

**GOVERNMENT OF INDIA
MINISTRY OF EDUCATION
DEPARTMENT OF SCHOOL EDUCATION & LITERACY**

**RAJYA SABHA
UNSTARRED QUESTION NO. 197
ANSWERED ON 27th NOVEMBER, 2024**

Inclusive education for Disadvantaged and Out-of-School Children

197. Shri Dhairyashil Mohan Patil :

Will the Minister of EDUCATION be pleased to state:

- (a) whether Government is taking concrete steps to guarantee that children from poorer sections and disadvantaged groups are not discriminated in primary education, as required by Section 8(c) of the Right of Children to Free and Compulsory Education (RTE) Act, 2009;
- (b) if so, the details of these Samagra Shiksha measures, especially those to enrol and retain out-of-school youngsters;
- (c) whether Government has statistics on how special training and residential facilities integrate out-of-school children into formal education; and
- (d) whether Mission Vatsalya support children in childcare institutions with age-appropriate education and vocational training?

ANSWER

MINISTER OF STATE IN THE MINISTRY OF EDUCATION
(SHRI JAYANT CHAUDHARY)

(a) Sections 8(c) and 9(c) of Right of Children to Free and Compulsory Education (RTE) Act, 2009 makes it obligatory for schools to ensure that the child belonging to weaker section and the child belonging to disadvantaged groups are not discriminated against and prevented from pursuing and completing elementary education on any grounds. Education is a subject in the Concurrent List of the Constitution and schools, other than those owned / funded by Central Government, are under the jurisdiction of the State Governments. Thus, the matters relating to discrimination against children from poorer sections and disadvantaged groups and related matters are regulated in terms of Rules and Instructions of the respective State Government concerned. This Department has issued several advisories to all the States and UTs in this regard.

National Education Policy (NEP), 2020 emphasises ensuring of inclusive, equitable and quality education for all. NEP, 2020 provides that special attention is given to reduce disparities in the educational development of Schedule Castes and Scheduled Tribes. The NEP, 2020 further mandates that students are sensitized through this new school culture, brought in by teachers, trained social workers and counsellors as well as through corresponding changes to bring in an inclusive school curriculum. Further, NEP 2020 mentions that to facilitate learning for all students, with special emphasis on Socio-Economically Disadvantaged Groups (SEDGs), the scope of school education is broadened to facilitate multiple pathways to learning involving both formal and informal education modes.

(b) The Samagra Shiksha scheme has now been aligned with the recommendations of NEP 2020 to ensure that all children have access to quality education with an equitable and inclusive classroom environment which should take care of their diverse background, multilingual needs, different academic abilities and make them active participants in the learning process.

Under the scheme, financial assistance is provided to States and UTs for undertaking various activities for reducing dropout rate, including opening/strengthening of new schools upto senior secondary level, construction of school buildings & additional classrooms, setting up, up-gradation and running of Kasturba Gandhi Balika Vidyalayas, setting up of Netaji Subhash Chandra Bose Avasiya Vidyalayas, free uniforms and free text books as per eligibility, transport allowance and undertaking enrolment & retention drives. Further, special training for age appropriate admission of out of school children and residential as well as non-residential training for older children, seasonal hostels / residential camps, special training centres at worksites, transport/ escort facility are also supported to bring the Out of School Children (OoSC) to the formal schooling system. Under the student oriented component for the children with special needs, financial assistance is provided for identification and assessment of children with special needs, aids and appliances, braille kits and books, appropriate teaching learning material and stipend to girl students with disability etc.

Further, financial assistance upto ₹ 2000 per annum is being provided for Out of School Children of age group of 16-19 years, belonging to socio economically disadvantaged groups, for completing their education through NIOS/SIOS, for accessing course materials and certification.

(c) The number of Out of School Children (OoSC) mainstreamed in last 2 years is as under :

| Year | Identified | Fresh OoSC Mainstreamed through Special Training Centres (STC) | | | Direct enrollment | Grand Total |
|----------------|------------|----------------------------------------------------------------|-------------|-----------|-------------------|-------------|
| | | Non-Residential | Residential | Total | | |
| 2022-23 | 9,30,531 | 4,03,048 | 5,982 | 4,09,030 | 2,60,850 | 6,69,880 |
| 2023-24 | 7,80,630 | 3,83,537 | 2,225 | 3,85,762* | 1,61,902* | 5,47,664* |

Source : PRABANDH

*as on November, 2024

(d) Ministry of Women Child and Development is implementing a Centrally Sponsored Scheme namely 'Mission Vatsalya' through States/Union Territories to deliver services for Children in Need of Care and Protection and Children in Conflict with Law. It includes Institutional Care and Non-Institutional Care. Institutional Care is provided through the Child Care Institutions, as a rehabilitative measure. The programmes and activities in Homes, inter-alia, include age-appropriate education, access to vocational training, recreation, health care, counselling etc. Under the Non-Institutional Care component, support is extended for Adoption, Foster Care, After Care and Sponsorship. The State Governments/UT Administrations are entrusted with the primary responsibility for implementation of the Mission Vatsalya Scheme.
