain of digital learning by the National Council for Education Research and Training (NCERT) and the Ministry of Human Resource Development – MHRD.

It was developed based on the core principles of open architecture, open access, open licensing diversity, choice and autonomy as outlined in the Strategy and Approach Paper for the National Teacher Platform. The National Teacher Platform has been branded as DIKSHA. The motto of DIKSHA is ‘our teachers are our heroes’.

On September 5, 2017, the Vice President of India formally launched this platform. This platform provides learning content that corresponds to the requirements of the School curriculum. It is available in English and several other languages to increase its reach manifold. This platform will also include lesson plans, worksheets, and activities to help students have a fun learning experience in the classroom.

X. PRAGYATA

The COVID-19 pandemic has wreaked havoc on schools and students all across the world. Over 240 million children in India alone have had to face a negative impact of the pandemic in terms of



education. To overcome the losses faced by schools or children, the Government of India launched the Digital India campaign to create a comfortable environment for moving towards digital education. This campaign was started by the Ministry of Human Resource Development (MHRD) under the title 'PRAGYATA'.

Certain guidelines were suggested under this scheme for administrators, school heads, teachers, parents and students; these guidelines have been issued with the aim of overall development of the students in mind, with the goal of reducing excessive screen time. ³ These guidelines have been prepared by the National Council of Educational Research and Training (NCERT) and include eight steps of online/digital learning **i.e. Plan- Review- Arrange- Guide- Yak (talk)- Assign- Track- Appreciate.**

- **Plan** -Planning is essential for a better face-to-face teaching experience. This planning must take a few common aspects into account:

1. Number of students in each class ,
2. Age and class of children,
3. Learning methods of children,
4. Nature of subject,
5. Accessibility of digital devices to children, teachers, schools, and all other resources

- Assignment and assessment types

- **Review** - Identify and make available the tools and resources needed to conduct online classes. This involves examining the plan in terms of class duration, cyber security, assessment procedures, and so on.

- **Arrange** - Gathering all resources and arranging and organizing daily/weekly classes

- **Guide** - It is critical to keep everyone involved up to date. As a result, the school must guide the teachers, who must then guide the students/parents on the themes, topics, assessments, and so on.



- **Yak (Talk)** - During guiding, teachers must communicate well with parents and students.
- **Assign** - Depending on the technological instruments available to the students, assigning group activities or individual assignments.
- **Track** - To ensure that students do not lose interest in studying online, teachers must track their progress and assignments using appropriate methods.
- **Appreciate** -praising students for their accomplishments enhances their self-esteem while also building their interest in the work they are performing. As a result, professors must encourage their students in order to prevent online education from becoming demotivating.



Before making decisions regarding the manner of teaching, it urges schools first to examine the digital infrastructure available to instructors and students and the levels of parental involvement. Schools must establish plans to reach students who do not have access to digital infrastructure at home. 4. In addition to live classes, it provided several recommendations for asynchronous learning, including tools that allow students to download lessons or listen to radio and TV programs, communicate via Whatsapp and SMS, study independently, and participate in creative projects.



Provisions:

- The ministry has suggested that students must limit their screen time.
- Online sessions for pre-primary students should not last more than 30 minutes, according to the standards.
- It also states that for classes 1–8, two online sessions of up to 30-45 minutes each should be held, and for classes 9–12, four sessions should be held.

XI. PADHNA LIKHNA ABHIYAN

Adult education in the Indian context extends educational opportunities to adults who have lost the chance to obtain an education and have passed the age for formal education and now feel a need to pursue primary education, vocational education (skill development), equivalency, physical and emotional development, practical arts, applied science, or recreation. Currently, India has roughly 35% of the world's adult illiterates. To ensure this, a new scheme has been introduced, 'Padhna Likhna Abhiyan.'

The Adult Education (Padhna Likhna Abhiyan) scheme is centered on the Basic Literacy component to focus on illiteracy elimination. Women, Scheduled Castes (SCs), Scheduled Tribes (STs), Minorities, other disadvantaged groups, and aspirational areas would be the focus of the Abhiyan. The Hon'ble HRM has approved this centrally sponsored scheme with a financial outlay of Rs.224.95 crore, including a central share of Rs.148.74 crore and a state share of Rs.76.21 crore, and a physical target of 57 lakh learners to be made literate, to be implemented in FY 2020-21 with immediate effect. 5.

The primary goal of the Padhna Likhna Abhiyan is to provide functional literacy to 57 lakh adult illiterates aged 15 and up through a one-year Basic Literacy Program from 2020 to 2021.



The unique features of the scheme include the following:

- The programme will focus on the Basic Literacy component over a four-month cycle, with priority given to aspirational districts; the programme will include both rural and urban regions.
- The project would include a flexible approach and new methods for imparting Basic Literacy, such as involving school and college students as well as other volunteers from NCC, NSS, and NYKS.
- The Annual Plans of States/UTs will be approved by a Project Approval Board (PAB) at the national level. During PAB meetings, Secretaries of Education will present their Annual Plans, which will be based on district plans, on the NIC portal.
- There may be convergence with Rural Development (MGNREGA), Skill Development, Culture, Information Technology, Finance, Sports and Youth Welfare (NYK), NCC and NSS programmes, NGOs/Civil Society, and CSR sector projects.



- SHGs, Voluntary and User Groups, and other community-based organisations may be encouraged to form and participate.
- The National Institute of Open Schooling (NIOS) will conduct Basic Literacy Assessments for adult learners three times a year under the scheme.



Programme Framework:

According to the Ministry of Education's guidelines, this program entails identifying nonliterate through a survey, mapping their learning needs by area, and providing them with teacher instruction for 120 hours spread out over four months or longer, depending on the learner's motivation and local conditions. 6. The learner will be able to read and comprehend unknown text (newspaper headings, road signs, etc.), apply writing skills in everyday activities such as writing applications and letters and filling out application forms, etc.; and compute simple problems involving addition, subtraction, multiplication, and division after completing the 120 hours of instructional learning.

Every successful learner will receive a certificate based on a Basic Literacy Assessment Test and learning outcomes. Through Open Learning Systems, this will open up chances for higher studies. Classes will be held at a time and location that is convenient for the students. State Literacy Mission Authorities (SLMAs) would be required to make arrangements to use school buildings, such as



Panchayat Buildings and Community Halls, for conducting literacy classes and related activities outside of school hours and on holidays. The National Council of Educational Research and Training (NCERT) has created a Primer for adult learners, including literacy and numeracy training.

Problems:

- Modern training solutions and methodologies, such as smart classrooms, have been used in advanced economies for some time and have yielded great outcomes. The Government of India has taken positive steps to make education more inclusive even still, such attempts have run into difficulties because there is no reliable way to assess instructors' abilities and training, particularly in rural areas.
- Online classrooms are unable to teach courses that require a laboratory or practical component.
- In most circumstances, a computer demands a lot of space that is not available in a poor household, making digital schooling unfeasible in those homes. If a student is unable to study comfortably and peacefully, studying at home with the assistance of online education is also impossible.
- In India, over 85 percent of the population does not speak English. The lack of standardised content in Hindi and other regional languages slows the uptake of new online courses. Some schemes have this feature, but most of them lag behind due to unavailability of multilingual softwares.



CHAPTER 4

IMPACT OF COVID-19 ON EDUCATION SECTOR

The Covid-19 pandemic has led to an adverse impact on the functioning and performance of the education sector in India. The nationwide lockdown has led to the closure of schools, thereby hampering educational activities. This has tremendously impacted the learning outcomes and led to an increase in school dropout rates and out-of-school children. A digital divide has been created as most students, especially in rural areas, have no access to the internet, computers, laptops, or mobile phones to take part in online teaching-learning activities. Moreover, the pandemic has disrupted the benefits provided by schemes such as Mid Day Meal Scheme, Integrated Child Development Services, etc. Teachers and students find it challenging to adapt to the sudden transition from face-to-face learning to online learning—this transition worst impacts children from marginalized communities and girls of school-going age.

School Dropout rate

Around 15 crore students are currently out of school across the country. This number was 3.22 crore in NSSO 2017-18 Household Survey. According to the Annual Status of Education Report (Rural) 2021, the number of students of the 6-14 age group out of school grew almost twice between 2018 and 2021. In 2020 and 2021, there has been an increase in the number of children not enrolled in schools, especially among boys, in the age group of 7-10 and 11-14. The proportion has remained almost the same for girls in the higher age bracket, but there has been a significant jump in the younger age bracket.

Experts estimate that the number of out-of-school children in India will double from 32.2 million in the aftermath of the pandemic, with children from marginalized communities disproportionately affected.



Various factors have contributed to this increase in dropout rates among children-

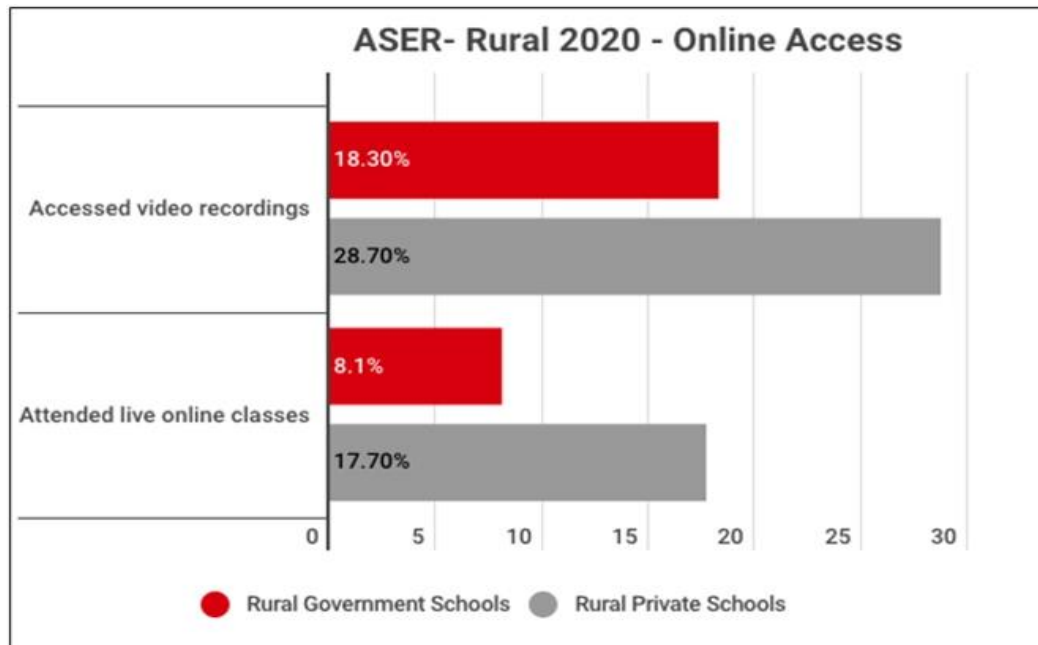
- Many parents have lost their jobs due to the pandemic and thus are no longer able to afford their children's education. Children are forced to do child labor to support their parents.
- Many people are keen to get their daughters married to reduce their education costs.
- People have migrated to rural areas after the nationwide lockdown due to which their children had to drop out of school and were not enrolled back once they moved to rural areas.
- Many children have dropped out of school as they are no longer interested in studying due to the long gap in learning.
- The most critical factor responsible for the increase in dropouts is the non-availability of adequate infrastructure for online teaching-learning activities. This includes mobile phones, laptops, computers, internet connection, electricity, etc.

Digital Divide in Education

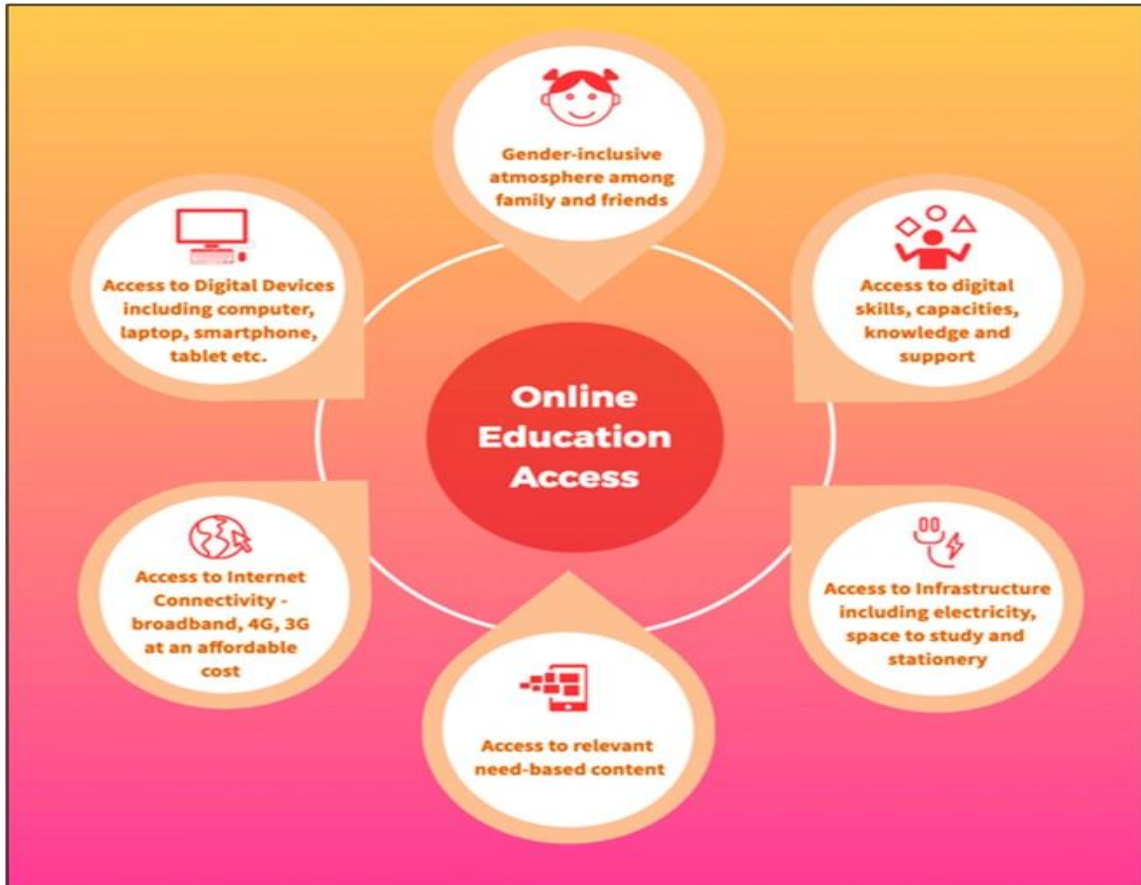
Learning has become online due to Covid-19 induced lockdown. However, most children, especially in rural areas and semi-urban areas, have no smartphone or computer access. This has posed difficulty for both students and teachers.

According to a study conducted by Azim Premji Foundation, around 60 percent of school-going children in India can't access online learning opportunities. A similar study done by Oxfam India found that even students of urban private schools reported problems with internet signals and speed. They struggle with the cost of a proper internet connection or mobile data.

Availability of mobile phones in households doesn't guarantee children's access to them. According to ASER (Rural) 2021, across all grades, although over two-thirds of all enrolled children have a smartphone at home, just over a quarter of these have full access to it for their studies (27%), while close to half have partial access (47%). The remaining quarter has no access at all (26.1%).



The right to education of a child now depends on the affordability of gadgets. This has significantly impacted children from economically weaker sections or disadvantaged communities as high-income families can afford digital devices for their children. Consequently, they have to drop out of school and are forced to do child labor, thereby leading them to a vicious cycle of poverty.



Fall in Enrollment Rate

According to ASER 2021, the percentage of rural children who weren't enrolled in school has doubled during the pandemic. However, there has been an increase in enrollment in government schools at the expense of private schools. Many affordable smaller private schools have shut down during the pandemic. This could also be driving the shift to government schools. Other reasons include financial constraints and migration to rural areas post the lockdown.

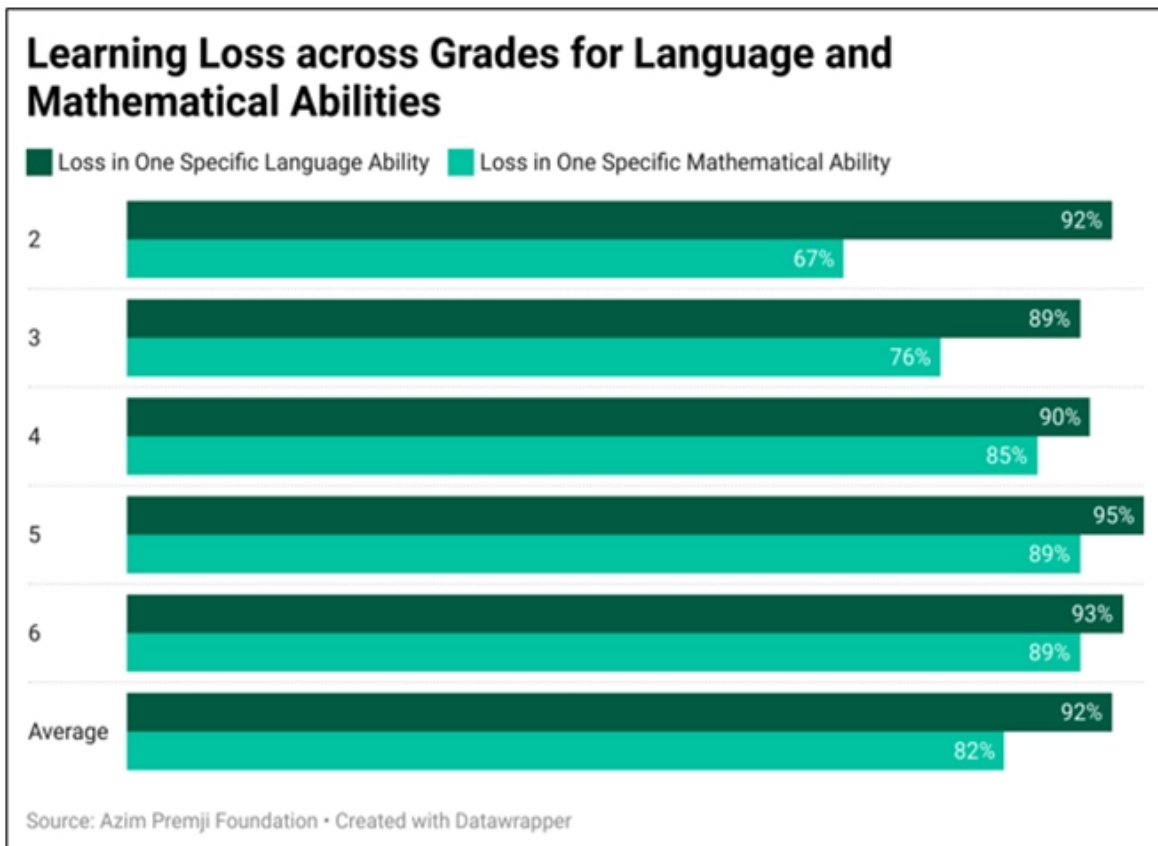
The pandemic has disproportionately affected school-going girls. According to the Ministry of Education, out of 320 million children affected by the Covid-induced school closure, 158 million, 49.37 percent are girls.



Learning Loss

In a survey conducted by UNICEF in six states- Uttar Pradesh, Assam, Bihar, Madhya Pradesh, Kerala, Gujarat, it has been found that around 76% of Indian students faced learning loss due to the pandemic induced school closures. This problem has been aggravated by the digital divide, financial distress, insufficient reading material, passive attitude, and weak online teaching.

In a study conducted by Azim Premji Foundation, it has been concluded that on average, 92% of children have lost at least one specific language ability, and 82% of children on average have lost at least one specific mathematical ability from the previous year across all classes. This will affect their academic performance in school years and also their future.





Challenges faced by teachers

Teachers are finding it difficult to take virtual classes as they aren't able to adapt to unconventional forms of teaching. They have to find innovative ways of teaching so that the interest of students is maintained in online classes. Teachers had to undergo training for teaching virtually by using advanced technology. This was more difficult for the teachers in schools of rural areas. There are signal issues and teachers have to incur data expenses for teaching digitally.



Teachers don't have sufficient infrastructure like laptops, internet, microphones, etc. to efficiently teach their students, especially in rural areas. A survey conducted by Learning Spiral found that two out of every five teachers lack the necessary devices to deliver education online. Around 84% of teachers said that

they are facing difficulties in providing digital education to students.

Other issues include maintenance of discipline in online classes, parents hovering around students during online classes, lack of IT support, student absenteeism, difficulty in integrating course with technology, etc. Many institutions even did not provide clear instructions and directions about the implementation and execution of online classes.

Gender Inequality

Closure of schools due to the pandemic hasn't only led to increasing dropout rate and learning loss but has also increased gender inequality significantly. Girls have to give more time to household



chores. It has been cited as the main reason behind the discontinuation of education. The burden of household chores has reduced learning opportunities for them.

They also have limited access to the internet, mobile phones, laptops, etc. In India, the poorest girls and those living in rural areas have much less access to technology than boys. There exists a 50% gender gap in mobile internet users in India where 21% of women and 42% of men use mobile internet. Even if there is one smartphone, it won't be for the girl but for the male child. Many families choose to prioritize their sons' education due to harmful gender norms.

Majority of girls have to drop out of school due to financial constraints, especially in rural areas. They are married off at an early age to reduce the economic burden of parents who have lost their jobs during the pandemic. They often view marrying off their daughters as a measure to ensure the safety and well-being of the girl child's future.

Before COVID-19, India had 30 million out-of-school children, out of which 40% were adolescent girls. It is projected that post COVID-19, close to 10 million secondary school girls might dropout and a large number of these can be from India.

Missing Midday Meal Scheme

The Mid-day Meal Scheme of the central government is aimed at improving the nutritional standards of children and also acts as an incentive for parents to send their kids to school. It plays a crucial role in reducing malnutrition in the country and contributing to the growth and development of children.

Due to the COVID-19 crisis and the closure of educational institutions, the Government of India issued guidelines in March 2020. It advised all states and UTs about providing hot cooked meals or food security allowance consisting of foodgrains and cooking costs (or its equivalent pulses, oil, etc), to all eligible children covered under MDMS during closure of schools. This was extended to cover the summer vacation period as 'a one-time special measure due to COVID-19' so as to enable them



to meet their nutritional requirement and to safeguard their immunity which is very important during the pandemic. Following the continued closure of schools, the measure was extended in July to continue till the time schools reopen. While the guidelines were issued, delivery on the ground was lax.

Of the 36 states and UTs in India, 15 including large ones like Rajasthan, Madhya Pradesh, and Odisha reported a decline in their offtake of foodgrains under MDMS in the months of April and May 2020 compared to the same months in 2019. Moreover, 27 states and UTs reported lower offtake for primary children in 2020 compared to 2019.

The Supreme Court of India took suo motto cognisance of this. In the case Regarding Closure of Mid Day Meal Scheme, the Chief Justice of India observed that *“non-supply of nutritional food to children may lead to large-scale malnourishment. Particularly, the children in rural as well as tribal areas are prone to such malnourishment.”* The Supreme Court further said that *“in dealing with one crisis, the situation may not lead to another crisis. In that view of the matter, it is necessary that all the States should come out with a uniform policy so as to ensure that while preventing the spread of COVID-19, the schemes for providing nutritional food to the children are not adversely affected.”*

The absence of midday meals will increase the nutritional gap and affect cognitive development of children. For the majority of children, midday meals are the only source of nutrition.

Integrated Child Development Services

Under ICDS, Anganwadi workers and helpers provide many services in rural and other backward areas. These include supplementary nutrition, pre-schooling, non-formal education, health check-



ups, immunisation, referral services and nutritional education to children of up to 6 years and pregnant and lactating mothers.

The pandemic has increased challenges for the Anganwadi workers and the beneficiaries. According to a survey, only 75 percent of pregnant and lactating women and 13.75 percent of adolescent girls suffering from malnourishment (of the respondents surveyed) received ration from Anganwadis. Anganwadi workers spreading door-to-door awareness about Covid have no access to an adequate supply of gloves and masks. Pandemic has led to the discontinuation of hot cooked meals and snacks to children. In some areas, beneficiaries are beginning to receive grocery supplies instead of hot cooked meals. However, there are wide complaints of inadequate supplies. Other programs related to health and nutrition education, water, sanitation and hygiene have also got disrupted.

Steps taken by Education Ministry

The Ministry has taken several initiatives to ensure that the school-going students don't lag behind in their studies during the COVID-19 pandemic. Some of the initiatives have been described below-

- **PRAGYATA Guidelines on digital education**

The guidelines brief on various modes of digital education including online mode that depends more on availability of internet, partially online mode that utilizes the blended approach of digital technology and other offline activities, and offline mode that utilizes television and radio as a major medium of instruction of education. These guidelines provide a roadmap or pointers for carrying forward enhanced quality online education. The guidelines are useful for a diverse set of stakeholders including school heads, teachers, parents, teacher educators and students. It also outlines the support to be provided to students with special needs. Main emphasis is on balanced online and offline activities keeping the screen time as an essential parameter according to the level of students.



The guidelines include eight steps of online/digital learning i.e. Plan- Review- Arrange- Guide- Yak (talk)- Assign- Track- Appreciate.

1. Digital Access:

The guidelines acknowledge that these students live in households that fall into different categories:

- Those who have computers or smartphones with 4G internet access.
- Those with smartphones but limited or no internet access.
- Those with television with cable or DTH.
- Those with a radio set or a basic mobile phone with FM radio.
- And those with no communication devices at all.

It emphasized the aim of digital classrooms is not to try and recreate Face-to-Face (F2F) classrooms over the internet.

2. Need for Survey:

It advises schools to first survey the digital infrastructure available with teachers as well as students, the levels of parental involvement before making decisions about the mode of teaching. Therefore, schools must also make arrangements to reach students who do not have access to any digital infrastructure at home.

3. Duration:

For kindergarten, nursery and pre-school, only 30 minutes of screen time per day for interacting with parents is recommended. Schools can hold live online classes for a maximum of 1.5 hours per day for Classes 1-8, and 3 hours per day for Classes 9-12.

4. Asynchronous Learning:



Apart from live classes, it offered a number of recommendations for asynchronous learning with tools to allow students to download lessons or listen to radio and TV programs, communicate through Whatsapp and SMS, study on their own and undertake creative projects.

5. *Health Issues:*

Children exposed to digital technologies or gadgets for a longer time are prone to severe health issues. Hence sitting with digital gadgets for longer hours or their excessive use can be avoided by designing age-appropriate schedules.

6. *Cyber Safety:*

It also recommends ethical practices including precautions and measures for maintaining cyber safety.

7. *Convergence:*

It envisages convergence with the government initiatives on digital education e.g. SWAYAM Prabha, SWAYAM, DIKSHA and Radio Vahini, Shiksha Vaani.

- **PM e-VIDYA**

As a part of the Atma Nirbhar Bharat Programme, a comprehensive initiative for using Technology with Equity, called PM e-VIDYA has been initiated which unifies all efforts related to digital/online/on-air education to enable multi-mode access to education. PM e-Vidya has the following components:

1. DIKSHA – One nation, one digital education platform
2. One class, one TV channel – Swayam Prabha
3. E-content for Open School



4. Extensive use of Radio, Community radio and podcast
5. E-content for visually and hearing-impaired students

Each of the above components is developed in such a manner that the same e-content available on one digital mode is also available on other digital modes.

- **DIKSHA Portal**

DIKSHA stands for Digital Infrastructure For Knowledge Sharing. It is a national platform for school education launched on September 5th, 2017. It is an initiative in the domain of digital learning by the National Council for Education Research and Training (NCERT) and the Ministry of Human Resource Development – MHRD.

It was developed based on the core principles of open architecture, open access, open licensing diversity, choice and autonomy as outlined in the Strategy and Approach Paper for the National Teacher Platform. The National Teacher Platform has been branded as DIKSHA. The motto of DIKSHA is ‘our teachers are our heroes’.

It is built to host Open Educational Resources (OER) and tools for teachers in schools, teacher educators in Teacher Education Institutes (TEIs) and student teachers in TEIs. The aim of this initiative is to help teachers and the students to continue their studies as usual and ensure holistic learning for both. It will host Open Educational Resources and will also have tools and interfaces for the creation and consumption of teaching and learning content. As a shared infrastructure the platform will avoid duplication of effort and save costs.

NTP will cater to teachers from all stages of school education including pre-primary, primary, upper primary, secondary and senior secondary. DIKSHA is available for the use of all states and UTs of India. Currently, it supports 18+ languages and the various curriculum of NCERT, CBSE and SCERTs across India.



- **SWAYAM Prabha**

It is an initiative of the Ministry of Human Resources Development to provide 32 High-Quality Educational Channels through DTH across the length and breadth of the country on a 24X7 basis. It has curriculum-based course content covering diverse disciplines. This is primarily aimed at making quality learning resources accessible to remote areas where internet availability is still a challenge. The DTH channels are using the GSAT-15 satellite for program telecasts.

- **Learning Enhancement Guidelines for Continuous Learning**

The decision to come up with these guidelines was taken in response to complaints that the children without access to digital resources were getting left behind as classes went online. These guidelines emphasize upon the community working closely with the school to get learning materials such as workbooks, worksheets, etc delivered at the doorsteps of children by teachers and volunteers.

NCERT Students' Learning Enhancement Guidelines also suggest teaching local students by volunteers or teachers setting up television at the community centre and maintaining social distance norms. The new guidelines also talk about setting up of a helpline at the community centre with the help of members of the community and Panchayati Raj. It recommends the orientation of parents to support and participate in the learning of their children.

These guidelines will help children, who do not have digital resources to get learning opportunities at home with their teachers or volunteers. It will also help in efforts to overcome the learning deficiencies of all those students who are learning at home through various alternative ways i.e., using radio, TV, smartphone, etc.

- **Guidelines for children of migrant labourers**

The ministry had asked states to prepare a database of children who have left the local areas for their homes in other parts of the same state or to a different state. Such a database may be prepared by each school by personally contacting parents or guardians of all children studying in their



school, through phone, WhatsApp, neighbors, or peer groups. Their tentative place of stay during this period may also be noted. Such children, who have left, may be shown separately in enrolment as temporarily unavailable or migrated.

The Ministry has suggested the State government may direct all schools to give admission to any child who has recently returned to the village without asking for any other documents, except for some identity proof. They should not ask for transfer certificates or proof of class attended earlier. The information provided by the child's parents may be assumed to be correct and taken as such for giving admission to the child in the relevant class in his or her neighborhood government or government-aided school.

- **E-Content guidelines for CWSN**

According to the guidelines, e-content for CwDs should be developed based on the four principles namely: perceivable, operable, understandable and robust. The e-content including text, tables, diagrams, visuals, audios, videos, etc. should comply with accessibility standards. The distribution platforms on which content is uploaded (e.g. DIKSHA) and reading platforms/devices on which content is accessed and interacted (e.g. e-pathshala) must comply with technical standards.

NIOS is using One DTH channel specifically for hearing impaired students in sign language. For visually and hearing-impaired students, study material has been developed in Digitally Accessible Information System (DAISY) and in sign language; both are available on NIOS website/ YouTube. 82 sign language videos for CWSN are uploaded on DIKSHA portal by NIOS. One hour programme in sign language for secondary and senior secondary level content of NIOS are being broadcast on PM eVidya channel 10 from September 1, 2020.



- **Guidelines for out of school children and mitigation of loss of learning**

The Ministry has devised a strategy in order to prevent increased dropouts, lower enrolments, loss of learning and deterioration in the gains made in providing universal access, quality and equity in recent years. It includes:

1. For Children with Special Needs for whom Home Based Education has been approved, the same may be continued through volunteers/special educators visiting the homes of these children with adequate safety precautions and consent of the parents.
2. States and UTs should conduct a comprehensive door-to-door survey by involving teachers, BRCs/CRCs with the help of SMCs to prepare a database of school-going age children.
3. Enrolment drives may be conducted at the beginning of next academic year such as School Chalo Abhiyan, Back to school campaign, etc. These may be conducted not only for new admissions but also for welcoming existing children back to school.
4. Awareness generation and dialogues need to be undertaken among parents and community for enrolling children in school and sending them regularly when the schools re-open. Media and Community Mobilization funds under Samagra Shiksha must be utilized for this purpose.
5. Distribution of Educational Materials and Resources, supplementary graded material, workbooks, worksheets, etc. may be undertaken, in addition to textbooks, with easy instructions.
6. Classroom on wheels and classes in small groups at village level by volunteer teachers may be explored wherever possible.
7. Increasing the access of children to online/digital resources, DTH channel, radio, community radio and other digital modes, to reduce Learning loss and allowing their smooth transition to school.
8. Ensuring easy and timely access to the usual provisions of uniforms, textbooks and MDM would play an important role in ensuring that children continue in schools.



9. Timely provision of stipend to enrolled CWSN girls through DBT mode must be ensured.
10. Strengthen child protection mechanisms at the local level for reporting violence against children and making them accessible to all children, especially since schools and other educational institutions are not functional.

- **National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN Bharat)**

It was launched by the Ministry of Education (MoE) on 5th July 2021 under the aegis of the centrally sponsored scheme of Samagra Shiksha, which is an integrated scheme of school education covering from Pre-School to Senior Secondary level. The National Mission lays down priorities and actionable agendas for States/UTs to achieve the goal of proficiency in foundational literacy and numeracy for every child by grade 3. Vidya Pravesh has been launched for class 1st students. This is a three-month play preparation program that prepares students for school through playschools. Through this scheme, all the remote students will have access to playschools. This scheme aims at spreading the concept of playschools to the most distant parts of the country. It seeks to ensure that no student is deprived of education.

Other Measures

Also, to reach out to those students who lack access to technology, various innovative activities are being done at the national, state, or district level such as GaliGali Sim-Sim, Tili-Mili program, Motor School, Roving Teacher, Project SMILE (Social Media Interface for Learning Engagement), e-Kaksha, formation of Whatsapp and other social media groups, Work Book Distribution at home, Teacher calling to maintain connects with the student. Extensive use of Radio, Community radio, and CBSE Podcast- Shiksha Vani is being done. Special e-content for the visually and hearing impaired has been developed on Digitally Accessible Information System (DAISY) and sign language on NIOS website/ YouTube. NIOS has also produced more than 270 Videos in Sign Language in 7 subjects to provide educational access to secondary-level learners and Yoga courses.



Quality Education to Tribal Students during COVID

In view of the unprecedented Covid 19 crisis, providing quality education to tribal students has been a big challenge. Concerted efforts were made by the government to ensure that the academic process in schools does not get affected to a very large extent. In this regard, EMRSs adopted a blended model of learning combining both online and offline mode. Many schools during the lockdown made use of technological platforms such as Youtube, DIKSHA, Whatsapp, Google Classroom, Mobile Apps (StepApp), etc.

Some of the processes adopted by States to reach out to students where availability of smart devices or connectivity was a challenge are as follows:

- a. Delivery of study materials to the houses of students including postal delivery.
- b. Telephonic counseling and guidance by teachers and principals.
- c. Special campaigns for reaching the doorstep of students and providing them with the required learning materials including books, etc., like Shikshan Setu Abhiyan, Project Unlock Learning, School on Wheels.
- d. Physical visit by teachers to the villages of students for guiding the students through Village Learning Circles, Alternate Mentorship and Learning Programmes (ALMP).
- e. In case of availability of televisions, students were encouraged to make use of satellite TV channels like EDUSAT, Gyan Darshan, etc.

Highlights of Issues

Impact of covid on education sector

1. School dropout rates - There has been an increase in the school dropout rates, specially with effect to gender disparity. With more female dropouts as compared to males in elementary education.



2. Digital divide - Only a quarter of enrolled have access to smartphones for studies in the rural area. Lighting of the demographic divide based on education between urban and rural areas. In both the areas males have been preferred with smartphone usage over females. Learning loss of 76% of students faced a learning loss according to Unicef.
3. The teachers are not well-versed with the technical teaching which is degrading the quality of education.
4. Not proper infrastructure is present to incorporate the needs of digital education.

Challenges with the schemes

1. With the mid day meals being impacted due to covid, Due to closure of institutions midday meals Have been disrupted Which is further aggravated the condition of Malnutrition -
 - Nominal increase in budget allocation for the mid day meal.
 - NFHS - have recorded worsening levels of malnutrition.
2. **NEP**
 - It requires enormous resources with an ambitious target of public spending at 6% of GDP. Mobilizing such big financial resources will be a big challenge with the low tax-to- GDP ratio and additional challenges by the pandemic.
 - The languages taught and emphasized remain futile since these languages do not have an ecosystem in higher studies and employment.
 - In higher education the document recognizes that there is a diversity of pedagogical needs. If it is a mandated option within single institutions, this will be a disaster since structuring a curriculum for a classroom that has both 1-year diploma students and 4-year degree students' take away from the identity of the institution.



3. Swayam

- Rural vs Urban infrastructure - the variable quality of staff and the diverse types of subjects that are taught.
- Courses that traditionally need a laboratory or practical component cannot be taught through online classes
- The adoption or integration of technology in education also depends on the specific institution and its location.



CHAPTER 5

THE CONTROVERSIES OF THE MINISTRY

- There have been various controversies encountered for the Right To Education Act in the previous years. The most controversial component of the Right To Education Act concerns teaching quality, which is, in fact, the primary barrier to the development of literacy in India. The emphasis in schools is generally on physical infrastructure but not on teaching standards. A disturbing element of our basic education is that in the majority of our six lakh villages, children are taught by minimally educated "para teachers."
- The administration appears to be optimistic about the educational standards and infrastructure in government schools. However, experts agree that government schools are not only overcrowded, but also provide a poor education. ¹According to a recent assessment of 188 government non-primary schools, 59% of them lacked drinking water and 89% lacked toilets. Nonetheless, under the new regime proposed by the Right To Education Act, government schools will be the most secure. This is contrary to what is seen in the schools where no security is provided in terms of social factors and basic facilities.



- New Education Policy came into existence with controversies straight from its drafting procedure. The Union Cabinet approved the New Education Policy (NEP 2020) which specified that the medium of instruction for pupils in classes up to V will be in their



mother tongue/regional language.

However, this NEP 2020 feature violates a June 5, 2014 Supreme Court decision, which found that Article 19(1)(a) of the Indian Constitution allows parents the basic freedom to choose the language of instruction in which their children study in school.

- The Mid Day Meal Scheme suffered criticism in Karnataka where the school children were unhappy with the food served to them.

Tabarak, a 14-year-old boy from Devarjeevanahalli, a neighbourhood in central Bengaluru, considered walking home during lunch break to eat food better than eating the school's free lunch. He found the school food very bland.

Another student,² Sabitha, an 11-year-old girl a few blocks away who was too hesitant to say anything during one of the inspections, admitted that the food was not very good. She also preferred to eat at home since the food was more flavorful at home.

Snehapriya admitted that she goes to school hungry and only eats when she gets home. On certain days, she used to bring her dabba from home, but she won't eat the food offered at school. She complains about the taste despite the fact that food was catered by Iskon's Akshaya Patra Foundation (APF) as part of the Central Government's mid day meal scheme at her school.





- Manish Sisodia, the Delhi Education Minister, stated Delhi University has become a hotbed of controversy as a result of the national government's failed policies.³The university, which was formerly in the spotlight due to its students, is now in the news due to financial mismanagement. It is terrible that a vice-chancellor was suspended owing to theft of funds. The federal government should think about and re-employ persons of integrity in the country's higher education institutions.

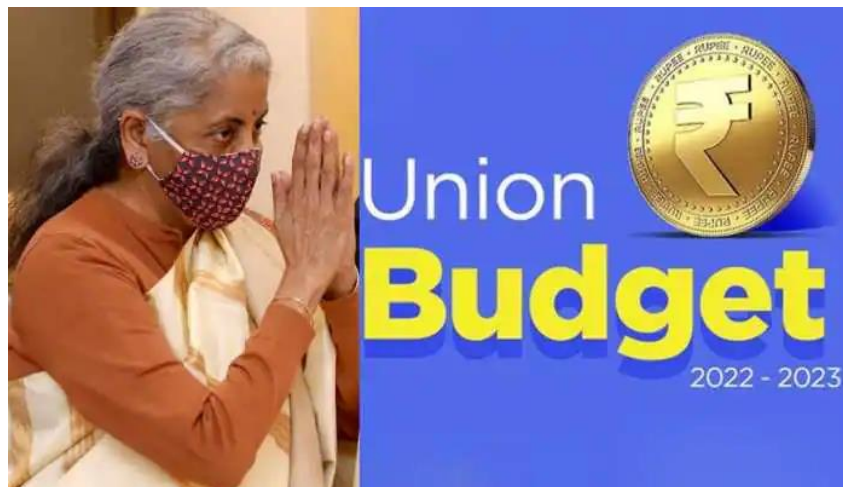


CHAPTER 6

EDUCATION BUDGET ALLOCATION 2022 EXPECTATIONS

Every year on February 1st, the government presents the Union Budget. A budget, according to Article 112 of the Constitution, is a declaration in which the government provides the expected receipts and expenditures for that fiscal year. According to the budget, a fiscal year runs from April 1st to March 31st.

This year, Finance Minister Nirmala Sitharaman will introduce the Union Budget for Fiscal Year 2022-23 on February 1 at roughly 11 a.m. This will be the fourth and most anticipated budget under Prime Minister Narendra Modi's tenure. ¹ The Union Budget working for the financial year 2022-23 was started from 15 December 2021. Finance Minister Nirmala Sitharaman has begun pre-budget consultations with various groups of stakeholders.



- **Investment in trainings of teaching and non-teaching personnel**

Teachers are the building blocks for a student. Currently the condition of teaching is very poor in rural as well as urban areas. This budget must support educational institutions in both the public and private sectors in their efforts to build the necessary infrastructure as well as fund the costs of extra training and other skill development programmes. ¹



It is vital that the authorities concentrate on the safe reopening of schools. The readiness to reopen schools emphasises the importance of significant investment in everything from basic infrastructure to teaching and non-teaching staff. The budget 2022-23 is expected to consider the requirement of funds in training the teachers and also providing the other facilities when the school reopens. Financial priorities are in teacher training on how to give psychosocial and mental health support to pupils for their emotional well-being

- **Revision of tax slabs**

The pandemic's influence on the education system, particularly the public education system, has increased all students' reliance on extra educational sources given by private organisations. Such sources have been classified as 'Educational Services' and taxed at 18% under the Goods and Services Tax (GST).² It is anticipated that the government would reduce the GST rate for this group to 5%, alleviating financial burden on students' parents, particularly those from poor and middle-class families.

Since the schools are closed due to the pandemic, the students have to take online coachings and even depend on online study material for covering their syllabus and the current tax slab for these services is quite high to be afforded by everyone.

- **Higher education funding agencies to reduce the budget**

The budget allocation for the Ministry of Education in 2021 has been decreased from Rs 99,321 crore in the budget stage to Rs 85,890 crore in the revised stage (down 14 percent). One of the proposals is for higher education funding organisations to dramatically reduce budget allocation during the revision process (91 percent reduction)



- **National digital educational architecture**

Union Budget 2021-22 has laid a major emphasis on strengthening country's digital infrastructure for education by announcing setting up of a National Digital Educational Architecture (NDEAR) within

the context of a Digital First Mindset where the Digital Architecture will not only support teaching and learning activities but also educational planning, governance administrative activities of the Centre and the States/ Union Territories. The upcoming budget is likely to witness significant allocation to this setup.

- **E- learning startup**

ED-Tech start-ups, which are forerunners in disseminating abilities alongside conceptual knowledge, want financial aid from the government budget within the form of longer duration tax exemptions and funding support to thrive in the market. Ultimately, the authorities must announce packages to foster better net connectivity infrastructure throughout the country that guarantees ultimate-mile connectivity, access to lower-priced 5G gadgets, and importantly help E-learning players with robust records safety legal guidelines, states Bhavesh Goswami who is the Founder & CEO of CloudThat while sharing his expectancies on the Union Budget 2022 for the e-learning region.

- **National education policy (NEP)**

Prof. Dhirendra pal Singh, chairman of University grants commission Has stated that any P which was. introduced in 2020 but face delay in implementation due to COVID-19 pandemic will be implemented with due arrangements in 2022. The main contradiction, however, remains that the cut in the budget allocation to education Will significantly impact or may even hinder the implementation of NEP. Therefore, many analysts have been. Emphasizing on the need of



increasing budget allocation to education for the implementation of NEP and the aforementioned policies. With the new normal presented by the COVID-19 various opportunities as well as challenges have opened up for developing countries such as India in development. The 2022 budget remains pertinent from this aspect that it will bring out various new educational policies which are important to overcome the challenges presented not only by the pandemic, but to make use of certain opportunities and skill the labor for the upcoming changes. Education remains one of the significant fields As the loss of it in the past two years is going to cost us dearly. To fill the gaps that have been left open by the present pandemic it is important that the government starts focusing on the sector by starting with more allocation of funds or figuring out a way to fund the presented policies.

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