

MINISTRY OF EDUCATION

**BUDGET AND POLICY ASPECTS FOR PROVIDING AFFORDABLE AND
QUALITY EDUCATION IN THE COUNTRY INCLUDING REVIEW OF
CENTRAL BOARD OF SECONDARY EDUCATION**

**COMMITTEE ON ESTIMATES
(2026-27)**

TENTH REPORT

(EIGHTEENTH LOK SABHA)



**LOK SABHA SECRETARIAT
NEW DELHI**

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OF SECONDARY EDUCATION**

(Presented to Lok Sabha on 12.08.2026)



LOK SABHA SECRETARIAT

NEW DELHI

12 August, 2026/ Sravana 21, 1948 (Saka)

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COMPOSITION OF THE COMMITTEE ON ESTIMATES (2025-26)

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3. Shri Kalyan Banerjee
4. Shri Pradan Baruah
5. Shri Charanjit Singh Channi
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22. Shri Bishnu Pada Ray
23. Shri Y. S. Avinash Reddy
24. Shri Rajiv Pratap Rudy
25. Shri Arvind Ganpat Sawant
26. Kumari Selja
27. Dr. Bhola Singh
28. Shri Manoj Tiwari
29. Shri Ve Vaithilingam
30. Shri Surendra Prasad Yadav

COMPOSITION OF THE COMMITTEE ON ESTIMATES (2026-2027)

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| 1. | Smt. Juby Amar | - | Joint Secretary |
| 2. | Shri Shangreiso Zimik | - | Director |
| 3. | Smt. Sonia Khanna | - | Deputy Secretary |

INTRODUCTION

I, the Chairperson of the Committee on Estimates, having been authorized by the Committee to submit the Report on their behalf, do present this 10th Report (18th Lok Sabha) on the subject 'Budget and Policy aspects for providing Affordable and Quality Education in the Country including Review of Central Board of Secondary Education'.

2. The school system stands at the vanguard of the national mission on education. It is within the corridors of our schools that the seeds of innovation, civic responsibility, and democratic values are sown. By facilitating the holistic development of young minds, encompassing intellectual rigour, physical well-being, and ethical grounding, the education system provides the foundational strength required to build a self-reliant and globally competitive nation. Every classroom is a foundation where the future of the nation is forged, and every child empowered through quality learning becomes a stakeholder in the country's journey toward excellence. The vision of a "Viksit Bharat" is fundamentally predicated on an inclusive and high-quality educational ecosystem that leaves no child behind, ensuring that the light of knowledge reaches the furthest corners of our diverse landscape.

3. In the aforesaid backdrop, the Committee on Estimates (2025-26) selected the subject 'Budget and Policy aspects for providing Affordable and Quality Education in the Country including Review of Central Board of Secondary Education' for in-depth examination on the progress made in realizing the full potential of India's Education system and report to the House. The Committee on Estimates (2026-27) continued with examination of the subject.

4. In this Report, the Committee have undertaken a comprehensive examination of various aspects related to education system in India such as need for effective implementation of New Education Policy, 2020, non-utilization of Central funds for RTE entitlements by various states, increasing the public expenditure on education sector, strengthening coordination mechanism between Centre and States, facilities for Divyang students to achieve inclusive education across the Country, addressing the institutional bottleneck to prevent high student attrition in Higher School Education, Special Training Centres for children of migrant labours in all the states, universalization and structural strengthening of Early Childhood Care and Education (ECCE), addressing regional disparities in Higher Secondary Enrolment, operational challenges and future roadmap for Kendriya Vidyalayas, Non-Functional Jawahar Navodaya Vidyalayas and Measures for their Early Operationalization, accelerating School Transformation through effective implementation of the PM SHRI Scheme, need for evolving an effective policy on Mental health of the students, standardization of School Education Boards in India, funding of NCERT, CBSE etc. The Committee have analyzed these issues/points in detail and have made observations/recommendations in the Report.

5. The Committee held two sittings on 09-10-2025 and 08-01-2026 to take oral evidence of the representatives of the Ministry of Education (Department of School education and Literacy) on the subject. The draft Report was considered and adopted by the Committee on Estimates (2026-27) at their sitting held on 10.08.2026.

6. The Committee wish to place on record their appreciation of the assistance rendered to them in the matter by the Committee Secretariat. The Committee also wish to place on record their sincere thanks to the representatives of the Ministry of Education (Department of School education and Literacy) and Central Board of Secondary Education (CBSE), Navodaya Vidyalaya Samitis(NVS), Kendriya Vidyalaya Sangathan(KVS), National Council of Educational Research and Training (NCERT), National Council for Teacher Education(NCTE) and National Institute of Open Schooling(NIOS) for placing their considered views and requisite information required in connection with the examination of the subject.

7. For facility of reference and convenience, the Observations/Recommendations of the Committee have been printed in bold in Part-II of the Report

NEW DELHI;
10 August, 2026
Sravana 19, 1948 (Saka)

DR. SANJAY JAISWAL
CHAIRPERSON
COMMITTEE ON ESTIMATES

CHAPTER 1

INTRODUCTORY

Education constitutes the transformative force for the growth of a nation, serving as the definitive catalyst for its socio-economic metamorphosis and the primary architect of its future. In the contemporary era, where knowledge is the ultimate currency of power and progress, the calibre of a nation's educational framework is the single most significant determinant of its enduring prosperity and strategic resilience. It is not merely a mechanism for the dissemination of academic knowledge but a profound social investment in the intellectual capital and moral character of the citizens. As we navigate through the complexities of the twenty-first century, characterized by rapid technological advancements, the role of education as an engine of equitable growth and social cohesion has never been more paramount.

1.2. Furthermore, education serves as the most potent instrument for achieving social justice and bridging historical divides. It is the great equalizer that provides a pathway for the marginalized to transcend systemic barriers and participate meaningfully in the nation's growth story. A visionary educational policy does not merely aim for literacy; it strives for empowerment, fostering a spirit of enquiry and a capacity for critical thinking that allows individuals to contribute to the collective good. By investing in robust school infrastructure, teacher excellence, and digital readiness, we need to reaffirm our commitment to nurturing a generation that is not only equipped for the modern workforce but also deeply rooted in the cultural and ethical ethos of our heritage.

1.3. The Constitution (Eighty-sixth Amendment) Act, 2002 inserted Article 21-A in the Constitution of India to provide free and compulsory education of all children in the age group of six to fourteen years as a Fundamental Right in such a manner as the State may, by law, determine. The Right of Children to Free and Compulsory Education (RTE) Act, 2009, which represents the consequential legislation envisaged under Article 21-A, means that every child has a right to full time elementary education of satisfactory and equitable quality in a formal school which satisfies certain essential norms and standards.

1.4. Article 21-A and the RTE Act came into effect on 1 April 2010. The title of the RTE Act incorporates the words 'free and compulsory'. 'Free education' means that

no child, other than a child who has been admitted by his or her parents to a school which is not supported by the appropriate Government, shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education. 'Compulsory education' casts an obligation on the appropriate Government and local authorities to provide and ensure admission, attendance and completion of elementary education by all children in the 6-14 age group. With this, India has moved forward to a rights-based framework that casts a legal obligation on the Central and State Governments to implement this fundamental child right as enshrined in the Article 21A of the Constitution, in accordance with the provisions of the RTE Act. The RTE Act provides for the:

- Right of children to free and compulsory education till completion of elementary education in a neighbourhood school.
- It clarifies that 'compulsory education' means obligation of the appropriate government to provide free elementary education and ensure compulsory admission, attendance and completion of elementary education to every child in the six to fourteen age group. 'Free' means that no child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education.
- It makes provisions for a non-admitted child to be admitted to an age-appropriate class.
- It specifies the duties and responsibilities of appropriate Governments, local authority and parents in providing free and compulsory education, and sharing of financial and other responsibilities between the Central and State Governments.
- It lays down the norms and standards relating inter alia to Pupil Teacher Ratios (PTRs), buildings and infrastructure, school-working days, teacher-working hours.
- It provides for rational deployment of teachers by ensuring that the specified pupil teacher ratio is maintained for each school, rather than just as an average for the State or District or Block, thus ensuring that there is no urban-rural imbalance in teacher postings. It also provides for prohibition of deployment of teachers for non-educational work, other than decennial census, elections to local authority, state legislatures and parliament, and disaster relief.

- It provides for appointment of appropriately trained teachers, i.e. teachers with the requisite entry and academic qualifications.
- It prohibits (a) physical punishment and mental harassment; (b) screening procedures for admission of children; (c) capitation fee; (d) private tuition by teachers and (e) running of schools without recognition,
- It provides for development of curriculum in consonance with the values enshrined in the Constitution, and which would ensure the all-round development of the child, building on the child's knowledge, potentiality and talent and making the child free of fear, trauma and anxiety through a system of child friendly and child centred learning.

1.5. The school system stands at the vanguard of the national mission on education. It is within the corridors of our schools that the seeds of innovation, civic responsibility, and democratic values are sown. By facilitating the holistic development of young minds—encompassing intellectual rigour, physical well-being, and ethical grounding—the education system provides the foundational strength required to build a self-reliant and globally competitive nation. Every classroom is a foundation where the future of the nation is forged, and every child empowered through quality learning becomes a stakeholder in the country's journey toward excellence. The vision of a "Viksit Bharat" is fundamentally predicated on an inclusive and high-quality educational ecosystem that leaves no child behind, ensuring that the light of knowledge reaches the furthest corners of our diverse landscape.

1.6. The department of School education and Literacy (DoSEL) under Ministry of Education has been entrusted to monitor various aspects of school education in India. Various institutions entrusted with different aspects of school education under the DoSEL are as under: -

- Navodaya Vidyalaya Samiti
- Kendriya Vidyalaya Sansathan
- National Council of Education Research and Training
- National Institute for Open Learning
- Central Board of Secondary Education
- National Council for Teacher Education
- National Bal Bhawan

CHAPTER 2

School Education in India

(i) Policy Frameworks in School Education

2.1. Education Policy lays particular emphasis on the development of the creative potential of each individual. It is based on the principle that education must develop not only cognitive capacities - both the 'foundational capacities' of literacy and numeracy and 'higher-order' cognitive capacities, such as critical thinking and problem solving – but also social, ethical, and emotional capacities and dispositions. The new education policy must provide to all students, irrespective of their place of residence, a quality education system, with particular focus on historically marginalized, disadvantaged, and underrepresented groups. Education is a great leveller and is the best tool for achieving economic and social mobility, inclusion, and equality. Initiatives must be in place to ensure that all students from such groups, despite inherent obstacles, are provided various targeted opportunities to enter and excel in the educational system. These elements must be incorporated taking into account the local and global needs of the country, and with a respect for and deference to its rich diversity and culture. Instilling knowledge of India and its varied social, cultural, and technological needs, its inimitable artistic, language, and knowledge traditions, and its strong ethics in India's young people is considered critical for purposes of national pride, self-confidence, self-knowledge, cooperation, and integration. The implementation of previous policies on education has focused largely on issues of access and equity. A major development since the last Policy of 1986/92 has been the Right of Children to Free and Compulsory Education Act 2009 which laid down legal underpinnings for achieving universal elementary education. The unfinished agenda of the National Policy on Education 1986, modified in 1992 (NPE 1986/92), is appropriately dealt with in the NEP 2020 Policy.

(ii) Principles of New Education Policy 2020

2.2 The purpose of the education system is to develop good human beings, capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper, creative imagination, with sound ethical moorings and values. It aims at producing engaged, productive, and contributing

citizens for building an equitable, inclusive, and plural society as envisaged by our Constitution. A good education institution is one in which every student feels welcomed and cared for, where a safe and stimulating learning environment exists, where a wide range of learning experiences are offered, and where good physical infrastructure and appropriate resources conducive to learning are available to all students. Attaining these qualities must be the goal of every educational institution. However, at the same time, there must also be seamless integration and coordination across institutions and across all stages of education. The fundamental principles that will guide both the education system at large, as well as the individual institutions within it are:

- recognizing, identifying, and fostering the unique capabilities of each student, by sensitizing teachers as well as parents to promote each student's holistic development in both academic and non-academic spheres;
- according the highest priority to achieving Foundational Literacy and Numeracy by all students by Grade 3;
- flexibility, so that learners have the ability to choose their learning trajectories and programmes, and thereby choose their own paths in life according to their talents and interests;
- no hard separations between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams, etc. in order to eliminate harmful hierarchies among, and silos between different areas of learning;
- multidisciplinary and a holistic education across the sciences, social sciences, arts, humanities, and sports for a multidisciplinary world in order to ensure the unity and integrity of all knowledge;
- emphasis on conceptual understanding rather than rote learning and learning-for-exams;
- creativity and critical thinking to encourage logical decision-making and innovation;
- ethics and human & Constitutional values like empathy, respect for others, cleanliness, courtesy, democratic spirit, spirit of service, respect for public property, scientific temper, liberty, responsibility, pluralism, equality, and justice;
- promoting multilingualism and the power of language in teaching and learning;
- life skills such as communication, cooperation, teamwork, and resilience;
- focus on regular formative assessment for learning rather than the summative assessment that encourages today's 'coaching culture';

- extensive use of technology in teaching and learning, removing language barriers, increasing access for Divyang students, and educational planning and management;
- respect for diversity and respect for the local context in all curriculum, pedagogy, and policy, always keeping in mind that education is a concurrent subject;
- full equity and inclusion as the cornerstone of all educational decisions to ensure that all students are able to thrive in the education system;
- synergy in curriculum across all levels of education from early childhood care and education to school education to higher education;
- teachers and faculty as the heart of the learning process – their recruitment, continuous professional development, positive working environments and service conditions;
- a 'light but tight' regulatory framework to ensure integrity, transparency, and resource efficiency of the educational system through audit and public disclosure while encouraging innovation and out-of-the-box ideas through autonomy, good governance, and empowerment;
- outstanding research as a corequisite for outstanding education and development;
- continuous review of progress based on sustained research and regular assessment by educational experts;
- a rootedness and pride in India, and its rich, diverse, ancient and modern culture and knowledge systems and traditions;
- education is a public service; access to quality education must be considered a basic right of every child;
- substantial investment in a strong, vibrant public education system as well as the encouragement and facilitation of true philanthropic private and community participation.

(iii) The Vision of this Policy

2.3 This National Education Policy envisions an education system rooted in Indian ethos that contributes directly to transforming India, that is Bharat, sustainably into an equitable and vibrant knowledge society, by providing high-quality education to all, and thereby making India a global knowledge superpower. The Policy envisages that the curriculum and pedagogy of our institutions must develop among the students a deep sense of respect towards the Fundamental Duties and Constitutional values, bonding with one's country, and a conscious awareness of one's roles and

responsibilities in a changing world. The vision of the Policy is to instill among the learners a deep-rooted pride in being Indian, not only in thought, but also in spirit, intellect, and deeds, as well as to develop knowledge, skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen.

(iv) School Education in India

2.4 Education is in the concurrent list of the Constitution and majority of the schools are under the administrative domain of the respective States and UT Governments - which are the appropriate government under the RTE Act. Although responsibility of implementation of NEP 2020 lies with State/UT government, Department of School Education & Literacy supports them through financial assistance as per the guideline of Department of Expenditure under various Centrally Sponsored Schemes such as Samagra Shiksha, PM SHRI, PM POSHAN and ULLAS to achieve the objectives of NEP. The annual plans are prepared by the States and UTs as per their requirements/ priority. These plans are then appraised and approved by the Project Approval Board (PAB) in the Department of School Education & Literacy in consultation with the States and UTs as per the programmatic and financial norms of the scheme and physical and financial progress of the State for the interventions approved earlier. Samagra Shiksha scheme is flagship scheme for NEP implementation and is in the last year of its current implementation (2018-19 to 2025-26). Proactive initiatives are already underway and shall be further undertaken to strengthen critical areas identified during the consultative process with all the stakeholders including states/UTs while revising the scheme guidelines for its next phase of implementation. During the consultation process, requirement of funds, education infrastructure, manpower requirement and training, etc. to implement NEP shall also be analyzed.

2.5 On a query regarding the number of schools with secondary and higher secondary classes, the Ministry submitted that

“देश में कुल मिलाकर ऐसे तीन लाख स्कूल्स हैं, जहां पर सेकेंड्री और हायर सेकेंड्री स्तर की पढ़ाई होती है। उन तीन लाख स्कूल्स में से 1 लाख 27 हजार स्कूल्स राज्य सरकार के प्रबंधन के अधीन हैं।”

Indicators by Level of School Education-Overall										
Indicators	Primary		Upper Primary		Secondary		Higher Secondary		Total	
	UDISE+ 2014-15	UDISE+ 2024-25	UDISE+ 2014-15	UDISE+ 2024-25	UDISE+ 2014-15	UDISE+ 2024-25	UDISE+ 2014-15	UDISE+ 2024-25	UDISE+ 2014-15	UDISE+ 2024-25
Schools	864985	730518	422080	434013	142592	142749	87235	164193	1516892	1471473
Teachers	2786550	2368195	2618696	2892682	1488150	1604358	1668525	3257185	8561921	10122420
Enrolment	140617099	118428427	67165774	63695100	38301599	37165436	23501798	27643717	269583714	246932680
GER	106.85	90.9	88.24	90.3	75.68	78.7	46.37	58.4	-	-
NER	93.35	76.9	70.1	67.3	47.31	47.5	28.69	35.8	-	-
Dropout Rate	1.45	0.3	3.02	3.5	12.61	11.5	-	-	-	-
Pupil Teacher Ratio	29	20	26	17	26	15	38	23	-	-

2.6 The Committee asked the Ministry about the initiatives taken to achieve objectives as outlined in New Education Policy vis-à-vis the progress achieved in objectives of NEP so far. The Ministry have submitted:

“In School Education, a series of significant initiatives have been undertaken in line with the vision of National Education Policy 2020 (NEP 2020) such as:

- Samagra Shiksha, an overarching programme for the school education sector extending from preschool to class 12 aims for improving school effectiveness measured in terms of equal opportunities for schooling and equitable learning outcomes, has been fully aligned with the National Education Policy 2020.

- National Curriculum Framework for Foundational Stage (NCF FS) was launched on 20th October, 2022. Based on this, Learning Teaching Material (Jadui Pitara) and Textbooks for classes I and II have been released.
- National Curriculum Framework for School Education (NCF-SE) was released on 23rd August 2023. Under NCF-SE, the curriculum has been aligned with the National Education Policy 2020, emphasizing the 5+3+3+4 design of schooling. This framework addresses the entire educational journey from the foundational to secondary stages. Textbooks for classes 3 to 8 as per NCF-SE (2023) have been released.
- National Mission for universalizing Foundational Literacy and Numeracy called National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN BHARAT) was launched on 5th July 2021 for ensuring that every child in the country necessarily attains foundational literacy and numeracy by the end of Grade 3, by 2026-27. This Mission, launched under the aegis of the centrally sponsored scheme of Samagra Shiksha, focusses on providing access and retaining children in foundational years of schooling; teacher capacity building; development of high quality and diversified Student and Teacher Resources/Learning Materials; and tracking the progress of each child in achieving learning outcomes.
- Vidya Pravesh (VP), a 3 Months Play Based School Preparation Module was developed and launched on 29th July, 2021. The module is of 12 weeks with developmentally appropriate instruction for the children entering of Grade I to bolster a child's pre-literacy, pre-numeracy, cognitive and social skills. Vidya Pravesh is now an annual calendar and more than 4.2 crore children in Grade I have been benefitted from VP.
- Norms and standards for 4-year integrated Teacher Education Programme (ITEP) has been notified vide gazette notification dated 22.10.2021 by NCTE. From 2023-24 to 2024-25, 64 institutions granted recognition for 4-year integrated Teacher Education Programme (ITEP) with an intake of 6,100.
- Vidya Sameeksha Kendra (VSK) was launched on 06.09.2020.
- National Initiative for School Heads' and Teachers' Holistic Advancement (NISHTHA) launched on 21st August 2019 and extended to

cover teachers at all levels of schooling including training of master trainers for ECCE.

- PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development) was set up on 8th February, 2023, to fulfil the objectives of setting norms, standards, guidelines and implement activities related to student assessment.
- PARAKH Rashtriya Sarvekshan was conducted on 4th December 2024 covering the entire spectrum of schools, including Government Schools (Central and State Government), Government-Aided Schools, and Private Schools across all 36 States and UTs. The primary aim of this nationwide survey was to assess the foundational, preparatory, and middle stages of schooling by assessing sampled students in Grades 3, 6, and 9.
- National Professional Standards for Teachers (NPST) defines the work of teachers and makes explicit elements of high-quality, effective teaching in 21st century schools that will improve educational outcomes for students. NCTE has developed a guiding document that outlines the competencies that teachers should possess to effectively perform their roles. NPST guiding document released on 9th March 2024 and is now available in 22 Indian Scheduled languages and Braille Version & Audio format.
- National Mission for Mentoring (NMM) is about the creation of a large pool of outstanding professionals willing to provide mentoring to school teachers. The 'Bluebook on NMM' was released on 9th March 2024 and is now available in 22 Indian Scheduled languages and Braille Version & Audio format.
- Under PM e-VIDYA, DIKSHA is the one nation, one digital education infrastructure. All states/UTs have been onboarded in DIKSHA. This digital infrastructure is artificial intelligence based and is highly scalable. This infrastructure is also being utilized for creating Energized Textbooks (ETBs) and presently 7,497 ETBs are published on DIKSHA. There are total of 3,74,460 e-contents available on DIKSHA and eContent available in 135 languages (128 Indian + 7 Foreign Languages).
- DTH Channels of SWAYAM PRABHA have been expanded to 200 channels and are for School Education, meant to support and reach those who do not have access to the internet with a total of 92,147 Video Contents

equals 30585 hours of telecast received from States/UTs/ABs in 30 languages.

- PM Schools for Rising India (PM SHRI) scheme was launched on 7th September 2022 with an aim to develop more than 14500 selected schools as exemplar schools that offers leadership to other schools in the neighbourhood, showcasing all the initiatives of NEP 2020.
- PM POSHAN Scheme: Pradhan Mantri Poshan Shakti Nirman (PM POSHAN) Scheme has been revamped and extended to cover students of Balvatika in addition to students of Classes I-VIII in Government and Government-Aided Schools. In a pivotal move, setting up of School Nutrition Gardens (SNG) are encouraged in all schools and to further strengthen community participation, a special initiative named 'Tithi Bhojan' has been initiated.
- ULLAS (Understanding of Lifelong Learning for All in Society), a Centrally Sponsored Scheme on Adult Education, aligns with NEP 2020 and aims to provide educational opportunities to the non-literates of aged 15 years and above. A dedicated Mobile App was launched on 29.07.2023 for registering learners and volunteer teachers and also enable teaching learning process by providing access to primers in 26 languages. More than 3.09 crore Learners and 46.52 lakh Volunteer Teachers (VTs) have been registered. Till date, 5 States/UTs i.e. Ladakh, Goa, Mizoram, Tripura and Himachal Pradesh have been declared fully literate.
- District Institutes of Education and Training (DIETs) are being developed as centres of excellence in a phased manner in the next five years for strengthening teacher training."

2.7 Asked about the mechanism devised by the Ministry for coordination with State Governments for implementation of NEP, the Ministry submitted following information:

"The implementation of the Policy requires multiple initiatives and actions, which are being taken up in a synchronized and systematic manner, by multiple bodies including Ministry of Education, State/UT Governments, State Departments of Education, Boards, the regulatory bodies of school education, NCERT, SCERTs and schools. To create awareness and discuss innovative ideas for NEP implementation, a series of workshops / consultation-cum-

review meetings have been held with States/UTs, Educational Institutions, other stakeholders from time to time. There has been extensive outreach surrounding NEP 2020, eliciting a positive and encouraging response from stakeholders. Throughout the Consultation-cum-review meetings, there has been a robust exchange of ideas, discussions on state-wise initiatives, the adoption of best practices by various states, as well as deliberations on challenges and strategies for implementing NEP 2020. Implementation of NEP 2020 was discussed in National Education Ministers' Conference held in June 2022; National Conference of Chief Secretaries held in June 2022, December.”

2.8 Asked about the allocation of funds and utilization for implementation of SSA, the Ministry submitted following information: -

“Education is in the Concurrent List of the Constitution and majority of schools are under the jurisdiction of the respective State Government and Union Territory Administration which are the appropriate Government for implementation of the provision of NEP and the Right of Children to Free and Compulsory Education (RTE) Act, 2009. Public Expenditure on Education in India is 4.1% and % share of DoSEL budget to total budget outlay in 2024-25 is 1.52%. To fulfil the objectives of NEP-2020, financial support is provided to States & UTs under various Schemes of the Department, namely, Samagra Shiksha, PM SHRI, ULLAS, PM POSHAN, etc. The Right to Free and Compulsory Education (RTE) Act, 2009, mandates that all children between the age of 6 and 14 years have the right to free and compulsory education. RTE Entitlements is one of the major interventions across all levels of school education under the Centrally sponsored Samagra Shiksha Scheme. The amount of reimbursement for implementing section 12(1)(c) of the RTE Act, 2009 is released under Centrally Sponsored Scheme of Samagra Shiksha. The States/UTs first make their expenditure from the State funds for expenditure towards reimbursement under section 12(1)(c) of the RTE Act, 2009. Thereafter, States/UTs claim the funds for reimbursement under 12(1)(c) of the RTE Act, 2009 from Centre in their respective Annual Work Plan and Budget (AWP&B). Based on their proposal, the Project Approval Board (PAB) in the Ministry of Education approves an estimate as per the programmatic

and financial norms of the scheme. The release of Central share are subject to, amongst other things, the mandatory submission of the requisite documents such as utilization certificate, up-to date expenditure statement, audit report, the release of commensurate state share by States and the availability of budgetary resources at the Budget Estimate/Revised Estimate stage. The Central share is released to State/UTs is based on approved funding pattern and not intervention wise. Financial support is provided to States/UTs also for RTE entitlements comprising of free uniforms; free textbooks along with reimbursement towards expenditure incurred for 25% of admissions under Section 12 (1) (c), RTE Act, etc. Education is in Concurrent list of the Constitution and State Government is the appropriate Government for implementation of the Act within the schools in that State.”

In addition, this Department monitors the different NEP aligned schemes through monthly review meetings, quarterly review meetings and Project Approval Board (PAB) meetings. Further, Education is in the concurrent list of the constitution and majority of the schools are under the administrative domain of the respective State and UT Government. Furthermore, the major responsibility of implementation of NEP 2020 following prescribed norms and standards falls under the domain of the respective State/UT Governments.”

2.9 Asked as to whether the Ministry has prepared any guidelines for implementation of SSA, the Ministry submitted following information: -

“To facilitate effective implementation of the revised and redesigned Samagra Shiksha Scheme by States and UTs, framework for implementation of the Scheme has been prepared and share with all the States/UTs vide DO dated 12.10.22.”

2.10 The representative of the Ministry during the course of the sitting, informed the Committee that regarding the Samagra Shiksha budget, it has been increasing steadily from approximately Rs.30,891 crore in 2018-19 to a Budget Estimate of Rs.37,500 crore in 2024-25, with Revised Estimates around Rs.37,010 crore. For 2025-26, there is a significant increase, with a budget estimate of Rs.41,250 crore. This highlights the emphasis on affordable education and its promotion through

Samagra Shiksha. Under RTE Section 12(1)(C), private unaided institutions and special category schools must provide free and compulsory education to at least 25 per cent of children from disadvantaged and weaker sections. Samagra Shiksha provides financial support for this. The number of children covered under this provision has increased from 16.76 lakh in 2018-19 to 38.96 lakh currently. This means education essentials like uniforms and textbooks are provided through Samagra Shiksha. The free uniforms being provided at Rs.600 for student in classes 1 to 8, free textbooks at Rs.250 for classes 1 to 5 and Rs.400 for classes 6 to 8. These education essentials like uniforms and textbooks are provided through Samagra Shiksha Scheme.

2.11 When the Committee desired to know whether Ministry has fixed any limit for utilization of funds for each sub- component of SSA or States are free to utilize funds according to their requirements, the Ministry submitted following information: -

“The framework lays down detailed guidelines (programmatic/financial) for various interventions of the scheme reinforcing the commitment to ensure that all children have access to quality education with an equitable and inclusive classroom environment taking care of their diverse background, multilingual needs, different academic abilities and make the active participants in the learning process as envisaged in the NEP, 2020. Annual plans are prepared by the respective States and UTs based on their requirements and priority and this is reflected in their respective Annual Work Plan and Budget (AWP&B) Proposals. These plans are then appraised and approved/estimated by the Project Approval Board (PAB) in the Department of School Education & Literacy in consultation with the States and UTs as per the programmatic and financial norms of the scheme, and physical and financial progress of the State for the interventions approved earlier. Further, financial assistance is provided to the States and UTs in a wholesome manner and not district-wise or intervention-wise.”

2.12 The Committee enquired if any complaints have been received by the Ministry regarding mis-utilization or diversion of funds allocated for implementation of SSA to States and the action taken on the same. In this regard the Ministry submitted following information:

“Whenever complaint is received, it is forwarded to the appropriate Govt. for necessary action. Some of the cases where legal action has been taken are as follows:

West Bengal – In West Bengal, an amount of Rs. 5.18 crore was fraudulently withdrawn by eight officials in one district, where the CID has arrested seven persons and proceedings are underway. Latest communication to submit the latest status on the case has been issued by the department on 17.12.2025.

Maharashtra - In Maharashtra, an embezzlement of Rs. 89.42lakh in 2010-11 and fraudulent withdrawal of Rs. 10 lakhs in 2011-12 was reported where the State has ordered investigation and FIR has also been lodged. Latest communication to submit the latest status on the case has been issued by the department on 03.09.2025.

Assam- In Assam during 2010-11, fraudulent transaction of Rs. 140 lakhs has been reported and the case is under investigation even though the amount has been credited back. Latest communication to submit the latest status on the case has been issued by the department on 17.12.2025.

Uttar Pradesh - In Uttar Pradesh during 2011-12, in District Pratapgarh, an amount of Rs. 2.41 lakhs was fraudulently withdrawn and inquiry has been ordered and the matter is under investigation. Latest communication to submit the latest status on the case has been issued by the department on 17.12.2025.

Kerala - In Kerala there was unauthorized withdrawal of Rs. 10.00 lakhs and the case is under investigation. Latest communication to submit the latest status on the case has been issued by the department on 17.12.2025.

Bihar - In 2010-11, Bihar, an embezzlement of Rs. 80.39 lakhs was reported in Nalanda Bihar Sharif District and the matter is under investigation by the State Vigilance Department. Latest communication to submit the latest status on the case has been issued by the department on 17.12.2025”.

2.13 On the study conducted by Ministry and CAG to review the effectiveness of SSA, the Ministry submitted following information: -

“A Third-party evaluation was conducted by NITI Aayog. The overall summary of report with reference to Samagra Shiksha is as follows:

Sl. No.	Parameters	Inferences and findings
1.	Relevance	The Samagra Shiksha interventions align closely with NEP 2020 objectives, particularly in FLN, digital learning, and vocational education. Bal Vatika and inclusive education efforts directly respond to foundational and equity needs.
2.	Effectiveness	There were mixed results as infrastructure upgrades and digital rollouts lag, while teacher training and community outreach show promise but require scaling. Dropout prevention and NAS preparedness are effective when implemented.
3.	Efficiency	The scheme faces challenges of low fund utilization, teacher shortages, and limited independent monitoring, which together hinder its effectiveness in delivering quality and equitable school education.
4.	Sustainability	The scheme benefits from strong institutional foundations and consistent policy alignment, its long-term viability is constrained by systemic issues such as delayed fund flow, uneven implementation capacity, and limited decentralization. To ensure sustained impact, targeted efforts are required to strengthen financial management, institutional accountability, and responsiveness at the local level.
5.	Impact	Positive early impact was visible in student engagement, digital teaching perceptions, and parental satisfaction in better-performing States. Vocational outcomes and life skills show potential.
6.	Equity	While the scheme design focuses on equity, significant disparities persist—across States and within districts—in access to entitlements, inclusive infrastructure, and vocational education. CWSN and minority outreach are weak in many areas.
7.	Coherence	The scheme is highly internally and externally coherent but struggles with convergence. The implementation shows partial coherence with other national schemes (e.g., Anganwadi, Skill India), though integration remains weak in areas like FLN- Anganwadi convergence and DBT tracking.

Further, the cross-sectional themes presented in the report show both, the holistic approach and implementation complexity of the scheme, requiring targeted interventions for effective outcomes. The scheme is in the last year of its current implementation (2018-19 to 2025-26). Proactive initiatives are

already underway and shall be further undertaken to strengthen critical areas identified in the evaluation while revising the scheme guidelines for its next phase of implementation.”

(v) Early Childhood Care and Education:

2.14 When asked about the policy of the Ministry to promote early childhood care and education, the Ministry furnished following information: -

“NEP 2020 recognizes 3 years of preschool (Bal Vatika) as a part of the education continuum, in the 5+3+3+4 structure where the foundational stage is 3 years of preschool and Grade 1 & 2. Consequently, the Preschool access has expanded rapidly as per UDISE 2024–25 data.

After convergence efforts with the Ministry of Women and Child Development (MoWCD), out of 9,11,035 Government and Government-aided schools with Grade 1, a total of 4,81,004 schools (52.79%) has some form of preschool education facility.

22 states/UTs conducted joint activities between AWWs and school teachers and 7 States/UTs conducted joint training for AWWs and school teachers.

The Ministry is also establishing Balvatikas as model early learning centres in CBSE and Kendriya Vidyalaya Sangathan (KVS) schools, with 496 functional Balvatikas already operational across KVs in the country.

These efforts ensure a seamless early learning continuum from preschool to Grade 2 within the formal schooling system.

A Joint Task Force for ECCE was formed on 27.09.2021 in accordance with NEP 2020, Para 1.9 with representatives from all line ministries; Ministry of Women & Child Development, Ministry of Health & Family Welfare, Ministry of Tribal Affairs, Ministry of Skill Development and Entrepreneurship, Ministry of Defence, Department of Social Justice and Empowerment, Department of Empowerment of Persons with Disabilities and Department of Sports for universalization of quality ECCE in schools.

NISHTHA ECCE online course has been designed by NCERT for the ECCE educators. Development of ECCE training modules for Anganwadi workers is under consideration. Around 1.69 lakh ECCE teachers have completed

NISHTHA ECCE training programme online.

The requisite State-wise details of budgetary allocation and utilization of ECCE is at Annexure – 1”.

2.15 The details of the numbers of Anganwadi, children attending Anganwadi and Anganwadi workers in the Country fall under the purview of Ministry of Women and Child Development as available on www.poshantracker.in/statistics as updated on 12.03.2026 are as under: -

States/UTs	36
Districts	781
Project	7,237*
Sector	52,634
Anganwadi Centers	14,03,152
Anganwadi Workers	13,36,552
Eligible Beneficiaries	8,97,86,567
central approved projects	*7,074

Remaining are state approved projects.”

(vi) Foundational Literacy and Numeracy (NIPUN)

2.16 As per NEP 2020, the highest priority of the education system will be to achieve universal foundational literacy and numeracy in primary school by 2025. The Ministry in their briefing has stated that they are implementing National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN) to achieve this goal. The objectives of National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN) are as under:-

- National Education Policy (NEP) 2020 is a landmark document which places critical importance on Foundational Literacy and Numeracy in the education system. Para 2.1 of NEP 2020 states that the ability to read and write, and perform basic operations with numbers, is a necessary foundation and an indispensable prerequisite for all future schooling and lifelong learning.
- In order to achieve it, the Government of India launched the National Initiative

for Proficiency in Reading with Understanding and Numeracy (NIPUN) Bharat in July 2021. It is a national mission to ensure that every child attains fundamental literacy and numeracy skills by the end of Grade 2, by the academic year 2026-27.

- The National Education Policy (NEP) 2020 recognizes FLN as a critical and urgent national priority. Through initiatives like Vidya Pravesh, Jaadui Pitara, e-Jaadui Pitara, NISHTHA training, Play Based Textbooks, Primers etc. and the adoption of the National Curricular Framework for the Foundational Stage (NCF-FS), a strong foundation for lifelong learning for every child in the country is being laid.

2.17 When asked about the details of the mechanism adopted to implement NIPUN, the Ministry submitted the following:

“Implementation mechanism includes large-scale teacher capacity building under NISHTHA-FLN; development and dissemination of age-appropriate learning resources through platforms such as DIKSHA and Jaadui Pitara, e-Jaadui Pitara (e-JP) and continuous academic support by NCERT, SCERTs, and DIETs. NCERT/SCERT curricula are being aligned with the NCF-FS. For assessment and monitoring, PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development) has been established under NCERT to conduct national-level assessments, including the PARAKH Rashtriya Sarvekshan, to evaluate learning outcomes in Foundational Literacy and Numeracy, language, and mathematics at the end of the Foundational, Preparatory, and Middle stages (Grades 3, 6, and 9).

Key initiatives include:

- Jaadui Pitara (JP): is a collection of 53 Learning-Teaching Materials (LTM) (toys, games, puzzles, story cards, etc.), launched on 20th February 2023, for children aged 3-6 years. It includes resources translated into 22 languages, a Trainer’s Handbook ‘Unmukh’, and an Activity Book ‘Anand’ for integrated worksheets.
- e-Jaadui Pitara (e-JP): Launched on 10th February 2024, this app and website extend JP’s reach beyond classrooms, providing interactive content in multiple languages with AI-driven bots—Katha Sakhi (storyteller), Teacher Tara

(educator guide), and Parent Tara (parent support). It has over 1,000 stories and is accessible via <https://ejaaduipitara.ncert.gov.in/>.

- National Curricular Framework for Foundational Stage (NCF-FS): Released on 20th October 2022, providing syllabus structure, teacher training guidelines, and learning materials.
- Play-based Textbooks: For Grades 1 and 2, textbooks have been developed in multiple languages, aligning with NEP 2020 and National Curricular Framework for Foundational Stage (NCF-FS).
- Primers in 121 Local Languages: Developed for foundational literacy and numeracy in mother tongues spoken by populations of at least 10,000.
- Vidya Pravesh: The National Education Policy (NEP 2020) emphasizes on developing the relevant concepts and attaining requisite competencies to facilitate optimal learning when children start schooling. Keeping in focus the holistic development, NCERT has developed a 3 Months Play Based 'School Preparation Module and Guidelines' for Grade I named 'Vidya Pravesh' which was launched on 29th July, 2021. The goal of Vidya Pravesh programme is to promote school preparedness in all children coming to Grade- I from diverse backgrounds, to ensure a smooth transition of children to Grade-I, to provide play based, age and developmentally appropriate learning experiences in a joyful and stimulating environment leading to holistic development. The 12-week module contains developmentally appropriate instructions for the children entering Grade 1 to bolster a child's pre-literacy, pre-numeracy, cognitive and social skills. At present, all 36 States and UTs have implemented Vidya Pravesh Programme. More than 4.2 crore students have been benefitted in 8.94 lakh schools, so far. (*As reported by States/UTs)
- The Government of India has introduced the Holistic Progress Card (HPC) as a formative assessment tool offering a 360-degree view of student development, covering academics, co-curricular, and socio-emotional aspects. It supports evidence-based interventions to ensure equitable progress.
- Monitoring and Training: A concise monitoring format (NBMPIT) was introduced for progress tracking. NISHTHA online training via the DIKSHA platform has trained over 15.45 lakh teachers, focusing on FLN and Early Childhood Care and Education (ECCE).
- As part of the 'One Nation, One Student ID' initiative under NEP 2020, the

Automated Permanent Academic Account Registry (APAAR) provides each student with a lifelong digital ID. It tracks their academic journey from foundational stages, including achievements, skills, and basic health records, helping reduce dropouts and improving continuity in learning and is integrated with Vidya Samiksha Kendra (VSK) and HPC.

- PARAKH (National Assessment): PARAKH assesses student competencies in foundational literacy, numeracy, language, and mathematics at key educational stages.”

2.18 Asked about the approach of the Ministry in implementation of NIPUN by involving Children, Teacher and Parents, the Ministry submitted following information:

“The NIPUN Bharat Mission follows a whole-school and community-based approach to ensure the active involvement of children, teachers, and parents in achieving Foundational Literacy and Numeracy (FLN). It emphasizes child-centric, joyful, and activity-based learning through age-appropriate and contextualized Teaching Learning Materials (TLMs), supported by regular classroom-level assessments to monitor learning progress and AI-driven bots such as Katha Sakhi (storyteller), Teacher Tara (educator guide), and Parent Tara (parent support). Teachers and academic resource persons are strengthened through continuous capacity building, academic mentoring and competency-based pedagogy to support effective FLN implementation. Parents and community members, through SMC/SCMC, support schools by promoting learning at home and community ownership. Janbhagidari events were conducted from 1 June 2023 to 15 June 2023, in this large-scale initiative led by the Ministry of Education, over 5.25 crore people were mobilized across 16.78 lakh schools, reinforcing collective responsibility for foundational learning.”

2.19 As regards the allocation of Funds, the Ministry has submitted that the funds for implementation of the NIPUN Bharat Mission are provided under the Samagra Shiksha framework. As per data available on the PRABANDH portal for FY 2024– 25, a total outlay of ₹3,02,926.82 lakh has been approved at the national level, against which an expenditure of ₹1,84,707.58 lakh has been reported. The State/UT-wise allocation and actual expenditure is at Annexure – 2. (Annexure 18 of original)

2.20 The Committee asked whether the Ministry has conducted any survey to assess the impact of NIPUN in enhancing the standard of foundational literacy and numeracy in primary schools in the Country. The Ministry in this regard, submitted following information:

“To evaluate children’s progress and learning competencies, Department of School Education & Literacy (DoSE&L), Ministry of Education has been implementing a rolling programme of sample based National Achievement Survey (NAS) aimed at classes III, V, VIII and X with an interval of three years. It acts as an indicator of the health of the education system, so as to take appropriate steps for remedial actions at different levels. About 34 lakh students of 1.18 lakh schools of 720 districts from both rural and urban areas were assessed from Government and Private Schools. Further, National, State and District report card of NAS-2021 demonstrating the performance of students from each type of schools have been released in public domain on 25.05.2022 at <http://nas.gov.in>. PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development) has been setup under National Council of Educational Research and Training (NCERT). It has conducted State Educational Achievement Survey (SEAS) in the year 2023. The primary objective of this survey is to evaluate the learning competencies of students in Foundational Literacy, Foundational Numeracy, Language and Mathematics at the end of each of the educational stages i.e. Foundational, Preparatory, and Middle. The SEAS-23 has included blocks in the sample to cover of students to understand the learning gaps at the block level, a strategic shift from district. Approximately, 84 lakh students and 6 lakh teachers, of 4 lakh schools of 6,416 educational blocks were assessed in SEAS-23. The latest round of NAS, the PARAKH Rashtriya Sarvekshan 2024 was conducted on December 4, 2024 by the National Assessment Centre, PARAKH under the aegis of the Ministry of Education. This survey marks a significant advancement in India's assessment framework, aligning with the objectives of the National Education Policy (NEP) 2020, which emphasizes competency-based learning and assessment reforms. The survey was designed to provide a detailed, granular understanding of student learning, at the end of Foundational, Preparatory and Middle stages, across different socio-economic

backgrounds and regional contexts, ensuring that educational policies are data-driven and targeted towards equitable learning improvements. With participation of 74,000 Schools, 2.70 lakh teachers and 21 lakh students from Government, Aided and Private Schools, the survey's data collection and analysis are expected to yield significant insights into student learning competencies and the effectiveness of various interventions undertaken at the District, State and National levels. The findings will contribute to refining teacher training programs, curriculum reforms and state-specific strategies to bridge learning gaps. Average scores (%) in Language and Mathematics for Grade 3 students in PARAKH 2024 (State/UT wise) is at Annexure 3 (Annexure – 19 of the Original).

The survey shows improvement in learning achievements of the students and further reflects the success of NIPUN Bharat Mission across the Country. It reflects that the performance of children in Grade 3 in rural school is better than urban schools and clear improvement in learning outcomes from previous survey. This can be accessed at <https://dashboard.parakh.ncert.gov.in/en>”.

(vii) Inclusiveness in education

2.21 The Committee asked about the steps being taken to promote school education for girls in the Country and the State-wise details of GER and NER of boys' and girls' students in the Country, the Ministry furnished following information: -

“Department of School Education and Literacy (DoSEL), Ministry of Education is implementing the scheme of Samagra Shiksha, effective from 2018-19, for universalization of quality education throughout the country in coordination with the States and UTs. It is an overarching programme for the school education sector extending from pre-school to class XII and aims to ensure inclusive and equitable quality education at all levels of school education. Bridging gender and social category gaps at all levels of school education is one of the major objectives of Samagra Shiksha. The scheme reaches out to girls, and children belonging to SC, ST, minority communities and transgender. In order to ensure greater participation of girls in school education, under

Samagra Shiksha, various interventions have been targeted, which include free uniform and text-books to girls up to Class VIII, additional teachers and residential quarters for teachers in remote/hilly areas, appointment of additional teachers including women teachers, stipend to CWSN girls from class I to class XII, separate toilets for girls, teachers sensitization programmes to promote girls participation, gender-sensitive teaching-learning materials including text books. Further, special state specific projects for varied interventions under equity are also emphasized for enhancing access, retention and quality for girls by promoting enrolment drives, retention and motivation camps, gender sensitization modules etc. Such projects include life skills, awareness programmes, incinerators, sanitary pad vending machines etc.

In addition, to reduce gender gaps at all levels of school education and ensure access and quality education to girls, under Samagra Shiksha, there is a provision of Kasturba Gandhi Balika Vidyalayas (KGBVs) which are residential schools for girls from class VI to XII from age 10-18 years belonging to disadvantaged groups such as SC, ST, OBC, etc. In order to ensure safety and security of girls, empower girls to tackle risk of assault and for boosting their self-confidence, there is a provision of 'Rani Laxmi Bai Atma Raksha Prashikshan' under Samagra Shiksha. Under this, Self defence training is imparted to girls of class VI to XII studying in Government Schools. Further, NEP 2020 focuses on 'Equitable and Inclusive Education' which reverberates the idea that no child should be left behind in terms of educational opportunity because of their background and socio-cultural identities."

2.22 Separate Girls' Toilets for Schools- DoSEL has also implemented the Swachh Vidyalaya Initiative (SVI) in collaboration with State and UT Governments, Public Sector Undertakings (PSUs) & Private Corporates for the provision of separate toilets for girls and boys in all Government Schools in 2014-15. Continued support is given for the provision of an adequate number of toilets in schools as per enrolment & for their maintenance. 97.1% of Government Schools have separate Girls' toilets as per UDISE+ 2023-24. State-wise details of GER and NER of boys and girls' students in the Country is at Annexure 4 (Annexure – 7 of the original).

2.23 Asked about the policy of the Ministry to promote school education for students from disadvantaged section of our society and the State-wise details of students from SC/ST/OBC communities, the Ministry furnished following information: -

“Department of School Education and Literacy (DoSEL), Ministry of Education is implementing Samagra Shiksha scheme, effective from 2018-19. Bridging gender and social category gaps at all levels of school education is one of the major objectives of the scheme. The Scheme reaches out to girls, and children belonging to Socio-Economically Disadvantaged Groups (SEDGs) such as Schedule Tribe, Schedule Caste, Other Backward Class, Economically Weaker Section among others. The major interventions of Samagra Shiksha include RTE entitlements under which two sets of uniforms for all girls, and children belonging to SC/ST/BPL families in Government schools up to class VIII are provided and provision is also made for textbooks to all children including SC/ST in Government/Local Body and Government aided schools, including Madarasas.

Under RTE Act, 2009, “child belonging to disadvantaged group” means a child with disability or a child belonging to the Scheduled Caste, the Scheduled Tribe, the socially and educationally backward class or such other group having disadvantage owing to social, cultural, economic, geographical, linguistic, gender or such other factor, as may be specified by the appropriate Government, by notification. Further, “child belonging to weaker section” means a child belonging to such parent or guardian whose annual income is lower than the minimum limit specified by the appropriate Government, by notification. The provisions under RTE Act, 2009 are:

- i. As per section 8(c) and 9(c) of the Act, the appropriate Government and the local authority shall ensure that the child belonging to weaker section and the child belonging to disadvantaged group are not discriminated against and prevented from pursuing and completing elementary education on any grounds.
- ii. As per section 12(1)(c) of the RTE Act, 2009, a school specified in sub-clauses (iii) and (iv) of clause (n) of section 2 shall admit in class I, to the extent of at least twenty-five per cent of the strength of that class, children belonging to weaker section and disadvantaged group in the neighbourhood and provide free and compulsory elementary education till its completion.
- iii. Financial support is also provided to States/UTs also for RTE entitlements comprising of free uniforms; free textbooks along with reimbursement towards

expenditure incurred for 25% of admissions under Section 12 (1) (c), RTE Act, special training for age-appropriate admission of out-of-school children at the elementary level, etc.

Further, the Kasturba Gandhi Balika Vidyalyas (KGBVs) are residential schools for girls belonging to SEDGs such as Schedule Tribe, Schedule Caste, Other Backward Class, Economically Weaker Section of the society in Educationally Backward Blocks (EBBs). The objective of the scheme is to ensure access to quality education for girls from SEDGs and reduce the gender gap at the elementary to senior secondary level by setting up residential schools with boarding facilities. The State-wise data of students from SC/ST/OBC communities is at Annexure 5 (Annexure –11 of the original).”

2.24 On enquiring about the arrangements made by the Ministry to cover children of migrant labourers in the Country and the budgetary allocations for this purpose, the Ministry furnished following information: -

“Under the Samagra Shiksha Scheme, to ensure that children of migrant labourers and other children who are dropping out of school due to various circumstances are brought back into mainstream education, there is a provision for ensuring special training of Out of School Children. States/UT conducted enrolment drives and household surveys to identify dropouts, Out of School children and children of migrant labourers. The following financial support is provided through Samagra Shiksha for providing bridge course/special training to children of migrant labourers

- Up to ₹ 6,000/- per child per annum for non-residential courses.
- Up to ₹ 20,000/- per child per annum for residential courses.

The sanctions made for the year 2024-25 is at Annexure 6 (Annexure –12 of the original).”

2.25 The State-wise details of Special Training Centres established for migrant children is at Annexure 7 (Annexure – 13 of the original).

2.26 The State-wise details of Divyang students in the Country is as the State/UT-wise distribution of CwSN enrolment as per UDISE+ 2024-25 is at Annexure 8 (Annexure –14 of the original).

2.27 When asked about the policy of the Ministry to promote school education for Divyang students, the Ministry submitted following information: -

“The Ministry of Education promotes school education for Divyang children through a strong legal and policy framework that ensures their right to access, participation, and learning in an inclusive school environment. The Right of Children to Free and Compulsory Education (RTE) Act, 2009, under Section 3(1), guarantees free and compulsory education to all children in the age group of 6–14 years, including children with disabilities. Further, Section 2(d) of the Act recognizes children with disabilities as part of the “disadvantaged group,” and Section 8(c) places responsibility on the appropriate Government to ensure that such children are provided access to elementary education without discrimination. This right is further strengthened by the Rights of Persons with Disabilities (RPwD) Act, 2016, which provides a clear statutory mandate for inclusive education. Section 16 of the Act requires the Government to ensure an inclusive education system at all levels. It specifically provides that children with benchmark disabilities are entitled to free education up to the age of 18 years and mandates measures such as barrier-free access to schools, reasonable accommodation in curriculum and assessment, individualized support, accessible learning materials including Braille and sign language, and training of teachers in inclusive education. These provisions ensure that Divyang children are not only enrolled in schools but are also able to participate meaningfully in the learning process. The National Education Policy (NEP) 2020 further reinforces this commitment by placing inclusion and equity at the core of the education system. NEP 2020 emphasizes a Zero Rejection Policy for children with disabilities, ensuring that no child is denied schooling on account of disability. It advocates early identification and intervention, flexible curriculum and assessment practices through Universal Design for Learning (UDL), and the use of assistive technologies to support diverse learning needs. The policy also underscores the importance of preparing and

training teachers to handle inclusive classrooms effectively.

The above legal and policy provisions are operationalized through the Samagra Shiksha scheme, which is the Government of India's flagship scheme for school education from pre- school to senior secondary level. In alignment with the RTE Act and Section 16 of the RPwD Act, Samagra Shiksha provides targeted interventions for Children with Special Needs (CwSN), including financial support for assistive aids and appliances, deployment of special educators, development of resource rooms, transport and escort allowances, and early identification and assessment, stipend for CwSN girls etc. The scheme also supports the creation of barrier-free infrastructure in schools, such as ramps, handrails, and accessible toilets, to ensure physical accessibility and safe participation of Divyang students.

In essence, the Ministry's approach to promoting education for Divyang children is rights- based, inclusive, and holistic. While the RTE Act establishes the legal right to education, the RPwD Act 2016 ensures accessibility and reasonable accommodation, NEP 2020 provides a progressive and inclusive policy vision, and Samagra Shiksha translates these commitments into concrete actions at the school level. Together, these frameworks ensure that Divyang children are not left behind and are supported to achieve their full educational potential."

2.28 When asked to furnish details of the support being provided by the Ministry to State Governments to make infrastructure arrangements and to appoint special teachers for Divyang Students along with the budgetary allocation and utilization for this purpose. In this regard, the ministry submitted following information: -

"The Ministry of Education provides financial support to State Governments and Union Territories to strengthen infrastructure and human resources for inclusive education of Divyang students under the Samagra Shiksha scheme. To improve physical accessibility of schools, the scheme includes specific provisions for the creation of barrier-free and differently-abled-friendly infrastructure, such as ramps, handrails, and accessible toilets, so that children with disabilities can move safely and participate fully in school activities. Financial assistance for these interventions is provided to States and UTs based on their requirements and proposals submitted annually to the

Department through the Annual Work Plan and Budget (AWP&B) process, which is examined and approved in consultation with the States/UTs.

Further, in line with the National Educational Policy 2020 and Goal-4 of SDG 2030 of providing inclusive and equitable education to all, in consultation with stakeholders and Office of Chief Commissioner for Persons with Disabilities, Accessibility Code for Educational Institutions has been notified by DoSEL in the Gazette of India on January 10th, 2024 which has also been notified in the RPwD Rules 2017 on 20th June 2024. The Accessibility Code for Educational Institutions inter-alia includes accessibility standards, identification of barriers to access, and guidelines for conducting accessibility audit of existing buildings and vetting of plans of upcoming/ new constructions. The Code also provides for a checklist for undertaking Accessibility Audit of institutions and websites.

As per UDISE+ 2024-25, the details of the number of all management schools having Disabled friendly Toilets, Ramps and Ramps with Handrails is as under:

Total Schools (National Level)	14,71,473
Schools with CWSN Toilet facilities	5,23,143
Ramps	11,64,274
Ramps with Handrails	8,08,460

State/UT wise availability of CwSN infrastructure as per UDISE+ 2024-25 is at Annexure 9 (Annexure – 15 of the original).

In addition to infrastructure support, the Ministry has taken significant steps to strengthen the availability of special educators in general schools for supporting Divyang students. In compliance with the Hon'ble Supreme Court order dated 28.10.2021 in Writ Petition (Civil) No. 132 of 2016, the Department notified norms and standards for Pupil Teacher Ratio (PTR) for Special Educators in general schools. Accordingly, an amendment to the Schedule of the Right of Children to Free and Compulsory Education (RTE) Act, 2009 was issued vide notification dated 21.09.2022, prescribing a PTR of 10:1 at the

primary level and 15:1 at the upper primary level for special education teachers. These revised norms were circulated to all States and Union Territories in October 2022 for necessary action.

Since education is a subject in the Concurrent List of the Constitution, the recruitment and service matters of teachers, including Special Educators, fall within the domain of the respective State and UT Governments. In this context, the Hon'ble Supreme Court, vide its order dated 07.03.2025, has directed all States and UTs to undertake recruitment of Special Educators as per the notified PTR norms in a time-bound manner. The Hon'ble Court is also closely monitoring compliance by the States and UTs to ensure that adequate numbers of Special Educators are deployed in schools to support inclusive education. The Ministry also supports the engagement of Special Educators for children with special needs. Financial assistance for Special Educators is provided to States and UTs under Samagra Shiksha, subject to approved norms, to meet immediate and transitional requirements in schools and at the block resource centres. Budgetary allocation and utilization figures for infrastructure arrangements and appointment of special teachers for 2024-25 and 2025-26, as per PRABANDH portal is at Annexure 10 (Annexure – 16 of the original) and Annexure 11 (Annexure – 17 of the original) respectively.”

(viii) Kendriya Vidyalaya (KV)

2.29 The Scheme of Kendriya Vidyalayas (Central Schools) was approved in November 1962 by the Govt. of India on the recommendations of the Second Central Pay Commission. It recommended that the Government should develop a scheme to provide uninterrupted education to the wards of transferable Central Government employees. Consequently, Central School Organization was started as a unit of the Ministry of Education of the Govt. of India. Initially, 20 Regimental Schools, then functioning at places having large concentration of defence personnel, were taken over as Central Schools during the academic year 1963-64. The Kendriya Vidyalaya Sangathan was registered as a society under the Societies Registration Act (XXI of 1860) on 15th December 1965. The primary aim of the Sangathan is to provide, establish, endow, maintain, control and manage the Central Schools (Kendriya Vidyalayas) located all over India and abroad. The Government of India wholly

finances the Sangathan. Over the years, the number of Kendriya Vidyalayas steadily increased to 1248 as on 30.06.2021. The objectives of Kendriya Vidyalayas are as under: -

- To cater to the educational needs of children of transferable Central Government employees including Defence and Para-military personnel by providing a common programme of education;
- To pursue excellence and set the pace in the field of school education;
- To initiate and promote experimentation and innovations in education in collaboration with other bodies like the Central Board of Secondary Education (CBSE) and the National Council of Educational Research and Training (NCERT) etc.
- To develop the spirit of national integration and create a sense of “Indianness” among children.
- To provide, establish, endow, maintain, control and manage schools, hereinafter called the ‘Kendriya Vidyalaya’ for the children of transferable employees of the Government of India, floating population and others including those living in remote and undeveloped locations of the country and to do all acts and things necessary for providing a conducive atmosphere in schools.

2.30 The Ministry has further submitted that there are categories 1, 2, 3, 4, and 5 in Kendriya Vidyalas. The first two categories are for Central Government; 3 and 4 are for the State Governments. (1200/RTU/KN) Category 5 is for others. But due to RTE Act, 25 per cent of seats in schools are reserved for students from EWS. Although it is exempt from the RTE Act, but voluntarily Kendriya Vidyalaya fulfils this mandate as well. So, only 75 per cent seats are filled through the government quotas.

2.31 In pursuance of the above objectives, the Kendriya Vidyalayas system has following features and norms:

- Common textbooks and bilingual (English & Hindi) medium of instruction for all Kendriya Vidyalayas.
- All Kendriya Vidyalayas are affiliated to Central Board of Secondary Education (CBSE).
- All Kendriya Vidyalayas are co-educational, composite schools.

- KVS strives to maintain excellence in academic pursuits.

2.32 Budgetary Allocation and Expenditure for KVS during 2020-21 to 2025-26 are as under:

(Rs.in Crore)

Year	Head	Grant Received	Expenditure"
2020-21	Salary	4363.38	4361.99
	General	1799.30	1972.29
	Capital	275.00	279.30
	Total	6437.68	6613.58
2021-22	Salary	4700.00	4721.23
	General	1600.00	1697.73
	Capital	500.00	499.99
	Total	6800.00	6918.95
2022-23	Salary	4995.59	5057.07
	General	1765.41	1854.92
	Capital	700.25	700.07
	Total	7461.25	7612.06
2023-24	Salary	5154.00	5243.17
	General	2164.50	2273.25
	Capital	1181.50	1181.71
	Total	8500.00	8698.13
2024-25	Salary	5720.00	5838.25
	General	2185.44	2262.61
	Capital	821.56	821.49
	Total	8727.00	8922.35
2025-26*	Salary	4646.77	4646.77
	General	1723.00	1723.00
	Capital	758.10	450.00
	Total	7127.87	6819.77

*Grant received/Expenditure upto December-2025

^Wherever the expenditure are more than the Budgetary Allocations, the same has been met out of Internal Receipts of KVS"

2.33 The State-wise details of Total No. of Districts and No. of Kendriya Vidyalayas in each State is at Annexure 12 (Annexure – 20 of the original).

2.34 When asked about the policy of the Ministry regarding establishment of KV in each District of Country, the Ministry submitted following information: -

“As far as KVS is concerned, KVs are opened primarily to cater to the educational needs of the wards of transferable Central Government Employees including Defence & Para-military personnel, Central Autonomous Bodies, Central Public Sector Undertakings (PSUs) and Central Institute of Higher Learning (IHL) by providing a common programme of education throughout the country. Proposals for opening of new KVs may be sponsored by Ministries or Departments of the Government of India / State Governments / Union Territories (UTs) Administrations, with commitment to provide requisite extent of land free of cost, suitable rent-free temporary accommodation and concentration of requisite number of central government employees at the place of proposed new KV. The proposals are examined as per the established parameters.”

2.35 Asked about the details of projects for establishment of KVs are struck due to operational issues, the Ministry submitted following information: -

S. No.	Name of State/ UT	Name of Kendriya Vidyalaya	Year of Sanction	Remarks
1.	Uttar Pradesh	Banda Distt. Banda	2018	Land Measuring 8.02 acres has been accepted in March, 2021 and there is litigation on the accepted land in the District Court, Banda. The Sponsoring Authority has been requested for allotment of alternate land and Temporary Accommodation.
2.	Bihar	Devkund, Distt. Aurangabad	2018	Sanction for transfer of Land measuring 4.00 Acres received by Govt. of Bihar on dated 19.05.2025. Land has been accepted by KVS in November, 2025 by relaxing in land norms. Lease Deed has been signed and registration is under process on the part of the Sponsoring Authority. The temporary accommodation is found suitable. The KV will start functioning from the session 2026-27.

3.	Bihar	Nawada, Distt. Nawada (LWE)	2018	Land measuring 5.00 Acres has been identified by the District Administration. Land Transfer is awaited from Govt. of Bihar. The temporary accommodation is to be provided by the Sponsoring Authority.
4.	Kerala	Thrikkakara, Distt. Ernakulam	2019	The 5.2825 hectare land proposed for opening of KV Thrikkakara has been allotted to another Govt. Department – NDRF by the Sponsoring Authority and alternate land and Temporary Accommodation are yet to be provided by the Sponsoring Authority.
5.	Maharashtra	Gadchiroli (LWE), Distt. Gadchiroli	2019	Land has been registered in favour of KVS. Temporary Accommodation is yet to be provided by the Sponsoring Authority. The KV will start functioning from the session 2026-27.

2.36 As regards the admission process, the Ministry has submitted that Kendriya Vidyalayas are established primarily to provide uninterrupted education to the children of transferable Central Government employees. Accordingly, admissions are carried out as per the extant KVS Admission Guidelines through online registration followed by a centralised computer-based lottery system, with priority given to children of transferable and non-transferable Central Government employees, followed by children of employees of Central Government Public Sector Undertakings, State Government employees, State Government Public Sector Undertakings, and thereafter other categories including private sector employees and the floating population, subject to availability of seats.

Further, admissions are governed by the provisions of the Right of Children to Free and Compulsory Education (RTE) Act, 2009 and include reservations for children belonging to SC, ST and OBC-NCL categories as per Government of India norms, ensuring equity, inclusiveness, and transparency in the admission process. The admission schedule and related details are widely publicised through the official KVS website and prominent/local newspapers across the country to ensure transparency, uniformity, and fairness in the admission process.

2.37 When asked about the details of institutional mechanism established by the Ministry to ensure transparency in admission procedure in KVs, the Ministry

submitted following information: -

“Mechanism to ensure transparency in admission procedure in KVs:

- Centralised online admission system with uniform application procedures across all KVs.
- Computer-based centralised lottery conducted as per prescribed priority categories and reservation norms.
- Uniform KVS Admission Guidelines applicable nationwide.
- Public disclosure of admission schedules, criteria, and lottery results on the KVS website and at school level.”

2.38 When asked as to whether the Ministry has received any complaints for irregularity in admission procedure in KVs, the Ministry submitted that no major complaints regarding irregularities in the admission procedure of Kendriya Vidyalayas have been received except a few minor and procedural complaints related to issues such as clarification of priority category, documentation, or technical aspects of online registration. All such complaints are forwarded to KVS (HQ) with the request to address such complaints at the appropriate level in accordance with the extant rules. Corrective and preventive measures, including system-based checks, clarifications to KVs/Regions, and grievance redressal are taken by KVS (HQ) to ensure strict compliance with rules and to maintain transparency and fairness in the admission process.

2.39 With regard to the availability of the adequate teaching faculties, the Ministry submitted the State/UT-wise details of Sanctioned and vacant posts of teaching staff in KVS across the country as on 01.11.2025 which is at Annexure 13 (Annexure – 22 of the original).

2.40 Asked about the policy of Ministry to provide additional incentives to teachers and other staffs of KVs posted in difficult areas such as hilly States, the Ministry informed that the emoluments to teachers and faculties are provided as per GoI Rules.

(ix) Jawahar Navodaya Vidyalaya (JNV)

2.41 The National Policy on Education, 1986 envisaged setting up of pace setting residential schools, to be called as Navodaya Vidyalayas one in each district, with an aim of providing good quality modern education coupled with equity and social justice, and bring out the best of rural talents. These Navodaya Vidyalayas are run by the Navodaya Vidyalaya Samiti, which is an autonomous organization under the Ministry of Education, Govt. of India and has been registered as a Society, under the Societies Registration Act XXI of 1860 at New Delhi on 28th February, 1986. The objectives of the society are as under:

- To establish, endow, maintain, control, and manage schools (hereinafter called the 'Jawahar Navodaya Vidyalayas') and to do all acts and things necessary for or conducive to the promotion of such schools which will have the following objectives:
- To provide good quality modern education – including a strong component of inculcation of values, awareness of the environment, adventure activities and physical education – to the talented children predominantly from the rural areas without regard to their family's socio-economic condition.
- To provide facilities, at a suitable stage, for instruction through a common medium, viz. Hindi and English, all over the country.
- Offer a common core-curriculum for ensuring comparability in standards and to facilitate and understanding of the common and composite heritage of our people.
- To progressively bring students from one part of the country to another in each school to promote national integration and enrich social content.

- To serve as a focal point for improvement in quality of school education through training of teachers in live situations and sharing of experiences and facilities.
- To establish, develop, maintain and manage hostels for the residence of students of Jawahar Navodaya Vidyalayas;
- To aid, establish and conduct other institutions as may be required for the furtherance of the Society's objects in any part of India;
- To do all such things as may be considered necessary, incidental, or conducive to the attainment of all or any of the objects of the Society.

2.42 The details of budgetary allocation and expenditure for all JNVs since 2020-21 are detailed below:

Year	Budget Allocation	Expenditure
2020-21	2730.11	2495.22
2021-22	3286.34	3150.64
2022-23	4103.58	3829.09
2023-24	4788.45	4199.65
2024-25	4659.85	4461.31

(Rs. in crore)

2.43 As per Navodaya Vidyalaya Scheme one JNV in each district of the country is to be established. At present 689 JNVs have been sanctioned in 666 districts including 23 additional (second) JNVs in 23 districts. The State-wise details of Jawahar Navodaya Vidyalayas (JNVs) in the prescribed format is at Annexure 14 (Annexure – 23 of the original).

2.44 When asked about the details of the proposed projects of JNVs which could not be established, the Ministry submitted that out of 689 JNVs, total 665 JNVs are

functional and 24 JNVs are non-functional. The State-wise details of the JNVs that have been proposed but could not be established as on date is at Annexure 15 (Annexure – 24 of the original).

2.45 The Ministry informed that the admission of students in Jawahar Navodaya Vidyalayas takes place at Class - VI level on the basis of selection test designed and conducted by the CBSE.

- At least 75% of the seats in a district will be filled by candidates provisionally selected from rural areas of the district concerned. The remaining seats are open which will be filled up from both urban and rural area candidates of the district concerned.
- Reservation for SC & ST as per actual population in the district concerned subject to a minimum of national average (i.e. 15% for SCs and 7.5% for STs) but subject to a maximum of 50% for both the categories (SC & ST) taken together.
- 1/3rd of the seats are reserved for girl students.
- There is a provision for reservation of 3 seats out of 80 seats for Divyang Children.
- There is a provision of 27% reservation to the OBC candidates. The reservations to the OBC candidates is as per central list as applicable from time to time.
- For optimal utilization of the infrastructure and staff facilities, vacant seats, if any, are filled up at Class – IX and XI through a Lateral Entry Scheme.

2.46 The State-wise details of the number of seats available and students admitted in JNVs since 2020–21 is at Annexure 16 (Annexure – 25 of the original).

2.47 Asked as to whether the Ministry has received any complaints for irregularity in admission procedure in JNVs, the Ministry submitted following information: -

“No major complaints regarding irregularities in the admission procedure of Jawahar Navodaya have been received except a few routine complaints which are forwarded to NVS (HQ) with the request to address such complaints at the

appropriate level in accordance with the extant rules/guidelines.”

2.48 The Committee enquired whether the JNVs have adequate teaching faculties along with the state-wise sanctioned and actual strength of teaching staff in JNVs. In this regard the State-wise details of the sanctioned strength of teachers and existing vacancies in JNVs across the country as submitted by the Ministry is at Annexure 17 (Annexure – 26 of the original).

2.49 The Committee enquired about the policy of Ministry to provide additional incentives to teachers and other staffs of JNVs posted in difficult areas such as hilly and tribal areas. In this regard, the Ministry submitted following information: -

“Additional incentives to teachers and other staffs of JNVs posted in difficult areas such as hilly and tribal areas are provided as per the Government of India guidelines issued from time to time.”

(x) PM SHRI Scheme

2.50 PM SHRI Schools are set up by strengthening the existing schools from amongst schools managed by Central government/State/UT Government/local bodies. These schools are to showcase all the initiatives of National Education Policy 2020. They provide leadership in their respective regions in providing high-quality education in an equitable, inclusive and joyful school environment that takes care of the diverse background, multilingual needs, and different academic abilities of children and makes them active participants in their own learning process as per the vision of NEP 2020. The major features in the PM SHRI Scheme are:

- Quality and Innovation (Usage of Teaching Learning Material, Learning Enhancement Programme, Holistic Progress Card, Innovative Pedagogies, Rashtriya Aavishkar Abhiyan, Bagless days, Internships with Local artisans, Capacity building, etc.)
- Early Childhood Care and Education including Balvatika and

Foundational Literacy and Numeracy

- Equity and Inclusion including provision of safe and appropriate infrastructure for girls and children with special needs (CwSN).
- Encouraging flexibility in choice of subjects offered to students.
- Encouraging mother tongue as medium of instruction using technological interventions to help bridge language barriers between teachers and students.
- ICT, smart classrooms and digital libraries for using digital pedagogy.
- Establishing fully equipped Atal tinkering labs
- Strengthening of existing infrastructure- science labs
- Mental health and Career Guidance and counselling
- Green school activities
- Vocational interventions & enhancing internship/entrepreneurship opportunities especially with local industry. Mapping of skills with developmental projects/nearby industry and develop courses/curriculum accordingly.
- Beneficiary oriented Entitlements under Right to Education (RTE) Act.
- Annual School Grants (Composite School grants, Library grant, Sports grant)
- PM SHRI schools are expected to emerge as leaders in education and will offer guidance to neighbourhood schools to achieve the benchmarks of PM SHRI schools over time.”

2.51 When asked about the criteria for selecting any school for PM SHRI Scheme, the Ministry submitted following reply: -

“Selection of PM SHRI schools is based on the Challenge Method wherein Schools compete for support to become exemplar schools. Selection is done through a three-stage process with definite time lines, which is as follows: -

Stage-1: States/UTs sign an MoU with Centre laying down the commitments for supporting these schools for achieving specified quality assurance as PM SHRI schools.

Stage-2: In this stage, a pool of schools that are eligible to be selected as PM SHRI Schools are identified based on prescribed minimum benchmark through UDISE+ data.

These benchmarks are automatically populated from UDISE+ portal based on the latest data. The minimum benchmarks that the school fulfils are as follows:

- The school should have its own pucca building in good condition.
- Barrier free access -Ramp.
- The school must be safety oriented.
- The enrolment of students at Elementary (Class 1-5/1-8) level and Senior Secondary (Class 6-12/ 6-10/ 1-10/ 1-12) level must be more than the state average enrolment, for the category.
- The school should have at least one separate toilet each for boys & girls.
- The school must have potable drinking water facility.
- The school must have separate hand washing facility.
- All teachers should have Photo ID Card as per extant guidelines.
- Electricity supply should be in working condition.
- School should have Library/library corner facilities and Sports equipment.

Stage-3: This stage is based on the challenge method for fulfilling certain criteria. Schools in urban areas need to score a minimum of 70%, whereas schools in rural areas need to score a minimum of 60% to be selected as PM SHRI Schools. Fulfilment of conditions has to be certified by States/UTs through physical inspection.

The domains of Challenge Process are listed below:

Section	Domains	Sub Domain
A	Infrastructure / Physical Facilities & School Safety	16
B	Teaching Staff and Capacity Building	10
C	PM Poshan Scheme	17

D	Learning Outcomes, LEP, Pedagogy	11
E	Vocational Education under National Skill Qualifications Framework (NSQF) (Only for Sr. Secondary levels)	4
F	Green Initiatives/ Activities by School	7
G	Commitment of Stakeholders	7
Total		72

2.52 States/UTs are required to recommend the list of schools to Ministry of Education and an Expert committee headed by Secretary (SE&L), at Ministry of Education, Government of India, has been constituted to make the final school selections through challenge method.

2.53 When asked about the details of facilities provided in schools selected for PM SHRI Scheme, the Ministry furnished following information: -

“Under PM SHRI scheme, there is provision to upgrade and saturate PM SHRI schools with various components such as computer lab/ICT lab/smart classrooms, library with good furniture, internet facility, vocational skill education, guidance and career counselling, fully equipped integrated science lab/physics lab/chemistry lab/biology lab, playground with well- equipped sports facilities, school innovation council, youth and eco club for mission life, BaLa features and jaadui pitara for primary school children, 10 bagless days for students, child tracking software for tracking the children attendance, fully functioning handwashing facility and toilets, green school features etc.”

2.54 Asked about the responsibilities envisaged for different stakeholders viz. Central Government, State Governments and Schools for implementation of PM SHRI Scheme, the Ministry submitted following information:-

“The PM SHRI Scheme is a Centrally Sponsored Scheme with a total funding of ₹27360 crore spread over a period of 5 years which includes central share

of ₹18,128 crore and state share of ₹9232 crores. The present funding pattern is 60:40 between Centre and State Governments and UTs with legislature (except J&K). The sharing pattern is 90(Centre):10 (State) for North Eastern and Himalayan states and UT of J&K and 100% for Union Territories without legislature. Under the Scheme, the Ministry of Education provides the overall policy framework, issues guidelines, releases the Central share of funds, and oversees implementation. The Project Approval Board (PAB) headed by the Secretary, Department of School Education and Literacy, which are responsible for approval of plans and ensuring effective implementation. The PAB approves the Annual Work Plan and Budget (AWP&B) of States/UTs and appraises component-wise proposals in accordance with prescribed financial and programmatic norms. The Ministry also constitutes an Expert Committee for final selection of schools. It ensures national-level monitoring through platforms such as School Quality Assessment Framework (SQUAF), UDISE+, PRABANDH, etc. The State Governments/UT Administrations sign a Memorandum of Understanding (MoU) with the Centre committing to support selected schools in achieving prescribed quality benchmarks. They identify eligible schools using UDISE+ data, verify fulfilment of challenge conditions through physical inspection, and recommend schools for selection. States/UTs prepare and implement the Annual Work Plan and Budget, provide the corresponding State share, ensure deployment of trained teachers as per norms, address infrastructure and academic gaps, and undertake regular monitoring through State and District level committees.

The PM SHRI schools self-apply through the online challenge mode and are selected based on minimum benchmarks relating to infrastructure, safety, enrolment, basic facilities and resources. Selected schools implement targeted, inclusive and NEP 2020–aligned interventions, including green school practices, innovative pedagogies, ICT and smart classrooms, vocational exposure and holistic assessment practices. Schools are required to report progress under SQUAF and ensure optimal utilization of resources. PM SHRI schools function as exemplar schools, providing leadership in their regions by mentoring and handholding neighboring schools and contributing to the wider implementation of NEP 2020.”

2.55 The year wise details of allocation of fund and central releases under PM SHRI scheme are as follows:

(Rs. in crores)

Financial Year	RE	Total Central Releases
2023-24	2800	1216.70
2024-25	4500	3576.40
2025-26	5800	473.20

* In FY 2025-26, PM SHRI scheme has been onboarded on SNA SPARSH platform and 1st Mother Sanction of Rs. 2,273.07 crore has been issued for implementation of the scheme.

2.56 PM SHRI scheme aims to establish more than 14500 schools by strengthening the existing schools from amongst those managed by Central government/State/UT Government/local bodies. A maximum two schools are selected per block/ULB with upper limit of number of total schools across India. So far, 13076 schools have been selected from 33 States/UTs along with KVS/NVS/NCERT. The total number of schools selected under the PM SHRI scheme from 33 States/UTs along with KVS/NVS/NCERT are 13076. The State/UT/NVS/KVS/NCERT wise and category wise bifurcation is as follows:

PM SHRI – SCHOOLS SELECTED

S. No.	States/UTs/KVS/NVS/NCERT	Total Schools
1	Andaman and Nicobar Islands	16
2	Andhra Pradesh	935
3	Arunachal Pradesh	93

4	Assam	382
5	Bihar	836
6	Chandigarh	2
7	Chhattisgarh	341
8	Dadra & Nagar Haveli & Daman & Diu	7
9	Delhi	6
10	Goa	28
11	Gujarat	463
12	Haryana	250
13	Himachal Pradesh	199
14	Jammu And Kashmir	396
15	Jharkhand	363
16	Karnataka	585
17	KVS	913
18	Ladakh	37
19	Lakshadweep	11
20	Madhya Pradesh	799
21	Maharashtra	860
22	Manipur	121
23	Meghalaya	65
24	Mizoram	35
25	Nagaland	49
26	NCERT	4
27	NVS	620

28	Odisha	762
29	Puducherry	12
30	Punjab	356
31	Rajasthan	639
32	Sikkim	47
33	Telangana	794
34	Tripura	84
35	Uttar Pradesh	1725
36	Uttarakhand	241
	Total	13076

2.57 Asked as to whether the Ministry has envisaged any additional training facilities for teachers in PM SHRI Schools, the Ministry submitted following information:-

“Teacher training under the PM SHRI Scheme is strengthened through District Institutes of Education and Training (DIETs), which provide continuous professional development programmes focused on modern pedagogical practices such as experiential and competency-based learning, along with effective use of digital tools in teaching. DIETs also impart training on competency-based education, Holistic Progress Cards, school safety, mental well-being, and ICT integration, thereby strengthening pedagogical strategies, data- informed instructional planning, and classroom assessment practices, leading to improved student learning outcomes. The scheme provides financial support of up to ₹3.00 lakh per DIET for undertaking capacity-building programmes in PM SHRI Schools, along with capacity building of teachers at up to ₹2,500 per teacher for all teachers.”

2.58 The Committee enquired about the impact observed in performance of students in PM SHRI schools. In this regard, the Ministry submitted following information: -

“Although PM SHRI Schools constitute less than 1% of schools nationwide, they accounted for 5% of the total ideas submitted under the Viksit Bharat Buildathon 2025. Students from PM SHRI Schools secured 8% of the scholarships awarded under the NMM Scheme through competitive exam, despite these schools representing only about 1% of Government schools across the country. Further, at the secondary level, 92% of PM SHRI Schools students have integrated skill education course, compared to only 19% of other Government schools.”

(xi) Kasturba Gandhi Balika Vidyalaya

2.59 The Kasturba Gandhi Balika Vidyalayas (KGBVs) are residential schools for girls belonging to Socio-Economically Disadvantaged Groups (SEDGs) such as Schedule Tribe, Schedule Caste, Other Backward Class, Economically Weaker Section of the society in Educationally Backward Blocks (EBBs). In this regard, proposals are prepared by the States and UTs based on their requirements. These proposals are then appraised/approved by PAB in consultation with the States and UTs as per the programmatic and financial norms of the Scheme and availability of budgetary resources. The objective of the scheme is to ensure access to quality education for girls from SEDGs and reduce the gender gap at the elementary to senior secondary level by setting up residential schools with boarding facilities.

2.60 The funds allocated for implementation of Kasturba Gandhi Balika Vidyalaya along with year-wise actual expenditure are as under: -

S. No.	Financial Year	Approval (Rs. in lakh)	Expenditure (Rs. in lakh)
1	2023-24	548205.62	38494.82

2	2024-25	455138.02	238667.72
3	2025-26*	447966.02	189426.53

*As o17.12.25 Source: PRABNDH

2.61 KGBVs can also be hostels attached with nearby school and facilities provided thereunder are as follows: -

- Free Education
- Lodging and boarding
- Text books & Stationary
- Stipend
- Medical care/contingencies
- Self-defence training
- Vocational Training/Specific Skill training

2.62 Asked about the responsibilities envisaged for different stakeholders viz. Central Government, State Governments and Schools for implementation of Kasturba Gandhi Balika Vidyalaya, the Ministry submitted following information: -

“KGBV is an intervention under the Centrally Sponsored Scheme of Samagra Shiksha. This intervention is implemented by the Central Government with collaboration of States/UTs. The scheme has detailed guideline “Framework for Implementation of the Samagra Shiksha” for implementation of the Scheme. The Department of School Education & Literacy (DoSEL) implements at National level. The responsibilities of the Department are as under: -

- To scrutinize the proposals of Samagra Shiksha including KGBV for the approval of funds under Samagra Shiksha. The Annual Work Plan and Budget of the State and UTs are considered during the PAB meetings.
- Funds are approved for incurring recurring & non-recurring costs.
- Policy and guidelines are shared with States/UTs for adopting or

adapting.

- States/UTs have propose funds for various requirements for functioning of KGBV as a part of Samagra Shiksha within the available resources. States/UTs are given flexibility to utilize the approved amount as per the needs/requirements.
- DoSEL regularly reviews the implementation of KGBVs as part of Samagra Shiksha through PAB meeting, half-yearly meetings with Education Secretaries/State Project Directors of each State/UT and through other mechanisms to ensure smooth implementation of KGBV in States/UTs;

Further, the matters related to operationalization and functioning of KGBVs, including matters related to recruitment of teachers and staff in KGBVs, come under the purview of concerned State/UT Government.”

2.63 A number of 5269 KGBVs are functional in 30 States/UTs. State/UT-wise details of functional KGBVs are at Annexure 18 (Annexure – 27 of the original).

2.64 Asked as to whether the Ministry has envisaged any additional training facilities for teachers in Kasturba Gandhi Balika Vidyalaya, the Ministry submitted following information: -

“The Department of School Education and Literacy, in collaboration with the National Institute of Educational Planning and Administration (NIEPA), has developed a comprehensive handbook for the Training Programme for Empowering KGBV Wardens 2025-26. This training programme covers key areas such as administrative procedures, safety and security, health and hygiene, socio-emotional well-being, gender sensitization, financial management, and community engagement to enhance the skills and capacity of wardens. Further, the States/UTs have been advised to impart in-service training to all KGBV teachers at par with regular government school teachers.”

2.65 The Committee asked about the impact observed in performance of students in Kasturba Gandhi Balika Vidyalaya. In this regard, ministry submitted as under: -

The Kasturba Gandhi Balika Vidyalayas (KGBVs) were started in 2004. It has got wide recognition and acclamation among girls and families belonging to SEDGs, and its benefits are reaping gradually among students, as evident from the success stories from across the country. The Department has received numerous representations seeking an increase in the capacity of KGBVs. In recent times, many KGBV girls have been selected for various government jobs and have also qualified in the State Public Service Commissions, NEET, Police, judiciary and JEE examinations. Some girls have also claimed awards and achieved recognition in sports. Inspired by these KGBV alumni, many girls now aspire to seek admission to KGBVs.

The Department have also documented some success stories of KGBV girls and they are available on Ministry's youtube channel and may be accessed on following links: -

Sr. No.	Brief Description	Youtube
1	Ms. Chand Chaturvedi, Gatka sports person, Chhattisgarh	https://www.youtube.com/watch?v=NywbDmRCa6M
2	Ms. Jageshwari Thakur, Martial Artist, Chhattisgarh	https://www.youtube.com/watch?v=zq1VUcYOim8
3	Ms. Dasa Hetal Nebhabhai, Horticulture Teacher, Gujarat	https://www.youtube.com/watch?v=ZGgSm8yFQDY&t=29s
4	Ms. Chhaya Bhagirath Shelake, Pharmacist, Maharashtra	https://www.youtube.com/watch?v=BpkYJzsAgoY
5	Ms. Archana Nishad, Cricketer, Uttar Pradesh	https://www.youtube.com/watch?v=YfmWQw22g9Q
6	Ms. Pratima Ambadas Panchal, Forest Guard, Maharashtra	https://www.youtube.com/watch?v=M95S5WJqFS8&t=1s

(xii) Netaji Subhash Chandra Awasiya Vidyalaya

2.66 Samagra Shiksha supports the provision of residential facilities under the intervention entitled Netaji Subhash Chandra Bose Awasiya Vidyalaya, with the primary purpose of reaching out to girls, urban deprived and other disadvantaged children and creating equitable access to school education in remote, sparsely populated and difficult to reach areas, hilly terrains, areas affected by LWE, large uninhabited areas with natural barriers like forests, waterways, rivers, etc. Ministry of Education renamed Residential Schools and Hostels funded under Samagra Shiksha, as “Netaji Subhash Chandra Bose Residential Schools and Hostels” in February, 2021. The Key Objectives of NSCAV are as under:

- Ensure enrolment and schooling for children in remote, hilly, tribal, or sparsely populated areas where regular schools aren't viable.
- Provide shelter and education for urban deprived children, child labourers, migrant children, and those without adult protection or affected by conflict/calamities.
- Offer holistic growth through quality residential facilities, nutrition, skill training (Specific Skill Training), self-defence, and medical care.
- Focus on Socio-Economically Disadvantaged Groups (SEDGs), including girls, in Educationally Backward Blocks (EBBs) and NITI Aayog's Aspirational Districts.
- Integrate out-of-school children into the formal education system.

2.67 When asked about the criteria for selecting any school for Netaji Subhash Chandra Awasiya Vidyalaya, the Ministry submitted following information: -

“Samagra Shiksha supports the provision of residential facilities under the intervention entitled Netaji Subhash Chandra Bose Awasiya Vidyalaya, with the primary purpose of reaching out to girls, urban deprived and other disadvantaged children and creating equitable access to school education in remote, sparsely populated and difficult to reach areas, hilly terrains, areas affected by LWE, large uninhabited areas with natural barriers like forests,

waterways, rivers, etc.,

- Rationale for actual need of the residential school/hostel.
- A survey should be conducted at the district/state level or as per latest UDISE report for enrollment projection.
- As per survey report for establishing a new/upgraded residential school/hostel, minimum enrollment should be ensured as per above norms.
- A survey report of identified children to be graduated in the schools and enrolment in the hostel duly verified by the district authority (DEOs/DPOs/ZEOs) alongwith details of availability of schools within 5-7 Km range;
- Are solution in the meeting of SMCs/SMDCs of the existing schools pertaining to the requirement of up-gradation.
- Availability of land/space along with land acquisition certificate/availability proof/khasra number.
- School mapping details indicating entire habitation information in respect of feeder schools' availability, feasibility of mainstreaming OoSC (age-appropriate admission) in the proposed schools/hostels. The same may be done through GIS mapping followed up by a field level survey on the actual requirement and share the report of the same in the proposal.
- Details in respect to the number of children belonging to all categories including BPL and migrant children.
- Photograph of the proposed location of schools/hostels along with civil works details in case construction is involved. The design of the buildings should be inclusive to serve children with disabilities as well.

It is also mentioned that broad norms are indicated in the Samagra Shiksha Framework and provision may be made for each State/UT keeping in mind the geographical, socio-cultural, linguistic and demographic condition of not just the State/UT but also, wherever necessary, of the locality. State/UT also needs to explore convergence with the Department of Tribal Affairs, Ministry of Social

Justice and Empowerment and Ministry of Minority Affairs for availing the facility of residential schools and hostels respectively at least for the SC/ST/Minority concentrated districts.”

2.68 The Committee asked whether the Ministry has set State-specific target for establishment of Netaji Subhash Chandra Awasiya Vidyalaya, the Ministry submitted following information: -

“During the Project Approval Board meeting, proposals including NSCBAV are submitted by the States/UTs as per requirement. No State-specific targets are set for establishing NSCBAVs by the Department.”

2.69 Year wise details of allocation and expenditure under the Netaji Subhash Chandra Bose Awasiya Vidyalaya is at Annexure 19 (Annexure – 28 of the original).

2.70 For the NSCBAVs, which are set up under Samagra Shiksha, assistance for construction of hostels, recurring expenditure including manpower cost based on KGBVs/Girls Hostel norms has been provisioned. Major activities include:

- Furniture/Equipment including kitchen equipment
- Incinerators and Sanitary Pad vending machines in all KGBVs
- Teaching Learning Material and equipment including Library books.
- Bedding (replacement of Bedding after 3 years)
- Replacement of Kitchen equipment as per requirement.
- Food and lodging
- Stipend for girl students
- Supplementary TLM, stationery, and other educational material
- Examination fee
- Salaries
- For existing NSCBAVs (1 warden, 4-5 full-time teachers as per RTE norms,1

head teacher in case the enrollment exceeds 100, 2 Urdu teachers (only for blocks with Muslim population above 20% and select urban areas), if required, 3 part-time teachers, Accountant/Assistant, Peon, Cooks.

- For teachers of secondary and higher secondary classes, State norms for such classes may be followed.

The norms of recruitment and service matters of Teaching and Non-teaching staff shall be decided by the respective States/UTs.

- Skill training/specific skill training
- Electricity/ water charges
- Medical care/Contingencies
- Maintenance
- Self-defence training
- PTAs/ school functions
- Provision of Rent
- Capacity building
- Miscellaneous etc.;

2.71 Asked about the responsibilities envisaged for different stakeholders viz. Central Government. State Governments and Schools for implementation of Netaji Subhash Chandra Awasiya Vidyalaya, the Ministry submitted following information: -

“Samagra Shiksha supports the provision of residential facilities under Non-Recurring component which may be in the form of construction of hostels, construction of standalone hostels, refurbishing of unused buildings & opening a residential school.

For the Residential schools/ Hostels, which are set up under this scheme, assistance for Recurring Expenditure including manpower cost has also been provisioned. Financial assistance for these interventions follows standardized fund sharing patterns between the Centre and State /UTs in the ratio of 60:40, 90:10 & 100%, as the case may be. However, education is in the Concurrent List of the Constitution and management and establishment related issues of

these hostels come under the purview of the respective State and UT Governments.”

2.72 A total of 1140 NSCBV are functional across the country. The list is as follows:

Netaji Residential School and Hostels Status 2025-26		
S. No.	State/UT	Functional
1.	ANDHRA PRADESH	18
2.	ARUNACHAL PRADESH	212
3.	ASSAM	14
4.	BIHAR	15
5.	CHHATTISGARH	156
6.	HARYANA	2
7.	JHARKHAND	26
8.	KARNATAKA	6
9.	KERALA	6
10.	LADAKH	29
11.	MADHYA PRADESH	390
12.	MAHARASHTRA	10
13.	MANIPUR	25
14.	MIZORAM	26
15.	NAGALAND	13
16.	ODISHA	21
17.	PUNJAB	5
18.	RAJASTHAN	41
19.	SIKKIM	7
20.	TAMIL NADU	19

21.	TELANGANA	33
22.	TRIPURA	16
23.	UTTARAKHAND	19
24.	WEST BENGAL	31
TOTAL		1140

2.73 When asked about any additional training facilities being organised for teachers in Netaji Subhash Chandra Awasiya Vidyalaya, the Ministry submitted that DIKSHA Portal has various online courses for continuous professional development of teachers. NSCBAV teachers can avail these facilities.

2.74 Asked about the impact observed in performance of students in Netaji Subhash Chandra Awasiya Vidyalaya the Ministry submitted following information: -

“NSCBAV provides a conducive environment for learning to students. The overall pass percentage for students of class 10th and 12th is 96% and 91%, respectively, in 2024-25.”

(xiii) PM POSHAN

2.75 Pradhan Mantri Poshan Shakti Nirman (PM POSHAN) earlier known as the National Programme of Mid-Day Meal in Schools is one of the foremost rights based Centrally Sponsored Schemes under the National Food Security Act, 2013 (NFSA). The primary objective of the scheme is to improve the nutritional status of children studying in classes I-VIII in eligible schools. Nutrition and food norms under the scheme are as under:

Nutrition norm per child per day

Level	Calorie	Portion
Primary	450	12 gms
Upper Primary	700	20 gms

Food norms per child per day					
Level	Food grains	Pulses	Vegetables	Oil & Fats	Salts & condiments
Primary	100 gms	20 gms	50 gms	5 gms	As per need
Upper Primary	150 gms	30 gms	75 gms	7.5 gms	As per need

The main aspects of the PM POSHAN Scheme

Food Grains: Supply of food grains @ 100 grams per child per school day for primary and 150 grams for upper primary at NFSA rate i.e. ₹ 1 per kg for coarse grains, ₹ 2 per kg for wheat and ₹ 3 per kg for rice.

- **Cooking Cost:** It includes cost of ingredients, e.g. pulses, vegetables, cooking oil, other condiments and fuel. The per child per day cooking cost is ₹ 4.97 for primary and ₹ 7.45 for upper primary w.e.f. 1st April, 2020.
- **Honorarium to Cook-cum-Helpers:** @ ₹ 1000 per month for 10 months in a year.
- **Transportation Assistance:** As per PDS rate for transportation of food grains from FCI godown to school door steps. Maximum ₹ 1500 per MT for transportation of food grains from FCI godown to school door steps for States other than NER and 2 Himalayan States and 2 UTs.

- Management, Monitoring and Evaluation (MME): @ 3% of aggregate of cost of foodgrains, cooking cost, Honorarium to Cook-cum-Helpers and Transportation Assistance.
- Provision of Meals during summer vacations in drought/ disaster affected areas.
- Kitchen-cum-store: As per plinth area norm and State Schedule of Rates. 20 sq meter for schools having enrolment of 100 students. Additional 4 sq meter for every addition of up to 100 students.
- Kitchen devices: Linked with enrolment.
- Repair of kitchen-cum-stores: ₹ 10,000/- per unit, for the kitchen-cum-stores, which were constructed 10 years ago.
- Fortification of food items: Fortification of food items in a systematic manner through Food Corporation of India (FCI).
- Innovation / Flexibility component with no separate budgetary support: Five percent of the aggregate of the cost of foodgrains, cooking cost, transport assistance, honorarium to cook-cum-helpers, and MME with no separate additional budgetary support for this component. The requirement of funds under this component will be met from available funds and implemented as per Department of Expenditure's OM No. 55(5)/PF-II/2011 dated 06.09.2016.
- Provision of meal to preparatory classes or Balvatika (that is before class I) in primary schools as covered in Samagra Shiksha as envisaged under National Education Policy.

The objectives of the Scheme are to address two of the pressing problems for majority of children in India, viz. hunger and education by:

- Improving the nutritional status of eligible children in Government and Government aided schools.
- Encouraging poor children, belonging to disadvantaged sections, to attend school more regularly and help them concentrate on classroom activities.

- Providing nutritional support to children of elementary stage in drought-affected and disaster affected areas during summer vacation.

2.76 State-wise budgetary allocation and utilization for implementation of PM POSHAN scheme is at Annexure 20 (Annexure – 29 of the original).

2.77 State-wise Number of schools and children covered under PM POSHAN Scheme is at Annexure 21 (Annexure – 30 of the original).

2.78 The Committee wanted to be apprised about the steps taken to ensure serving of nutritious food to children based on locally available food material. The Committee also wished to be apprised about the steps have been taken by the Ministry to ensure transparency and proper utilization of funds under the scheme and the monitoring of the scheme in school. The Ministry submitted following information: -

“Pradhan Mantri Poshan Shakti Nirman (**PM POSHAN**) is one of the foremost rights based Centrally Sponsored Schemes under the **National Food Security Act, 2013** (NFSA). About 11 crore students studying in Bal Vatika and classes I to VIII in 10.35 lakh Govt and Govt aided schools are covered under the PM POSHAN Scheme and more than 24 lakh Cook-cum-Helpers are engaged for preparation of the meals.

Implementation of the Scheme: The overall responsibility for providing cooked and nutritious meal to eligible children lies with the State Governments and Union Territory Administrations. States/ UTs have to ensure that all logistic and administrative arrangements are made to ensure regular serving of wholesome, nutritious and cooked meal in every eligible school. This includes development of adequate infrastructure viz. construction of kitchen-cum-store, and procurement of kitchen devices, through funding made available under the scheme and mobilization of additional resources through convergence with

other developmental programmes of other departments etc. Food grains allocation is made in advance and the FCI is responsible for ensuring continuous availability of adequate food grains in its Depots and in Principal Distribution Centres in the case of North East Region. Every school/cooking agency is to maintain a buffer stock of food grains for one month requirement.

Task of Cooking: The cooking/supply of cooked meal is assigned to local women's/mothers' Self-Help Group or local Youth Club etc. In urban areas, where there is shortage of space for construction of the kitchen shed, cooking is done in centralized kitchen and cooked hot meal then transported under hygienic conditions through a reliable transport system to various schools.

2.79 Asked as to whether any steps have been taken to involve parents for monitoring of schemes in school, the Ministry submitted that:

“The Govt. of India has put in a place proper monitoring system to ensure healthy and nutritious meal to school students.

- i. **Quality of meal** largely depends on the quality of food grains. FCI is responsible for issue of food grains of best available quality, which will in any case be at least of Fair Average Quality (FAQ). FCI appoints a Nodal Officer for each State to take care of various problems in supply of food grains under the PM-POSHAN Scheme. The District Collector/CEO of Zila Panchayat ensures that food grains of at least FAQ are lifted after joint inspection by a team consisting of FCI and the nominee of the Collector and/or Chief Executive Officer, District Panchayat, and confirmation by them that the grain conforms to at least FAQ norms.
- ii. The Central Government has issued detailed guidelines to ensure setting up of an effective **Management Structure** for the PM POSHAN Scheme at various levels;
- iii. Mandatory tasting of the meal by 2-3 adults including at least one teacher before it is served to the children.
- iv. Convening of **District Level Committee** meeting under the **Chairmanship of senior most Member of Parliament from the district.**
- v. **Management Information System (MIS):** Web enabled PM POSHAN-MIS

has been launched for effective online monitoring of the Scheme. The portal captures information on important parameters like category wise Enrolment, Teacher (looking after PM POSHAN) details, Cook-cum-Helpers details with social composition, availability of Kitchen-cum-stores & Kitchen devices, mode of cooking, drinking water, toilet facilities etc. on annual and monthly basis.

- vi. **Automated Monitoring System (AMS):** This department has put in place an Automated System of data collection for real time monitoring of PM POSHAN Scheme. Such data (on number of meals served on that particular day and reasons if meals not served) is being captured from schools with no cost to school Head Master/Teacher.
- vii. **Contingency Plan for Medical Emergency:** The State/CSO/NGO should have a Contingency Plan for any untoward incident. The names and telephone numbers of the nearest hospitals, Primary Health Centre, Ambulance, Police, Fire-brigade should be displayed at prominent places.
- viii. **Display of Information:** In order to ensure transparency and accountability, all schools and centers, where the programme is being implemented, are required to display the following information at a visible place in the campus for the notice of the general public:
 - a. Quantity of food grains received, date of receipt.
 - b. Quantity of food grains utilized
 - c. Other ingredients purchased, utilized
 - d. Number of children given meal.
 - e. Daily Menu
 - f. Roster of Community Members for supervision and monitoring.
- ix. **Block Level Committee:** A broad-based Steering-cum-Monitoring Committee also monitors implementation of the Scheme.
- x. **Inspections by State Government Officers:** Officers of the State Governments/UTs belonging to the Departments of Revenue, Rural Development, Education and other related sectors, such as Women and Child Development, Food, Health etc. are also inspect schools and centres where the programme is being implemented.
- xi. **District Level Committee:** A District Level Steering-cum-Monitoring Committee, under the Chairmanship of District Collector has also been constituted to monitor the scheme on monthly basis.

- xii. **Grievance Redressal:** States and Union Territories have mechanism for public grievance redressal.
- xiii. **State level Monitoring:** States and UT Administrations are having Steering-cum- Monitoring Committee at the State/UT level under the chairmanship of Chief Secretary to oversee the implementation of the Scheme.
- xiv. **National Level Monitoring:**
 - a. **Empowered Committee** on PM POSHAN has been set up under the Chairmanship of Hon'ble Minister, Ministry of Education.
 - b. Executive Council of the National Mission for Samagra Shiksha (SS) headed by the Hon'ble Minister, Ministry of Education.
 - c. National Level Steering-cum-Monitoring Committee (NSMC), Programme Approval Board (PAB) under the Chairpersonship of the Secretary (DoSE&L).
 - d. National Review Meetings are held on monthly basis under the Chairmanship of the Secretary (DoSE&L) with Secretaries and Commissioners/Directors (PM POSHAN) of all States & UTs.
- x. **Joint Review Mission:** Visits of JRM are made in selected States and UTs.
- xi. **Social Audit of PM-POSHAN Scheme:** As per the PM POSHAN guidelines, it is mandatory to conduct Social Audit in **at least 2% of the schools** covered under the scheme or **20 schools**, whichever is **higher** in all districts.
- xii. **Testing of Meals:** is being carried out through accredited laboratories.
 As per the instructions of Ministry of Finance regarding procedure of release of funds under PFMS, there will be no ad-hoc release and no revalidation of funds. The amount lying with the SNA at the closure of financial year may be used in the next Financial year without the need for any revalidation. However, if any amount of the central funds released during the financial year is still remaining with the State treasury, which has not been transferred to the SNA, the same will be returned to the Consolidated Fund of India (CFI) through RBI Advice. Entire amount of central share released to States/UTs till 31st March of the previous year in full has to be transferred to the SNA account. If some amount is still remaining with the State treasury, which has not been transferred to the SNA, the same will be returned to the Consolidated Fund of India (CFI) through RBI Advice. However, the amount lying with the SNA may be used in the next Financial year without the need for any revalidation. Entire

due State share against the Central share released in previous year has been released by State Government from their treasury to SNA. Funds available in the SNA account including State share at the time of release of funds should not be more than the instalment of Central share likely to be released. In case of UT without legislature, Letter of Authorisation (LoA) should be issued and the UT shall work directly in PFMS without transferring fund to the SNA. State has to utilise at least 75% of the funds released (both Central share as well as corresponding State share in the prescribed ratios). Mapping of 100% Implementing Agencies (IA) with the SNA.”

(xiv) Skill Development and Vocational Training

2.80 The Government of India has adopted National Education Policy (NEP) 2020 to promote skill education across the country, with the objective of improving employability, enhancing workforce readiness, and integrating skill education with mainstream education. In pursuance of **NEP 2020**, skill education at the school level is being systematically implemented through **Samagra Shiksha**, a Centrally Sponsored scheme. Under this initiative, vocational and skill-based training is provided in government and government- aided schools from **Classes VI to XII**, directly aligning with the policy’s objective to eliminate the silos between academic and vocational streams. By introducing students to "hands-on" learning early, the program ensures that the national goal is met: **by 2030, every learner graduating from the 12th grade will be equipped with at least one market- relevant skill**, fostering a generation of self-reliant and employable youth.

2.81 All skill education courses offered under Samagra Shiksha are aligned with the National Skill Qualification Framework (NSQF), which ensures standardized learning outcomes, uniform levels, and quality assurance across sectors. The NSQF framework enables clear progression pathways, certification, and mobility between school education, vocational training, and higher education.

In this context, the Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE), Bhopal, a constituent unit of NCERT, plays a key role in the academic and curriculum-related aspects of school-level skill education. PSSCIVE

supports the system through the development and revision of skill curriculum, identification and design of new job roles relevant to emerging sectors, preparation of teaching-learning materials, and academic inputs for capacity building of teachers. These efforts help ensure that skill courses offered in schools remain relevant, updated, and aligned with national priorities.

The Government of India provides financial and technical support to States and Union Territories under Samagra Shiksha for infrastructure, teacher training, assessment, certification, industry exposure, and monitoring of NSQF-aligned skill courses. Industry participation is encouraged for curriculum alignment and practical training. In addition, coordination mechanisms with skill development agencies and regulatory bodies are in place to ensure that skill education remains relevant to labour market needs and supports employability.

Thus, vocational and skill education is being promoted through a structured policy framework wherein NEP 2020 provides the policy direction, Samagra Shiksha serves as the implementation vehicle, and NSQF ensures standardization and quality of skill education across the country.

2.82 When asked about the steps taken by the Ministry to impart the skill education in schools, the Ministry submitted following information: -

“The Department of School Education & Literacy, Ministry of Education provides financial assistance to States for giving exposure to Skill Education to students of Grades VI to VIII and introduction of Skill courses from Grades IX to XII, which are aligned with the National Skills Qualifications Framework (NSQF) notified by the Government of India in 2013. Assistance is also provided for the introduction of Skill Education in schools, capacity building of Skill Education teachers/skill trainers, development of competency-based curriculum and teaching learning material, development of management information system for monitoring and evaluation, and taking up innovative programmes under Skill Education. The aim of the Programme is:

- Integration of Skill Education with general academic education in all schools.
- Enhancing the employability and entrepreneurial abilities of the students and

providing exposure to the work environment.

- Generating awareness amongst students about various career options to enable them to choose in accordance with their aptitude, competence, and aspirations.

The provision for Hub and Spoke Model has been introduced, under which, the infrastructure available in the Hub schools are utilized by the students of nearby schools (spoke schools) for Skill training. ITIs, Polytechnics etc. are also be used as hubs.

NEP 2020 also recommends that all students participate in a 10-day bagless period during Grades 6-8 where they intern with local experts such as carpenters, gardeners, potters, artists, etc. In pursuance of this recommendation, the Government in consultation with concerned stakeholders has developed guidelines for 10 bagless days. These guidelines aim at providing children of classes 6-8 an exposure to skill education using experiential learning pedagogy and to make learning at schools joyful and stress free.

The implementation of Pradhan Mantri Kaushal Vikas Yojana (PMKVY) in schools represents a strategic convergence between the Ministry of Skill Development and Entrepreneurship (MSDE) and the Department of School Education & Literacy (DoSEL). By fostering cross-departmental synergy, the scheme transforms existing school infrastructure into active 'Skill Hubs' during non-working hours. This collaborative model targets school dropouts and unemployed youth (ages 15-45), providing them with demand-driven, industry-linked training. Through this unified approach, the program seamlessly bridges the gap between traditional education and professional employability, aligning Skill training with the modern career aspirations of India's youth."

2.83 On enquiring about the year-wise details of allocation of funds and actual expenditure for skill education since 2020-21 skill education in the Country, the Ministry furnished following information: -

F.Y.	Funds allocation central share (in Lakhs)	Funds utilization (in Lakhs)
2020-21	147477.86	-
2021-22	120771.60	7275.66
2022-23	162779.70	6743.10
2023-24	240035.63	152657.58
2024-25	329025.25	135161.6
2025-26	341094.94	135243.53 (As on 03.11.2025)

(Source: PRABANDH portal)

2.84 Asked as to whether the Ministry has assessed impact of its existing schemes for promoting skill education in school, the Ministry submitted following information: -

“Over the last five years, there has been a significant expansion in approvals based on the states proposals for skill education under Samagra Shiksha, rising from 14,385 schools in 2021-22 to 17,736 schools in 2024-25, before stabilizing at a 23, 132 approvals in 2025-26. This steady increase reflects growing acceptance of Skill education in the school system, wider coverage of NSQF-aligned job roles, and stronger integration of employability-oriented courses at the secondary and senior secondary levels, thereby enhancing students’ access to industry-relevant skills and improving school-to-work transitions.”

2.85 The Committee enquired about the steps have been taken by the Government to collaborate with the various stakeholders to promote skill education as per requirement of Indian Industries. In this regard, the Ministry submitted following information: -

“The Government has taken the following steps:

- Job roles under school-level skill education are developed in consultation with industry and relevant Sector Skill Councils, ensuring alignment with industry requirements.
- All such job roles are approved by the National Council for Vocational Education and Training (NCVET) to ensure quality and national recognition.
- Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE), a constituent unit of NCERT, supports the academic development, review, and updation of curricula and job roles, including creation of new job roles based on sectoral and emerging skill needs.
- A dual awarding body mechanism has been enabled, wherein State School Education Boards are encouraged to become Awarding and Assessing Bodies under NCVET, alongside Sector Skill Councils and other NCVET- recognized bodies, allowing flexibility while maintaining national standards.”

2.86 The Committee asked whether the Ministry is collaborating with State Governments and other stakeholders for promoting skill education at school level, the Ministry submitted following information: -

“Under Samagra Shiksha, financial assistance is provided to States and UTs for implementing skill education as per the programmatic norms for Skill Education, which include support for teacher training, curriculum development, lab equipment, on-the-job training, and assessments aligned with NSQF. States and UTs propose skill activities under Samagra Shiksha through their Annual Work Plan & Budget (AWP&B) presented before the Project Approval Board (PAB) for approval and implementation of Skill courses in schools, ensuring demand-driven job roles and industry linkages. Also, the Ministry is facilitating encouraging States and State Boards of School Education to seek recognition as Awarding Bodies and/or Assessment Agencies, which would

enable them to develop, assess, and certify NSQF-aligned job roles relevant to local industry and regional skill needs, while remaining aligned with national standards.”

(xv) Digital Literacy & Technology

2.87 The Committee asked about the steps taken to emphasize on the integration of technology (e- courses, virtual labs) ensuring access and digital literacy for all students, including those in rural areas with limited connectivity. In this regard, the Ministry replied as under: -

“Education is part of the Concurrent List of the Constitution and most of the Government schools and School Boards are under the administration of the State Government and its bodies. Ministry of Education (MoE) announced the National Education Policy 2020 (NEP 2020) on 29.07.2020 as the first education policy of the 21st century that aims to address the many growing developmental imperatives of our country. The Ministry of Education implements ICT and Digital initiatives under Samagra Shiksha, aligned with National Education Policy (NEP) 2020, to enhance digital learning in Government schools across the country.

A comprehensive initiative called PM eVidya was initiated as part of ‘Atmanirbhar Bharat Abhiyaan’ on 17th May, 2020, which unifies all efforts related to digital/online/on-air education to enable multi-mode access to education across the country under the aegis of National Education Policy (NEP) 2020. States/Union Territories (UTs) collaborate with NCERT to utilise, monitor and evaluate the effectiveness of these initiatives as per their requirements in mother tongue/local/regional languages. PM eVidya includes 200 DTH TV Channels allotted to States/UTs/Autonomous Bodies (ABs)/Other Ministries in Government of India and 400 Radio channels to enable them to provide supplementary education as per their requirement in various Indian languages for classes 1-12.

Digital Infrastructure for Knowledge Sharing (DIKSHA) is the Nation’s One Nation, One Digital platform for providing quality e-content for school education in States/UTs along with QR coded Energised Textbooks (ETBs) for all grades.

DIKSHA Offline supports areas with limited or no internet connectivity. In addition to e-content, the stakeholders have access to more than 450 Virtual Labs and 100 Virtual skill labs (in Hindi and English) on DIKSHA.

The Union Budget 2025 included a provision under the BharatNet project to extend broadband connectivity to rural government secondary schools in a phased manner, to help ensure equitable access to technology.

DIKSHA (Digital Infrastructure for Knowledge Sharing) is a national platform for school education under PMeVidya an initiative of the National Council for Education Research and Training (NCERT), under the aegis of the Ministry of Education (MoE), Government of India (GoI). Launched in 2017 by the Hon'ble Vice President of India – Shri M. Venkaiah Naidu, DIKSHA has been adopted by all the States/UTs, central autonomous bodies/boards, including CBSE and NIOS. DIKSHA platform hosts various e-courses, e-contents, Energized Textbooks and has a separate vertical for Virtual labs, currently 529 generic and 50 skill related Virtual Lab experiments are available on DIKSHA. The details of e-courses on DIKSHA have been shown in Annexure 22 (Annexure – 31 of the original).”

2.88 Asked about the challenges faced during the implementation in rural areas to help the Ministry identify specific resource gaps, the Ministry submitted following information: -

“Few challenges in rural areas that the Ministry is considering for identifying resource gaps are i) Digital infrastructure, ii) Internet connectivity and iii) Availability of content in local languages.

The Ministry of Education implements ICT and Digital initiatives under Samagra Shiksha to enhance digital learning in Government schools across the country. The initiatives aim to enhance the quality of education by integrating technology into teaching and learning processes. Under the scheme, funds are provided for setting up ICT Labs and Smart Classrooms according to the requirement of State submitted in the Annual Work Plan & Budget (AWP&B) through two options:

1. Option I: Schools without prior ICT facilities can choose ICT labs or

smart classrooms. Schools with over 700 students may get an additional ICT lab. States/UTs can procure hardware, software, tablets, laptops, and training resources, supporting digital boards, virtual classrooms, and DTH channels.

2. Option II: Schools with existing ICT facilities can access smart classrooms or tablets under the scheme norms.

3. To address internet connectivity, the Union Budget 2025 included a provision under the BharatNet project to extend broadband connectivity to rural government secondary schools in a phased manner, to help ensure equitable access to technology.

4. PM eVidya DTH TV channels and DIKSHA offer content in all major Indian languages. As tenants, States/UTs are encouraged to adapt/adopt NCERT content or generate and upload regional/local/mother tongue based content relevant to their geography.”

2.89 In view of the prevalent "digital divide" in India, the Committee asked the Ministry about the mechanisms available to ensure equitable access to technology and internet connectivity for all students, preventing further marginalization of those from low-income families. In this regard, the Ministry submitted that to bridge digital divide for socio- economically disadvantaged group (SEDG), the government has created and embarked upon several digital initiatives such as PM eVidya, Swayam, Swayamprabha and DIKSHA. Providing access to high quality education is also ensured through better connectivity (like 4G) to remotest places, Common Service Centres (CSCs) etc. PM eVidya DTH TV channels reaches areas that do not have access to internet connectivity. DIKSHA Offline supports areas with limited or no internet connectivity.

As per UDISE+ 2024-25 data, 5,93,615 Government Schools (58.6 %) are equipped with internet connection.”

2.90 For the past few years, schools undergo hybrid/ online mode of education due to extreme weather or pollution related issues. Asked about the mechanisms available for providing education as the economically weaker

sections are not equipped with the infrastructure like laptops/ tablets to attend online classes vis a vis other section of society, the Ministry submitted following information:-

“Education is part of the Concurrent List of the Constitution and the majority of schools are administered by the respective State Governments. To bridge the digital divide for socio-economically disadvantaged groups (SEDGs), the Government has launched and implemented several digital initiatives such as PM eVidya, SWAYAM, SWAYAM Prabha and DIKSHA. Access to high-quality education is further strengthened through improved digital connectivity including 4G services in remote areas and facilities such as Common Service Centres (CSCs).

Under the hybrid mode of schooling, students are able to access classroom learning in local/mother tongue/ regional languages through PM eVidya 200 DTH television channels, where educational content is broadcast by States/UTs and NCERT that can be accessed using existing infrastructure.”

(xvi) Policy on mental health of students

2.91 Asked about the policy of the Government for promoting mental health of students, the Ministry submitted following reply:-

“Drawing from the vision of the National Education Policy (NEP) 2020 which emphasizes joyful learning, community involvement, rationalization of academic burden, and creation of awareness about mental health issues for optimal learning outcomes, this Department has put into place comprehensive measures to promote the mental health and emotional-wellbeing of students in schools. Primary among these measures is the Manodarpan initiative aimed at providing psychosocial support to all stakeholders in the schooling ecosystem, Pariksha Pe Charcha – a unique interactive program for discussing and overcoming stress associated with examinations, and development of useful resources such as the UMMEED guidelines for prevention of suicides, handbooks for teachers and schools, advocacy materials etc, and capacity building of teachers and counsellors by NCERT.

Further, the Central Board of Secondary Education (CBSE), under the

aegis of DoSEL, has introduced comprehensive regulatory framework and architecture to ensure that schools affiliated to the Board remain a safe and welcoming space for children, as envisaged under the NEP 2020. The framework includes affiliation byelaws stipulating appointment of counsellors in secondary and senior secondary schools, guidelines for preventing bullying and ragging, and ensuring physical safety, mental and emotional well-being of students in schools.

Besides, in compliance of the directions of the Hon'ble Supreme Court in the Sukdeb Saha vs State of Andhra Pradesh case, this Department is also working on framing a uniform national mental health policy for schools drawing cues from the UMMEED Draft Guidelines, the Manodarpan initiative and the National Suicide Prevention Strategy. To ensure compliance to the judgement, a meeting to review action taken was held with all State Education Secretaries on 22nd October, 2025. The states and union territories were advised to establish dedicated committees at both the state and district levels which would be tasked with monitoring and addressing mental health issues and the overall well-being of students. Additionally, States and UTs were advised to develop guidelines for recruiting trained counsellors in schools to facilitate their engagement.

Subsequently, a National level Committee has been constituted with the first meeting being held on 23rd October, 2025 to decide the outline of the National Mental Health Policy. Committee members include State Education Secretaries, subject-matter experts from IBHAS, NIMHANS and NCERT, school administrators and other experts. A sub-committee has also been formed to draft the initial version of the policy for placing in the National Level Committee; preliminary meeting of the sub-committee has been held on 26th November, 2025."

2.92 When asked about the changes that are being implemented to reduce the immense academic and societal pressure on students to pursue only conventional careers (eg, engineering/ medicine) and encourage diverse talents, the Ministry submitted following information: -

"With assistance from the Samagra Shiksha and PMSHRI schemes,

States/UTs are being supported in implementing key features of the National Education Policy (NEP) 2020 which endorses flexibility in learning trajectories, multi-disciplinarity and holistic education, no hard separation within academic streams and between vocational and academic streams, and focus on conceptual learning, creativity and critical thinking. Through interventions and resources such as the 10 bagless days initiative, support for engagement of career counsellors, My Career Advisor app and Career Guidance Book, students are being provided exposure to alternative careers best suited to their interests and aptitudes.”

2.93 The Committee enquired about the steps being taken by the Ministry to control use of mobile phone by students in schools and to enhance awareness among students about harmful effects of social media on mental health. In this regard, the Ministry submitted following reply:-

“Some of the key measures taken by the Department to introduce digital safety concepts and enhance awareness among students and schools on the harmful effects of social media to so as to encourage the balanced use of technology include:

1. Guidelines on School Safety and Security: DoSEL issued a detailed guideline on the school safety in 2021. It aims to build a safe, secure, and inclusive environment for all children in schools. The document emphasizes the importance of involving all stakeholders - students, parents, teachers, school management, and education authorities—in co-creating a culture of safety. The guidelines recommend that digital learning include cyber safety measures for both students and teachers.
2. Implementing the PRAGYATA Guidelines for Digital Education to ensure safe and efficient use of digital platforms for learning. They focus on safe, inclusive, and balanced learning for students from pre-primary to Class 12. Key points include recommended screen time limits, planning structured digital learning using the “Plan- Review-Arrange-Guide-YakAssign-Track-Appreciate” model, and ensuring physical and mental well-being. The guidelines promote cyber safety, equitable access, and a blend of online and offline activities.

3. Manodarpan, through its toll-free helpline (844-8440632) provides psychosocial support to students, teachers and families dealing with various mental health and emotional well-being concerns including mobile phone addiction/ excessive use of mobile phones. On the helpline, trained counsellors address a range of concerns, including mobile phone addiction, and provide strategies for healthier digital habits through their guidance and support. Besides, through daily and weekly live interactive sessions with counsellors- 'Sahyog' and 'Paricharcha'- telecast on PM e Vidya channels, Manodarpan addresses issues related to excessive mobile phone use, exploring its impact on academic life, sleep, and emotional well-being, raising awareness about digital well-being and promoting self-regulation.
 4. National Summit of School Counsellors- A National Summit of School Counsellors on 'Sharing practices for Whole School Approach towards Mental Well-being in Schools' was organised on 4th-6th March, 2025 at NCERT, New Delhi for the second consecutive year. Approximately 200 practitioners and counsellors working in different school settings participated in this 3-day summit. The summit provided a platform for counsellors to share their insights and experiences on different themes wherein counsellors shared school-level strategies to address digital addiction, including behaviour management plans and peer engagement activities focused on digital well-being.
 5. Development of Resource Materials for teacher capacity building by NCERT- "Early Identification and Intervention for Mental Health Concerns in School Going Children and Adolescents (2024)" handbook for Teachers and Allied Stakeholders equips teachers to identify signs of digital addiction, understand its impact, and implement classroom strategies to address it. It includes suggested activities for students that foster balanced technology use. 'Promoting Mental Health and Well-Being in School- A Guide for Teachers' (2024), has been published with the aim to empower teachers to enhance and strengthen their well-being, promoting skills and capacities. The guide includes a dedicated section on digital technology overuse, offering practical strategies and reflection activities for both teachers and students.
- Other measures being taken up by NCERT under the aegis of DoSEL to strengthen cybersafety and awareness include:

- a. An online course on Safety in Cyberspace, for class 9 to 12 students as well as for teachers is under development. It will be piloted during February and March 2026 and released for all students and teachers through DIKSHA and SWAYAM portal from April 2026.
- b. A dedicated module on Cyber Safety and social media for all teachers is being prepared as part of the NISHTHA training package.
- c. To continuously upgrade the knowledge of teachers on the areas related to cyber safety & security and to integrate these concerns into the classroom, five hours training is being organised by NCERT regularly in the first (english version) and third (hindi version) week of every month. Additionally Nano Course has also been launched based on the training at the end of the training.
- d. NCERT is developing a handbook as well as cyberclub activities for students of class 9 to 12 during 2025-26. These materials are proposed to be released during safer internet day i.e., 10 February, 2026 after pilot so that this can be integrated in the actual curriculum implementation for the academic year 2026-27.”

2.94 Asked about the policy of Ministry regarding mandatory counselling mechanism in schools for counselling children with regard to curriculum anxiety, adolescence issues and health, the Ministry submitted following information: -

“The Hon’ble Supreme Court, in its recent judgment in Sukdeb Saha vs. State of Andhra Pradesh, has reaffirmed that mental health is an inseparable part of the right to life under Article 21 of the Constitution of India. The Hon’ble Court, exercising the powers conferred under Article 32 of the Constitution of India for the enforcement of fundamental rights, has inter-alia issued guidelines for students' mental well- being for appropriate adoption by DoSEL, Autonomous Organisations, and States, which shall remain in force and be binding until such time as appropriate legislation or regulatory frameworks are enacted by the competent authority. The guidelines inter-alia requires mandatory appointment of counsellor in schools with above 100 enrolments and setting up referral systems in schools with enrolment below 100 as also maintaining optimal student counsellor ratios.

To ensure compliance to the judgement, a meeting to review action taken was held with all State Education Secretaries on 22nd October, 2025. The states and union territories were advised to establish dedicated committees at both the state and district levels which would be tasked with monitoring and addressing mental health issues and the overall well-being of students. Additionally, States and UTs were advised to develop guidelines for recruiting trained counsellors in schools to facilitate their engagement.

Subsequently, a National level Committee has been constituted with the first meeting being held on 23rd October, 2025 to decide the outline of the National Mental Health Policy.

Committee members include State Education Secretaries, subject-matter experts from IBHAS, NIMHANS and NCERT, school administrators and other experts. A sub-committee has also been formed to draft the initial version of the policy for placing in the National Level Committee; preliminary meeting of the sub-committee has been held on 26th November, 2025.

Notably, the Central Board of Secondary Education (CBSE), under the aegis of DoSEL, has already introduced comprehensive regulatory framework and architecture to ensure that schools affiliated to the Board remain a safe and welcoming space for children, as envisaged under the NEP 2020. The framework includes affiliation byelaws stipulating appointment of counsellors in secondary and senior secondary schools.”

(xvii) Empowering teachers through training

2.95 Asked about the policy of the Ministry for enhancing competency of teachers, the Ministry submitted following information: -

The National Education Policy, 2020 emphasizes that the teacher must be at the center of the fundamental reforms in the education system. Accordingly, NEP 2020 recommends that teachers be given continuous opportunities for self-improvement and to learn the latest innovations and advances in their profession.

For in-service training, the country has a large network of teacher training institutions (TTIs) including SCERTs and DIETs, which provide annual in-

service training to school teachers. The spread of these TTIs is both vertical and horizontal. At the National Level, the NCERT, along with its 5 Regional Institutes of Education (RIEs) prepares a host of training modules and undertakes specific programmes for training of teachers and teacher educators. Institutional support is also provided by the National Institute on Educational Planning and Administration (NIEPA).

At the state level, the SCERTs prepare modules for teacher training and conduct some specialized courses for teacher educators and school teachers. At the district level, in-service training is provided by the DIETs. The Block Resource Centres (BRCs) and Cluster Resource Centres (CRCs) form the grassroots level of institutions in the vertical hierarchy for providing in-service training to school teachers.

Financial support is provided under Samagra Shiksha for the strengthening of SCERTs/DIETs/BRCs/CRCs as per Scheme norms.

For Continuous Professional Development (CPD) opportunities covering the latest pedagogies regarding foundational literacy and numeracy, formative and adaptive assessment of learning outcomes, competency-based learning, and related pedagogies such as experiential learning, arts-integrated, sports-integrated, and storytelling-based approaches, etc. NISHTHA integrated training programme 1.0, 2.0, and 3.0 online for different stages of school education has been initiated for different stages of school education: -

- NISHTHA 1.0 for Elementary level (Classes I-VIII)
- NISHTHA 2.0 for Secondary level (Classes IX-XII)
- NISHTHA 3.0 for NIPUN Bharat (ECCE to Class V)

DIKSHA - National Digital Infrastructure for Teachers is uploaded with lesson plans, worksheets and activities to create enjoyable classroom experiences. On DIKSHA, Teachers can find interactive and engaging teaching materials; see and share best practices with other

teachers; join courses to further professional development and earn badges and certificates on completion etc. for self-paced professional learning.

NCTE has developed National Professional Standards for Teachers (NPST), which is a public statement of what constitutes teaching quality. It covers expectations and the competencies required from a teacher at different

levels of expertise and/or experience at various stages of their career.

National Mission for Mentoring (NMM) has been launched by NCTE for structured mentoring support by experienced professionals for teachers' professional growth. Details regarding the number of teachers trained under NISHTHA are at Annexure 23 (Annexure – 32 of the original).

2.96 The Committee asked about the State-wise details of physical achievements of National Mission for Mentoring (NMM), National Initiative for School Heads and Teachers' Holistic Advancement (NISHTHA) and DIETs of Excellence schemes. In this regard, the Ministry submitted following information :-

“National Education Policy (NEP) 2020 in Para 15.11 recommends establishing a large pool of outstanding professionals, who would be willing to provide short-and-long-term professional support to school teachers.

The National Mission for Mentoring (NMM), as outlined in Para 15.11 of NEP 2020, aims to create a large pool of outstanding professionals willing to mentor schoolteachers. This initiative emphasizes both short and long-term professional support and cross-learning among individuals, contributing to continuous professional development.

There is no separate budgetary allocation for NMM. Financial support is provided to NCTE under the Centrally Sponsored Scheme of Samagra Shiksha for NMM.

State-wise details of physical achievements of NMM are at Annexure 24 (Annexure – 33 of the original).

- a. Mentors: 2734
- b. Mentees: 5601
- c. Mentoring Sessions: 1417
- d. Domains: 30”

(xviii) Mother Tongue & Multilingualism

2.97 National Education Policy (NEP) 2020 strongly promotes multilingualism in India by emphasizing the mother tongue/regional language as the medium of instruction in early grades (ideally until Grade 5/8) to boost cognitive development, aiming for better learning outcomes and global readiness through cognitive flexibility and enriched cultural understanding.

2.98 Asked about the action plan for implementing above stated objective of NEP on use of native language at early grades and promotion of multilingualism, the Ministry submitted following information:-

“As per the recommendation of NEP 2020 implementation of mother tongue/ regional language in schools as pedagogic process has been promoted through;

1. Curriculum and syllabi from preprimary Foundational Literacy and Numeracy Preparatory Middle and Secondary stages. States and UTs follow flexible Three Language Formula and mother tongue - based multilingualism to recognize and accommodate languages of children in the process of teaching and learning.
2. As per the guidelines of the policy it is ensured that children opt for native Indian languages at all stages of school education.
3. The introduction of the concept of languages as R1 R2 R3 is implemented in the development of syllabi and assessment. This will give impetus to learning Indian Languages as mother tongues/ regional languages at the stages of school education.
4. Textbooks and textual materials are being developed with the vision of promoting languages native to India. The content is rooted to Indianness, and is also derived from Indian Knowledge System.
5. Textbooks are being developed in all the scheduled languages.
6. Textbooks in different disciplines are being translated in regional languages.
7. In Kendriya Vidyalaya Sangathan (KVS), the objectives of NEP 2020 relating to the use of native/mother tongue and promotion of multilingualism are implemented in accordance with Article 112 of the KVS Education Code, which provides for additional arrangements for teaching regional language/mother tongue wherever there is sufficient demand. Further, based on the

recommendations of the 126th meeting of the Board of Governors (BoG), KVs have been instructed to engage local/regional language teachers on contractual basis to support children at the foundational and preparatory stages, particularly where learners face difficulties in understanding concepts taught in Hindi or English.”

2.99 The Ministry further informed that Textbooks, Textual materials, Handbooks are being developed and shared with States and UTs.

2.100 Asked about the status of progress has been achieved by the Ministry in use of native language at early grades in schools in the Country in general and schools under department (KVs, JNV and defence schools) in particular, the Ministry submitted following reply:

“The following initiatives are taken up with the collaboration of States /UTs /KVS/NVS:

- **Textbooks** for Foundational, Preparatory, Middle and secondary stage are being developed and these textbooks signify a paradigm shift in the curriculum and prioritises Indian content and context to create a more culturally relevant learning experience. The books are also intellectually designed activities not only enhance language skills but also promote key skills like creativity, critical thinking, collaboration, and problem solving.
- **Handbooks** for Foundational, Preparatory and Middle stages are being developed.
- **Modules for teacher training on Language pedagogy** are being developed.
- **Development of Primers in all Indian languages:** Primers are available on NCERT and Ministry of Education Website. <https://ncert.nic.in/primers.php> Central Institute of Indian Languages (CIIL), Mysuru and NCERT have jointly developed Primers in all 121 mother tongues listed in the Census of India. The Primers are aimed at documenting and teaching the languages in school.
- **Bhasha Sangam under *Ek Bharat and Shreshtha Bharat*:** Government of India initiated a nationwide programme to promote all Indian language through the programme of Bhasha Sangam. Children in school learn 100 sentences

in the 22 scheduled languages with audio and video support. The programme has been in implementation last seven years and schools across the country are participating and learning the Indian languages. The programmes. Both textual and audio-video materials are available on DIKSHA portal at <https://ncert.nic.in/bs-2021.php>

- Multilingual Jaadui Pitara:** Jaadui Pitara has been developed as an exemplar of content needed in any school for the Foundational Stage. It represents a wide range of useful content and demonstrates the sensibilities (age-appropriate, sensory experience and local) to be kept in mind while developing such content. The Pitara **has toys, games, puzzles, puppets, posters, flashcards, story cards, story books, playbooks for students, and teacher handbooks.** The core transformative aspect of NCF-FS is 'learn through play'. The NCF-FS describes how children at this stage learn best through play – through activity and doing. Children enjoy learning in several ways - talking, listening, using toys, working with material, painting, drawing, singing, dancing, running, and jumping. **Jaadui Pitara is available in 22 Indian languages** and also on NCERT website <https://diksha.gov.in/jadoo/explore.html> Jaadui Pitara has also been converted into digital form and available in 22 languages on <https://ejaadupitara.ncert.gov.in/explorejaadu.html>
- Translation of Content Textbooks into 22 Scheduled languages:** The textbooks developed as a follow up to the NEP and NCF_SE 2023 are made available in the 22 languages. Content subject textbooks of NCERT viz. Science, Mathematics, Social Science, Art Education, Environmental Education, Health and Well-being, etc. developed have been translated into 22 Indian language and in English
- Bridge courses** for Grades VI and VIII in Hindi, English, Urdu, and Sanskrit have been developed to help students for smooth transition from the previous curriculum to the new one. These courses focus on experiential learning and activity-based learning, ensuring a holistic learning environment in language education.
- E-content** – E-content based on the curriculum and textual materials is developed in Hindi and Indian languages. The content is created with

academic inputs and interest of the learners at different stages of school education. The e content is disseminated through NCERT website.

- **PM e-Vidya Programme-** The programmes on content and pedagogy are made available on regular basis. These programmes are in interactive mode. Learners and teachers have been participating in these programmes. NISHTHA and DIKSHA portals have also been used for providing academic inputs to teachers in the area language teaching and learning.
- **Bhartiya Bhasha Utsav:** Government of India has directed all educational institutions and schools to celebrate Great Tamil poet, Subramania Bhartathi's birthday as Bhartiya Bhasha Utsav on 11th December every year with lots of activities. Schools, teacher education and other educational institutions celebrate Indian Language Day through various cultural, ethnic and social and academic activities.
- **Samvaad** is one of the programmes for disseminating literary and linguistic thoughts. It aims to organize a series of lectures / workshops / performances by eminent scholars and artists on the features of linguistic diversity as a resource and issues related to language and language education in the Indian context.
- Celebration of **Bharatiya Bhasha Diwas** on 11th December to promote the rich linguistic diversity of India and foster language harmony. NCERT as directed by Ministry of Education celebrates Bharatiya Bhasha Diwas with cultural and literary activities in collaboration with States.

In KVS, progress is reflected through the systematic use of home language as a pedagogical support at early grades, engagement of regional language teachers, and adoption of multilingual teaching practices to improve comprehension and inclusion. Progress is monitored institutionally under a centralised framework.”

2.101 On enquiring about the preparedness of KVs, JNV and defence schools to have adequate availability of teachers for ensuring native language as medium of instruction, the Ministry submitted following information:

“In KVS, adequate arrangements are made as per requirement by engaging regional/mother tongue teachers on contractual basis, wherever there is

demand, to support students at the foundational and preparatory stages.

Total 18 Bharatiya Bhashas are being taught across Jawahar Navodaya Vidyalayas and language teachers are available in JNVs to impart instruction in these languages.”

2.102 The Committee enquired as to how the balance between promoting regional languages and need for English proficiency in a global job market being managed, in this regard, the Ministry submitted following information: -

“Teaching- learning of English is being taken up as second and third language. Textbooks and handbooks are being developed as per the recommended pedagogy such as rootedness to India, incorporating areas- environment, values, peace, ethics, etc. The emphasis is also placed on developing English language competency for developing global perspective. KVS adopts a balanced multilingual approach, wherein regional/mother tongue languages are used to support learning, while English proficiency is systematically developed to ensure global competitiveness alongside cultural rootedness. Wherever students are comfortable, English is used as medium of instruction.”

(xix) Development of Common Curriculum

2.103 The Committee enquired about the steps taken for development of common curriculum to ensure provision of standard education for children in the Country. In this regard, the Ministry submitted following information: -

“NCERT, as a follow-up to the National Education Policy (NEP) 2020, has brought out the National Curriculum Framework (NCF) for the Foundational Stage in 2022 and the NCF for School Education in 2023. These NCFs define national-level learning standards, competencies, and learning progression. Based on the learning standards prescribed in the NCFs, NCERT has developed new textbooks for Grades 1 to 8 across subject areas and is currently in the process of developing textbooks for Grades 9 to 12.

The learning standards are shared through the NCFs and the Learning Outcomes documents, providing flexibility to States for adaptation within the

national framework. State-specific adaptations within the national framework is in the process, along with Orientation & academic support to SCERTs and Boards. NEP-aligned textbooks & teacher resources are being introduced.

2.104 The Committee asked the Ministry to submit the details of States which have constituted School Standard Setting Authority. The information submitted by the Ministry is as under: -

“Para 8.5 of the National Education Policy (NEP) 2020 recommends the creation of a State School Standards Authority (SSSA) in every State and UT, as an independent regulatory body to ensure that all schools, whether public or private, comply with basic quality, safety and professional standards. In pursuance of the above, Ministry of Education has notified the Central Board of Secondary Education (CBSE) vide notification dated 3 Feb, 2022, as the School Standard Authority for the schools affiliated to CBSE and functioning under the control of various Ministries/Departments of the Central Government. Moreover, CBSE has introduced its version of SQAAP to guide continuous improvement in affiliated schools through self- assessment, reflection and introspection.

As on 3.1.2025, a total of 18 States/UTs have established a School Standards Authority to look into areas of quality assurance and accreditation. Details are given in table given below:

List of States/UTs which have designated SSSA		
SI No.	State/UT	Authority designated as SSSA
1	Mizoram	State Education Board
2	Himachal Pradesh	
3	Jammu and Kashmir	
4	Bihar	
5	Andhra Pradesh	
6	Dadra and Nagar Haveli and Daman and Diu	CBSE
7	Arunachal Pradesh	
8	Ladakh	

9	Chandigarh	SCERT
10	Maharashtra	
11	Uttarakhand	
12	Punjab	
13	Assam	Independent Body
14	Meghalaya	
15	Goa	
16	Andaman & Nicobar Islands	
17	Sikkim	
18	Nagaland	

RTE compliance.

(xx) Education Boards in the Country

2.105 There are over **65** school education boards functional in India. These are divided into regular and open school boards that operate at national and state levels.

Key details regarding education boards in India:

- **National Boards:** The major national-level boards include the Central Board of Secondary Education (CBSE), the Council for the Indian School Certificate Examinations (CISCE), and the National Institute of Open Schooling (NIOS).
- **State Boards:** Every state in India has its own education department that conducts board exams for classes 10 and 12.
- **International Boards:** Boards like the International Baccalaureate (IB) and Cambridge Assessment International Education (CAIE) also operate in India.
- **Total Count:** Sources indicate more than 35 to over 65 school boards are present, including state-specific boards.

Top Functional Boards

- **CBSE:** The most widespread board, managing over 27,000 schools in India and 240 schools in 26 foreign countries.
- **CISCE:** Governs the ICSE (Class 10) and ISC (Class 12) exams, with over 2,300 schools.
- **NIOS:** The largest open schooling system in India, offering flexible,

distance learning.

- **State Boards:** Examples include UPMSP (Uttar Pradesh), BSEH (Haryana), and MSBSHSE (Maharashtra).

2.106 When asked about the procedure for creation of functioning of private education Boards in the Country, the Ministry submitted following information: -

“Creating a private education board in India is a highly regulated, complex process focused on non-profit operation, rather than a straightforward administrative application. The establishment of such boards typically stems from governmental resolutions, executive orders, or high-level approvals, rather than standard business registration.

Core Rules for Creation and Structure

- **Non-Profit Entity Requirement:** The board must be established as a non-profit organization, specifically registered as a Society under the Societies Registration Act of 1860, a Trust under the Indian Trusts Act of 1882, or a Section 8 Company under the Companies Act of 2013.
- **Governmental Sanction:** A key route to recognition is being constituted by an Act of Parliament, State Legislature, or through an executive order by the Central or State Government.
- **Equivalency & COBSE Membership:** To be recognized nationally, the board often needs to be recognized by or equivalent to other government boards. Many private boards seek membership with the **Council of Boards of School Education in India (COBSE)**, which requires submitting the board's memorandum, rules, and regulations.
- **Educational Purpose:** The entity must have a clear, non-proprietary character with the primary goal of providing education as a community service, not for profit.”

2.107 Rules for Functioning and Operation

- **Curriculum Alignment:** The syllabus must align with the **National Curriculum Framework (NCF)**, as guided by NCERT and NEP 2020.

- **Assessment Standards:** Private boards must conform to standards set by **PARAKH** (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development) to ensure consistent, equitable assessment patterns.
- **Transparency and Compliance:** The board must maintain high financial transparency, adhere to labor laws, and comply with the Right to Education (RTE) Act.
- **Inspection Rights:** Bodies like COBSE hold the right to withdraw membership if the board fails to comply with issued orders or provides misleading information.”

2.108 Asked about the regulatory mechanism established in the country for monitoring of functioning of international education Boards (IB and Cambridge (CAIE), the Ministry submitted following information: -

“In India, international boards like IB and Cambridge operate under a mixed regulatory framework, where the **Ministry of Education** (and UGC/AIU for higher ed) sets overarching rules requiring adherence to the **Right to Education (RTE) Act**, State Education Departments handle local recognition, and CBSE mandates compliance with national laws, while bodies like the **Council of International Schools (CIS)** provide independent accreditation, with recent directives pushing for alignment with Indian standards.

Key Regulatory Bodies & Mechanisms:

1. **Ministry of Education (Govt. of India) & UGC/AIU:** The central government oversees education policy, with the University Grants Commission (UGC) and Association of International Universities (AIU) recognizing these boards for higher education entry, ensuring pathways to Indian universities.
2. **CBSE & National Laws:** The Central Board of Secondary Education (CBSE) has directed international boards to follow India's RTE Act and state laws, indicating a push for standardization, notes Careers360.
3. **State Education Departments:** These bodies manage primary and secondary education, grant recognition to schools (including international ones), and enforce state-level regulations, according to Research And

Analysis Journals.

4. **Association of International Schools (AIS) & Other Accreditations:** While not government bodies, organizations like the Council of International Schools (CIS) accredit many international schools, ensuring quality standards, says School Serv.
5. **Monitoring & Compliance:**
 - **Accreditation & Recognition:** Schools must be recognized by the respective state government and often seek accreditation from international bodies like CIS or IB itself.
 - **Curriculum Alignment:** Directives from CBSE and the Ministry of Education aim to ensure international curricula align with national goals, notes Careers360.
 - **Internal Quality Assurance:** Bodies like NAAC focus on quality, though more on higher education, with similar principles applied.

In essence, while IB and Cambridge have internal quality checks, Indian regulatory oversight ensures they and their affiliated schools' function within the national legal framework, particularly concerning the RTE Act, with increasing convergence efforts, according to Careers360 and Research and Analysis Journals.”

2.109 The Committee enquired about the mechanism available to ensure adherence to RTE Act by schools following IB and Cambridge (CAIE). In this regard, the Ministry submitted following information: -

“The Ministry of Education ensures IB & Cambridge (CAIE) schools follow India's RTE Act through affiliation mandates, guidelines, and regulatory oversight, requiring compliance with provisions like free education for disadvantaged groups (Section 12(1)(c)), prohibiting capitation fees (Section 13), and ensuring teacher qualifications/ pupil-teacher ratios, with the NCERT and CBSE directing adherence, although specific enforcement on international boards needs stronger policy definition.

Key Mechanisms for Adherence:

1. Affiliation & Accreditation:

- **Board Directives:** Boards like CBSE issue directions to international boards (IB, Cambridge) emphasizing mandatory compliance with the RTE Act for schools operating in India.
- **Nodal Agencies:** Bodies like CBSE ensure their affiliation process is aligned with RTE, pushing for transparency and accountability.

2. Regulatory Framework & Guidelines:

- **Central Government & State Governments:** Issue guidelines and directions for effective implementation, with power to make rules.
- **Mandatory Provisions:** Schools must adhere to core RTE clauses, including:
- **Free & Compulsory Education:** Ensuring no child is denied basic education.
- **No Capitation Fees:** Prohibiting extra charges beyond notified fees.
- **Pupil-Teacher Ratio (PTR) & Teacher Qualifications:** Maintaining standards set by the government.

3. Oversight & Grievance Redressal:

- **School Management Committees (SMCs):** First level for grievance redressal at the school level.
- **National Commission for Protection of Child Rights (NCPCR):** Monitors RTE implementation and safeguards children's rights.
- **State-Level Tribunals:** For teacher-related grievances.

4. Challenges & Future Steps:

- **Need for Specific Policies:** While existing rules apply, there's a recognized need for clearer, specific policies to regulate international schools, defining minimum requirements for student-teacher ratios, fee structures, and student demographics.
- **Monitoring:** Audits (like by the CAG) sometimes reveal non-compliance, highlighting ongoing enforcement needs.”

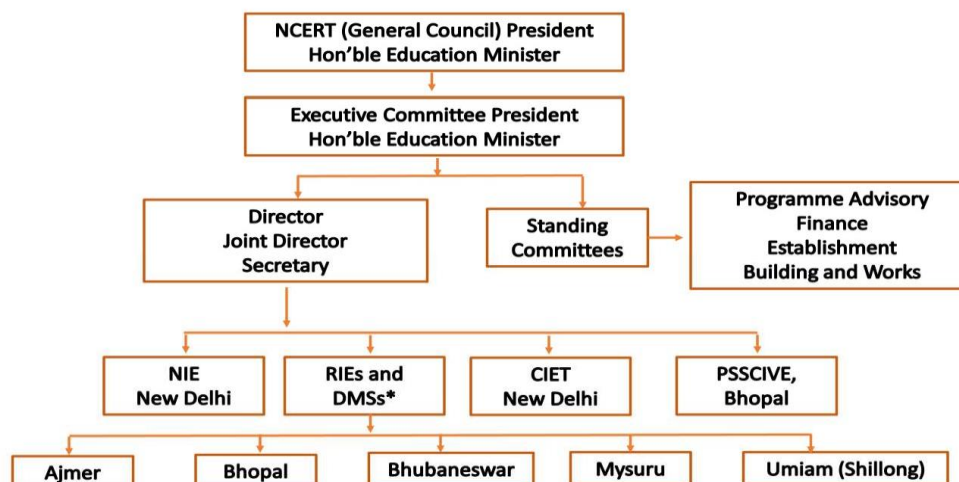
2.210 The National Council of Educational Research and Training (NCERT) is an autonomous organisation set up by the Government of India in 1961 to assist and advise the Ministry in the implementation of its policies and major programmes in school education and teacher education. It provides academic and technical support for qualitative improvement in school education and undertakes programmes related to educational research, development of model textbooks and supplementary materials; conducts various training programmes, including pre-service and in-service training, and undertakes various extension activities. It disseminates innovative educational techniques and practices, collaborates to advise State educational departments, universities, NGOs, and other educational institutions, and acts as a clearing house for ideas and information in matters related to school education. NCERT also interacts and works in collaboration with international organisations, foreign delegations, and offers training programmes to educational personnel from developing countries.

The constituent units of NCERT are: National Institute of Education (NIE), New Delhi; Central Institute of Educational Technology (CIET), New Delhi; Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE), Bhopal; Regional Institutes of Education (RIE) at Ajmer, Bhopal, Bhubaneswar, Mysuru, Nellore; and North-East Regional Institute of Education (NERIE), Umiam (Shillong).

NCERT, being an apex institution in the field of school education, shares the national vision of ensuring inclusive and quality education for all. NCERT would strive towards preparing a school education system that meets the aspirations of the changing society, focusing on the quality dimension as well as Sustainable Development Goals (SDGs), and also equipping the system with professionals to cater to diverse educational needs.

(xxii) **Structure and the Organogram**

2.211 The organisational structure of the Council is as under: -



The NCERT headquarters (including NIE and CIET) is located on 63.22 acres of land at New Delhi. The NIE has several blocks to house the academic, technical, and administrative staff; library; laboratories and resource centres; besides a science park, herbal park, canteen, warehouses, sports complex, etc. Also located in the NIE campus are a guest house, hostel, daily utility shops, residential quarters, community centre, etc. There is a residential campus in Nasirpur, Dwarka, New Delhi as well.

The NIE at New Delhi comprises 17 Departments/Divisions, namely: Department of Elementary Education (DEE); Department of Education in Languages (DEL); Department of Education of Groups with Special Needs (DEGSN); Department of Gender Studies (DGS); Department of Education in Social Sciences (DESS); Department of Education in Science and Mathematics (DESM); Department of Curriculum Studies and Development (DCS&D); Department of Education in Art and Aesthetics (DEAA); Division of Educational Kits (DEK); Department of Educational Psychology and Foundations of Education (DEPFE); Division of Educational Research (DER); Department of Teacher Education (DTE); Educational Survey Division (ESD); International Relations Division (IRD); Library and Documentation Division (LDD); Planning and Monitoring Division (PMD); Publication Division (PD); and Cells, viz., Manodarpan Cell and Cell for National Centre for Literacy (CNCL) and PARAKH (Performance Assessment, Review, and Analysis of

Knowledge for Holistic Development), which aims to set up assessment guidelines for all boards, has recently been established in NCERT. The Publication Division is supported by its four Regional Production-cum-Distribution Centers (RPDC) at Kolkata, Bengaluru, Ahmedabad, and Guwahati.

The Central Institute of Educational Technology (CIET), New Delhi, has media production units, satellite networks, telecast facility for transmission/telecast/broadcast, and educational audio-visual programmes on SWAYAM PRABHA, DTH TV channels, FM Radio, etc. It also has ICT laboratories for developing e-contents and their dissemination through DIKSHA, PM e-Vidya, SWAYAM PRABHA DTH Channels, NCERT Official YouTube Channels, etc. NCERT has operationalized the National Vidya Samiksha Kendra to support research, development, and capacity-building programs. Currently, the National Vidya Samiksha Kendra has been integrated with its counterparts in States/Union Territories. It now provides visibility, insights, and actionable measures across 12 programs, including NISHTHA, DIKSHA Energized Textbooks (ETBs), NIPUN Bharat, National Achievement Survey, Performance Grading Index, UDISE+, PM Poshan, National Curriculum Framework, Micro- Improvements Program, NCERT Quizzes, PRASHAST, and PM SHRI schools.

The Regional Institutes of Education (RIEs) at Ajmer, Bhopal, Bhubaneswar, Mysuru, and Nellore have campuses spread over approximately 100 acres of land each, with multi-storied buildings to run the graduate and post-graduate courses, library and laboratories, ICT studio, workshops, hostels, guest houses, dispensaries, playgrounds, and residential quarters. These campuses also have Demonstration Multi-purpose Schools (DMS) from foundational to secondary classes.

The North-East Regional Institute of Education (NERIE) at Umiam, Shillong, is located on 8 acres of land, housing an academic-cum-administrative block, including a library, ICT studio (3138 sq. mtrs), students' hostel, and residential quarters.

Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE), Bhopal, is located within the RIE, Bhopal campus, having academic and administrative buildings, students' hostel, guest house, and residential quarters.

(xxiii) Roles and Functions

2.212 As a national apex body, NCERT has been instrumental in rethinking and reshaping education in a manner that is national in scope, while promoting the diverse cultures and languages of India. While NCERT is widely known for its work in textbook development, its role extends far beyond that. It has been deeply involved in educational research, the implementation of innovative teacher training programs, and providing academic support to state-level educational bodies such as SCERTs and DIETs. NCERT has published textbooks across subjects such as science, mathematics, social sciences, and languages, including the latest textbooks aligned with the National Curriculum Framework for Foundational Stage 2022 and National Curriculum Framework for School Education 2023.

NCERT has also played a key role in shaping educational policies in India. It provided significant research and development inputs for the National Policy on Education (NPE) in 1986 and the Programme of Action (POA) in 1992. In alignment with these policies, NCERT developed the 'National Curriculum for Elementary and Secondary Education: A Framework' (1988) and subsequently released guidelines and syllabi for all stages of school education. NCERT also contributed to the formulation of the National Education Policy 2020, which aims to revolutionize education in India. In consonance with the vision of NEP 2020, the Council has developed the National Curriculum Framework for Foundational Stage (NCFFS) and the National Curriculum Framework for School Education (NCFSE), and has initiated the process of developing syllabi and textbooks based on these frameworks.

NCERT has consistently focused on teacher education. Through its Regional Institutes of Education (RIEs), it offers pre-service teacher education courses such as B.Sc. B.Ed./B.Sc. Ed., B.A.B.Ed./B.A.Ed., M.Sc.Ed.(PCM), M.Ed., ITEP B.Sc.B.Ed., ITEP B.Sc.Ed., B.Ed. and B.Ed.M.Ed. programs and RIE, Nellore offers M.A. in Educational Technology. The Council also offers a one-year postgraduate diploma course in Guidance and Counselling at NIE, New Delhi, and the RIEs. The Council organizes short-term in-service teacher training programs to keep teachers updated on the latest developments in education. NCERT's efforts to encourage excellence and innovation in students have led to the promotion of science, social science, environmental education, Global Citizenship Education (GCED), and more.

In addition to its textbooks and teacher training programs, NCERT has

developed a wide range of supplementary materials, both in print and digital formats, for teachers and students. It has also produced kits and equipment for conducting experiments in science and mathematics. By promoting active and hands-on learning, NCERT continues to influence school education and make learning more engaging and relevant to real life.

NCERT has been involved in several central-sector projects and schemes. These include Vocationalisation of Secondary Education, Non-Formal Education Programs, Special Orientation Program for School Teachers (SOPT), the Scheme for Improvement of Science Education in Schools, Environmental Orientation of School Education, the Computer Literacy and Studies in Schools (CLASS) program, the Operation Blackboard (OB) scheme, *Sarva Shiksha Abhiyan* (SSA), *Rashtriya Madhyamik Shiksha Abhiyan* (RMSA), and *Samagra Shiksha*, among others. NCERT has also promoted yoga and health education by organizing 'Yoga Olympiad' and under the School Health Programme of Ayushman Bharat, the National Population Education Project (NPEP) developed curriculum, training resources, and activity books on health and wellness for school children. This joint initiative of the Ministries of Education and Health equips children with age-appropriate knowledge and life skills for informed and responsible decision-making

2.213 The year-wise budgetary allocation and actual expenditure of NCERT since 2021-21 is as under: - Fig. in Crores

S.No.	Year	Budgetary Allocation (Excl. OB)	Actual Expenditure
1.	2021-22	319.74	338.41
2.	2022-23	398.30	394.29
3.	2023-24	349.97	335.54
4.	2024-25	517.44	517.19

2.214 The Ministry further informed that at present, NCERT is in the process of developing syllabus for Grades 9 to 12 and textbooks for Grades and 9 & 11. They will be made available for the next academic year 2026-27.

2.215 The Committee further asked about the process followed by NCERT is ensuring availability of school books in Indian Language as per NEP. In this regard, the Ministry submitted following information: -

“Based on NEP 2020, there has been a concerted effort to facilitate education in multiple languages, commencing from the foundational stage and extending onwards. NCERT has also developed textbooks for Classes 1, 2, 3 and 6 for all subjects in 22 scheduled languages (Assamese, Bengali, Bodo, Dogri, Gujarati, Hindi, Kannada, Kashmiri, Konkani, Malayalam, Manipuri, Marathi, Maithili, Nepali, Oriya, Punjabi, Sanskrit, Santhali, Sindhi, Tamil, Telugu and Urdu) to provide education in child’s own language which are also available on NCERT portal (<https://ncert.nic.in/textbook.php>) for ease of learning.

NCERT, has undertaken the translation of Balvatika books and the teacher trainers’ handbook, known as Anand and Unmukh respectively, into scheduled languages. Among these translated materials, Anand (hand base for teachers) are available in 22 languages (Assamese, Bengali, Bodo, Dogri, Gujarati, Hindi, Kannada, Kashmiri, Konkani, Maithili, Malayalam, Manipurji, Marathi, Nepali, Odia, Punjabi, Sanskrit, Santhali, Sindhi, Tamil, Telugu and Urdu) and Unmukh is available in 22 languages (Assamese, Bengali, Bodo, Dogri, Gujarati, Hindi, Kannada, Kashmiri, Konkani, Maithili, Malayalam, Manipurji, Marathi, Nepali, Odia, Punjabi, Sanskrit, Santhali, Sindhi, Tamil, Telugu and Urdu), and these are uploaded and readily accessible on the DIKSHA and NCERT portals.”

2.216 Asked about whether the NCERT has adequate staff strength as per their mandate? Please furnish details of staff and vacancies in NCERT for various grades, the Ministry replied as under: -

“Human Resource Position as on October, 2025

Posts	Academic	School Teaching	Ministerial	Ancillary	Total
Sanctioned	529	271	1444	600	2844
Filled	384	140	528	196	1248
Vacancies	145	131	916	404	1596

In addition to the above, the following is apprised –

- 363 Nos. of various posts (Administrative & Ancillary) are outsourced.
- 264 Nos. posts (Administrative & Ancillary) vacant under rationalization.
- 173 Nos. of various posts (Administrative & Ancillary) are recently advertised.
- 45 Nos. of deputation posts (Technical/Ancillary) are being advertised.
- Also, some posts under promotion are vacant due to non-eligibility in feeder cadre.”

(xxiv) Vidyanjali Initiative

2.217 Vidyanjali is a school volunteer initiative of the Department of School Education and Literacy, Ministry of Education that intends to bring together the community and the government/government-aided schools through an online portal to facilitate volunteer contribution be they from alumni, serving and retired teachers, scientists, government/semi- government officials, retired armed forces personnel, self-employed/salaried professionals, homemakers, persons from Indian diaspora or any other organization/group or company. The interested volunteers can contribute either in the form of assets or material or can participate by sharing their knowledge and skills in curricular, co-curricular and extra- curricular activities.

The initiative is in alignment with NEP 2020 that recommends that efforts will be made to involve community and alumni in volunteer efforts for enhancing learning by providing at schools: one-on-one tutoring; the teaching of literacy and holding of extra-help sessions; teaching support and guidance for educators; career guidance and mentoring to students; etc.

The aim of Vidyanjali is to act as a facilitator by connecting volunteers/contributors/CSR directly to the schools. The effort is to bridge knowledge/skill/human resources gap in the government/government aided schools by tapping the potential from the community. This is not to substitute government responsibility, but to complement, supplement and strengthen Government efforts to reach the last mile in the best possible way.

2.218 The Committee enquired about the details of fund allocation for Vidaynjali Inititative. In this regard, the Ministry informed that No budgetary allocation has been made for the implementation of the Vidyanjali initiative. The initiative is implemented

as a technology-enabled, facilitative platform under the Department of School Education & Literacy, Ministry of Education. DoSEL through regular VC orientation sessions with the State/UT Nodal Officers gets this volunteer activity implemented and monitored in the States/UTs and ABs.

2.219 The Committee asked about the institutional mechanism has been devised by the Ministry to encourage people and organization to enroll for Vidyanjali initiative. In this regard, the Ministry submitted following information: -

The Department of School Education and Literacy, Ministry of Education has created a dedicated online portal developed with the support of the National Informatics Centre (NIC), to implement the Vidyanjali initiative.

Through this portal, Government and Government-aided schools register themselves and upload their requirements, such as need for activities or assets in their schools. The Volunteers, NGOs, CSR, PSUs, Government Departments, Industry associations etc also register on the same Vidyanjali platform and can choose the schools where they want to participate for volunteering. The actual contribution or service activity is done in physical mode at the school. No monetary contribution is accepted through the portal.

The portal solicits participation of volunteers in schools through four different modules:

Individual Volunteer Module:

Individual volunteer expresses interest in contributing asset, material or service to a school of their choice and schools accepting the request of the volunteer. Schools receive support in the form of activities (such as teaching support, mentoring, sports, yoga, career guidance) and assets (such as computers, furniture, sports equipment, etc.).

CSR Bulk Project Module:

Under this module, States identify priority gap areas and create CSR projects at the district level by combining the needs of multiple schools in the district and after due verification by the State are uploaded on the portal. CSR organizations after registration on the portal can express interest in supporting these projects. Under this module, CSR gets the opportunity to contribute to multiple schools through a single intervention. The contribution of assets or materials is done in

physical form at the school level.

Adopt-a-School Module:

In this module, CSR organizations or institutions can adopt a school for a longer period, generally from one to five years. In the adopted school the volunteer can contribute to multiple activities over a longer period. The adopting organization supports the school in multiple ways based on its needs, rather than providing one-time assistance.

Twinning of Schools Module:

Under this module, resource-rich schools act as mentors and support other Government or Government-aided schools by sharing good practices, organizing joint activities, or contributing assets.

The portal provides dashboards, location-based matching, user manuals and approval workflows. Safety and transparency are ensured through verification processes and direct coordination between schools and contributors. All acts of volunteer contribution are done in physical form at the school level.

2.220 The Ministry further appraised the Committee that since its launch in September 2021, Vidyanjali has created a structured system for community and CSR participation in school education, in line with the National Education Policy (NEP) 2020.

“As on date More than **8.4 lakh** Government and Government-aided schools are registered on the Vidyanjali portal.

- Over **5.5 lakh** volunteers and more than **2,500** CSR organizations/NGOs/Institutions have registered.
- Around **2 crore** students have benefitted across the country.

Achievements under different modules:

•Individual Volunteer Module:

Schools have completed **42,424** service-based activities such as academic support, mentoring, career counselling, sports, yoga, skill development, health and awareness programmes.

Additionally, **30,975** asset-based contributions such as digital devices, classroom equipment, sports materials, sanitation facilities and infrastructure

support have been completed and recorded on the portal.

•**Adopt-a-School Module:**

276 schools have been adopted by organizations for long-term support.

•**CSR Bulk Project Module:**

3 CSR bulk projects have been fully completed, **4** projects are partially completed, and several others are under implementation.

•**Twinning of Schools Module:**

117 mentor-mentee school pairings have completed their engagements and have been closed on the portal.

2.221 On a query regarding the steps have been taken by the Ministry to popularize Vidyanjali Initiative, the Ministry submitted following information: -

“The Ministry of Education has taken several steps to make people, organisations and schools aware of the Vidyanjali initiative and encourage their participation. A dedicated online portal has been created to make registration and participation easy. User manuals, dashboards and digital certificates are provided to guide and motivate volunteers and organizations.

The Ministry has organized national-level workshops on CSR participation and has taken part in CPSE/CSR roundtable meetings organized by the Department of Public Enterprises (DPE). Vidyanjali has also been promoted through stalls at events such as the National Book Fair, National Education Policy anniversary celebrations and Samagra Shiksha programmes.

Performance about Vidyanjali is circulated regularly through official social media platforms of the Ministry and through an e-newsletter. Volunteers are recognized through digital certificates and success stories displayed on the portal.

States and Union Territories are encouraged to promote Vidyanjali locally. Some States and UTs have organized workshops and felicitation programmes (Samman program) at district and school levels to recognize volunteers and increase participation.”

(xxv) The Central Board of Secondary Education (CBSE)

2.222 The Central Board of Secondary Education (CBSE) is the National Level Examination conducting body functioning under the administrative control of Ministry of Education, Govt. of India. The CBSE grants affiliation to schools for the purpose of conduct of Class X and XII Board Examination of their students. CBSE is the only Board in India that has a pan-India and international presence. The board traces its origin back to 1929 when it was established by the then GoI as 'Board of High School and Intermediate Education, Rajputana' with its HQs at Ajmer. In 1952, Board given its present name 'Central Board of Secondary Education'. In 1962, the Board was reconstituted and its HQ was shifted to Delhi. A Resolution of the Government of India in the Foreign and Political Department No. F.115-R/28, dated the 02.07.1929 was published to establish an organisation to supervise and regulate High School and Intermediate Education in Rajputana(including Ajmer- Marwara), Central India and Gwalior. The Board of High School and Intermediate Education, Rajputana (including Ajmer-Marwara), Central India and Gwalior, Ajmer was registered under the Societies Registration Act, 1860 (Act XXI of 1860) on 02.01.1935. The name of the Board was changed as "THE CENTRAL BOARD OF SECONDARY EDUCATION, AJMER" and it was registered under the Rajasthan Societies Registration Act, 1958 (Act 28 of 1958). Revised Constitution of the Central Board of Secondary Education was adopted by the Board in its meeting held on 11th February. The Mandate of the Board is as under: -

- i. To grant affiliation to schools in India and abroad for the purpose of conduct of examinations.
- ii. To develop Curriculum and syllabi for the purpose of conduct of Board Examinations.
- iii. To conduct Board Examination for Sec Schools and Sr. Sec. Schools and such other examinations as it may consider fit subject to the approval of the Controlling Authority.
- iv. To develop standards for ensuring quality in the affiliated schools
- v. To undertake professional development of teachers and organize student enrichment

vi. CBSE is a self-funded autonomous body and does not receive any grant-in-aid from ministry.

vii. The main sources of revenue are examination, registration, affiliation, training and sports fees etc.

viii. All the expenses incurred on the examination, training, sports and affiliation activities etc. including other operational expenses are met out from the internally generated sources of revenues.

2.223 The prime focus of the board is to bring innovations in teaching-learning methodologies by devising student's friendly and students centred paradigms, brings reforms in affiliation, examinations and evaluation practices, introducing skill learning by adding job-oriented and job-linked inputs and regularly updating the pedagogical skills of the teachers and administrators by conducting in service training programmes, workshops etc. Functions of CBSE are as under: -

i. Affiliations

Affiliation of schools is considered under 'Affiliation Bye-Laws' approved by the Board. These Bye-Laws prescribed, inter-alia, the norms & procedures for affiliation and various infrastructural, human resources, academic requirements and safety norms in affiliated schools.

The Affiliation Bye-Laws of CBSE have been revised and shall be called as 'CBSE Affiliation Bye-Laws 2018'. The revamped Bye Laws depict a paradigm shift from the highly complex procedure to a simplified procedure based on preventing duplication of process, speedy, transparent and hassle –free procedure.

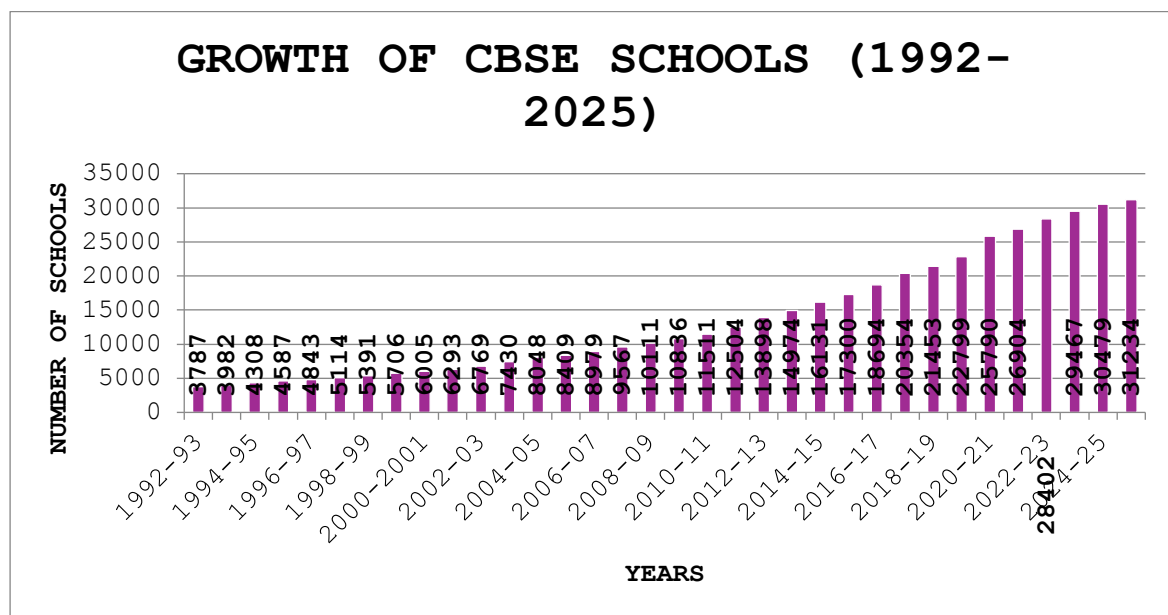
The numbers of students and institutions have been increasing over the years. The Board demonstrates consistent concern for innovation and improvement in quality in CBSE schools. All the schools granted affiliation by the Board follow the National Curriculum Framework. The Board appoints Inspection Committee to conduct inspection of schools before grant of affiliation and upgradation.

Schools affiliated to CBSE as on Date

KVS	Govt	Govt. aided	IND	JNV	Foreign	TOTAL
1246	5088	366	23510	650	266	31126

<u>Categories</u>	<u>GOVT</u>	<u>GOVT AIDED</u>	<u>EMRS</u>	<u>KVS</u>	<u>JNV</u>	<u>INDEPEN- DENT</u>	<u>GRAND TOTAL</u>
<u>Middle class level</u>	<u>5</u>	<u>1</u>	<u>12</u>	<u>0</u>	<u>0</u>	<u>108</u>	<u>126</u>
<u>Secondary level</u>	<u>797</u>	<u>81</u>	<u>109</u>	<u>126</u>	<u>22</u>	<u>6151</u>	<u>7286</u>
<u>Senior Secondary level</u>	<u>4012</u>	<u>283</u>	<u>330</u>	<u>1123</u>	<u>628</u>	<u>17446</u>	<u>23822</u>
<u>Total</u>	<u>4814</u>	<u>365</u>	<u>451</u>	<u>1249</u>	<u>650</u>	<u>23705</u>	<u>31234</u>

Out of the above schools, a total no. of 266 Schools are established in 25 countries internationally



2025-26: Affiliated schools: 31234 as on 08.10.2025

ii. EXAMINATIONS

Central Board of Secondary Education (CBSE) is an examination conducting body under the control of the Ministry of Education, Govt. of India. The CBSE grants

affiliation to the schools for conduct of the Class X and XII Examination. As per the responsibilities assigned to CBSE, following examinations are conducted by the CBSE:

- (i) Public Examination at the end of Class X and XII
- (ii) Professional / Competitive Examinations
- (iii) Miscellaneous Examinations.

(a) *Public Examination at the end of Class X and XII*

- Schools are fixed as examination centres from amongst the schools affiliated to the Board as per the criteria and procedures laid down. Examination centres are also fixed keeping in view the availability of infrastructure and accessibility of a school.
- Board notifies examination date-sheets for conduct of Class X and XII Examinations each year commencing from 15th February onward.
- Principals and teachers working in the schools affiliated to the Board are appointed as Centre Superintendent and Assistant Superintendents (Invigilators).
- The Guidelines for Centre Superintendents and Assistant Superintendents brought out by the Board each year clearly lays down the role of every single functionary involved in the examination.
- Board appoints Observers at all centres based on past history of the centres and also deutes flying squad involving reputed teachers at sensitive centres.
- Use of technology – at various levels – such as registration of candidates, monitoring of exams, admit card, results in digital lockers, etc.
- Capacity building of teachers & evaluators through standardized modules

CBSE Board Exam 2025

Details	Class XII	Class X
Examination started	15.02.2025	15.02.2025
Result declared	13.05.2025	13.05.2025

No. of candidates registered	1704367	2385079
No. of candidates appeared	1692797	2371939
No. of candidates passed	1496307	2221636
Pass percentage	88.39%	93.66%
Increase in pass percentage	0.41%	0.06%
No. of schools	19299	26675
No. of examination centres	7330	7837

iii. **ACADEMIC**

The goal of the Academic Unit of Central Board of Secondary Education is to achieve academic excellence by conceptualising policies and their operational planning to ensure balanced academic activities in the schools affiliated to the Board. The Unit strives to provide Scheme of Studies, Curriculum, Academic guidelines, support material, enrichment activities and capacity building programmes. The unit functions according to the broader objectives set in the National Curriculum Framework and in consonance with various policies and acts passed by the Government of India from time to time.

iv. **PROFESSIONAL & MISC. EXAMINATIONS:**

- **CBSE**, besides doing Affiliation and conduct of Board examinations for Class X and XII, was also holding several other competitive examinations like CTET and Navodaya Vidyalaya Sangathan (NVS) & other examinations as assigned by the MoE from time to time. Through a cabinet decision, the National Testing Agency (NTA) had been created which has taken over all the competitive examinations except CTET from CBSE.
- **Central Teachers Eligibility Test** - The Ministry of Education assigned the responsibility to hold the Central Teachers Eligibility Test in 2011 as stipulated in the Right to Education Act, 2009. Through this eligibility Examination, a candidate who secures 60% or above marks become eligible for appointment as a teacher to teach classes I to VIII.

- **Recruitment examinations-** KVS Recruitment 2018 conducted for about 10000 vacancies for Principal, Vice-Principal, PGT, TGT, PRT, Librarian, (740000 candidates). KVS Rect. 2019 for Principal, Vice-Principal is in the discussion stage and being taken up shortly with Limited Dept. Exam for Promotions.
- **Jawahar Navodaya Vidyalaya Selection Test-** As per the National Policy of Education (1986), Government of India started Jawahar Navodaya Vidyalayas at district level. The admission in JNVs is made through the Jawahar Navodaya Vidyalayas selection test in Class VI, IX and XI throughout the country. The class VI test is conducted in two phases in a year in different parts of the country as summer bound session during January and winter bound session during April and class IX and XI test is conducted during February.

v. SKILL EDUCATION

Skill Education is an important aspect of the nation's education initiative. While exploring the new domain of knowledge and skills that have bright employment prospects as well as career opportunities, the Central Board of Secondary Education has over the years taken a number of initiatives in this area and introduced number of Skill courses at Secondary and Senior Secondary level under NSQF.

vi. TRAINING:

The Board conducts capacity building programs for teachers of private independent schools affiliated to it and for this opened 18 Centre of Excellence as the affiliation bye-laws of the Board stipulates for a compulsory annual in-service training for each teacher. The Board is working on rolling out end- to- end online solutions to all the training needs of schools, beginning from online application for programmes on a centralized portal, online fee submission, online pushing of reading material, all the way through to centralized issuing of certificates to participants directly through their individual digi-lockers. The Board has made it compulsory for every school to prepare an annual training calendar with allocated financial and academic budget. Schools are free to conduct programmes in collaboration with State institutes/NCERT or internal trainings by involving renowned experts. Training programmes in done during 2025 in Online and Offline mode:

Month of January 2024 to April-2025			
No. of Online Training Sessions Conducted	Total No. of Participants	No. of Offline Training Sessions conducted	Total No. of Participants
1251	435778	11604	581487

2.224 INFORMATION TECHNOLOGY (IT) & PROJECTS:

Exams related IT innovations, initiatives and implementation of various online systems of pre and post exam data capturing as well as online issue of admit cards, score cards, attendance sheets, registration list and other school and centre material have resulted in annual savings of crores of rupees of the Board, lacs of reams of papers, millions of trees, gallons of water, huge manpower, large scale carbon emission and environment. This has also resulted in timely and accurate declaration of various results despite exponential increase in number of examinees.

2.225 SPORTS

Board has streamlined Health and Physical Education (HPE) in schools to keep one period of HPE for classes (IX-XII) each day to promote holistic development as well as understanding the importance of physical fitness, health and wellbeing. The revised HPE is a comprehensive area encompassing health, hygiene and sanitation, indigenous sports, Self-defence yoga, NCC, self-defence, fitness and work education.

2.226 PUBLIC RELATIONS

The Public Relations Unit of the Board is primarily engaged in dissemination of policies and programmes, sharing information with varied audience at a global level. While playing a proactive role by generating understanding and acceptability it strives to build an environment which is positive and pro student. CBSE as a service-oriented organization has aligned public grievance redressal process and information under RTI in online modes to ensure transparent and quick response.

2.227 The Board functions under the overall supervision of the Controlling Authority which is vested with the Secretary (Department of School Education & Literacy), Ministry of Education, Government of India. The Board has various statutory committees which are advisory in nature. The Governing Body of the Board is constituted as per its rules and regulations. The Chairperson is the Chief Executive of the Board and is assisted by Heads of Departments Secretary, Controller of Examinations, Director (Academics), Director (IT), Director (Skill Education), Director (Prof. Examinations), Director (Training), Director (Edusat, Research & Development), Director (CTET) & Misc. Examinations and five Regional Directors. The Secretary, CBSE is the Chief Administrative Officer and responsible for the matters relating to Administration, Audit and Accounts, Public Relations, Legal and grant of affiliation to schools.

Details of 25 CBSE Regional Offices and their jurisdiction:

S.No.	Regional Office/COE	Jurisdiction
	Ajmer	Rajasthan
	Ahmedabad	Gujarat
	Bengaluru	Karnataka
	Bhopal	Madhya Pradesh
	Bhubaneswar	Odisha & West Bengal
	Chandigarh	Punjab, UT of Jammu & Kashmir
	Chennai	Tamil Nadu, Puducherry, A&N Islands
	Dehradun	Uttarakhand and Bareilly, Bijnor, Moradabad, Muzaffarnagar, Rampur, Saharanpur and Shamli
	Delhi (East)	Delhi (East)
	Delhi (West)	Delhi (West)
	Dubai	All Foreign Schools Affiliated with CBSE Board
	Guwahati	Assam, Arunachal Pradesh, Mizoram, Meghalaya, Manipur, Tripura, Nagaland, Sikkim

	Gurugram	Bhiwani, Charkhi Dadri, Faridabad, Gurugram, Jhajjar, Mahendragarh, Nuh, Palwal, Panipat, Rewari, Rohtak and Sonipat
	Hyderabad	Telengana
	Kolkata	To be made operational
	Lucknow	Amethi, Auraiya, Ayodhya, Bahraich, Balrampur, Banda, Barabanki, Etawah, Farrukhabad, Fatehpur, Firozabad, Gonda, Hamirpur, Hardoi, Jalaun, Jhansi, Kannauj, Kanpur Dehat, Kanpur Nagar, Lakhimpur Kheri, Lalitpur, Lucknow, Mahoba, Mainpuri, Pilibhit, Raebareli, Shahjahanpur, Shravasti, Sitapur, Unnao
	Noida	Agra, Aligarh, Amroha, Baghpat, Badaun, Bulandsahar, Etah, Gautam Buddha Nagar, Ghaziabad, Hapur, Hathras, Kasganj, Mathura, Meerut and Sambhal
	Panchkula	Ambala, Fatehabad, Hissar, Jind, Kaithal, Karnal, Kurukshetra, Panchkula, Sirsa and Yamunanagar and Himachal Pradesh, UT of Chandigarh, UT of Ladakh
	Patna	Bihar
	Prayagraj	Ambedkar Nagar, Azamgarh, Ballia, Basti, Bhadohi, Chandauli, Chitrakoot, Deoria, Ghazipur, Gorakhpur, Jaunpur, Kaushambi, Kushinagar, Maharajganj, Mau, Mirzapur, Pratapgarh, Prayagraj, Sant Kabir Nagar, Siddharth Nagar, Sonbhadra, Sultanpur, Varanasi
	Pune	Maharashtra, Goa, Daman & Diu, Dadra & Nagar Haveli
	Raipur	Chhattisgarh
	Ranchi	Jharkhand
	Thiruvananthapuram	Kerala & UT of Lakshadweep
	Vijayawada	Andhra Pradesh

1) Details of 05 CBSE Sub-Regional Offices:

S. No.	City	Jurisdiction
	Agartala	Tripura
	Gangtok	Sikkim
	Itanagar	Arunachal Pradesh
	Shimla	Himachal Pradesh
	Srinagar / Jammu	UT of Jammu & Kashmir (to be made functional)

2.228 The current staff strength of CBSE as furnished by the CBSE is as under: -

“With increase in the number of schools and candidates, posts are increased. For instance, CBSE has established Regional Offices and Sub-Regional Offices and accordingly, 346 posts were created. The establishment is periodically revised in line with the growth in the number of schools and candidates. Temporary shortfall, if any, is met by hiring contractual manpower through agency. Also, recruitment process for vacant post of direct recruitment has been initiated”

GROUP-WISE SANCTIONED EXISTING & VACANCY POSITION OF THE BOARD				
S.No.	Group	Sanctioned	Existing	Vacancy
1	'A'	460	284	176
2	'B'	681	519*	162
3	'C'	976	381	595
TOTAL		2117	1184	933

* Including 136 posts of Superintendent for which appointment letters have already been issued.

2.229 When asked about the criteria adopted for affiliation of Schools under Central Board of Secondary Education, the Representative of CBSE submitted following information: - “The Central Board of Secondary Education (CBSE) has established a set of Affiliation Bye-Laws to guide the process of affiliating schools both in India and abroad. Brief of policy adopted by the CBSE for affiliation is as under:

“Documents required for affiliation for Independent Schools

- No Objection Certificate from the State Education Department to seek affiliation with CBSE.
- Recognition Certificate with its validity as on date, issued by concerned State Education Department as per extant rules and provisions contained in RTE Act- 2009.
- Land Certificate issued not more than 1 year before the date of application. The Competent Authority to issue the land certificate is - DM/ADM/SDM / Tehsildar/ Naib – Tehsildar/ Registrar/ Sub-Registrar or any other equivalent authority competent to issue such certificate.
- Fire Safety Certificate to be issued by the Govt. Fire Safety Department/ Authorised Officer of the Local Bodies such as Municipal Corporation as per prescribed norms with validity (validity as on date of final submission of application) in the name of school only.
- Building Safety Certificate issued by an officer not below the rank of an Assistant Engineer of the Government works department.
- Certificate of registration of Society OR Certificate of incorporation of Company OR Copy of the registered trust deed running the school, issued by a competent Government authority.
- Safe Drinking Water and Sanitary Condition Certificate to be issued by an officer not below the rank of an Assistant Engineer of the Government Public Health Department (PHED)/ Authorised Officer of

the Local Body (Municipality) accompanied by a water test report of the school from a PHED Lab.

Infrastructure and Land Requirements

- Schools must have adequate land with proper documentation of land ownership or long-term lease.
- Adequate classrooms, laboratories, library, and playground must be provided.
- The land must be used solely for educational purposes, and the infrastructure should comply with CBSE's safety, hygiene, and accessibility standards.

2.230 Staff Requirements

- Schools must employ qualified teachers with appropriate academic qualifications and experience.
- Teacher-student ratio must adhere to CBSE standards.

a. Affiliation for Schools Abroad

- Indian schools abroad can apply for CBSE affiliation if they meet the standards set by CBSE.
- The school must have approval from the Indian Embassy or Consulate in the respective country.

2.231 Monitoring and Inspections

- CBSE conducts regular inspections of affiliated schools to ensure they maintain required standards.
- If schools fail to meet the standards, CBSE can impose penalties or withdraw affiliation.

2.232 Disciplinary Action

- CBSE can suspend or cancel the affiliation if a school does not comply with the bye-laws.

- Non-compliance may result in warnings, temporary suspension, or permanent withdrawal of affiliation.

(xxvi) Renewal of Affiliation

2.233 Schools must apply for renewal of affiliation at regular intervals (usually every 5 years for permanent affiliation). The renewal is subject to continued compliance with CBSE standards.”

2.234 State-wise list of CBSE affiliated Schools (Government & Private) in India and abroad as on 31.12.2025 are as under:

State	Government	Govt. Aided	Independent
Andhra Pradesh	1089	0	408
Assam	149	7	232
Bihar	96	0	1250
Gujarat	134	0	590
Haryana	369	1	2172
Himachal Pradesh	150	0	311
Jammu & Kashmir	81	1	106
Karnataka	149	0	1602
Kerala	64	0	1409
Madhya Pradesh	325	1	1390
Maharashtra	179	3	1489
Manipur	29	2	54
Meghalaya	23	0	9
Nagaland	26	1	19
Odisha	478	0	408
Punjab	136	11	1504

Rajasthan	261	47	1149
Sikkim	232	6	17
Tamil Nadu	66	2	1701
Tripura	158	1	44
Uttar Pradesh	326	4	4340
Arunachal Pradesh	248	7	105
Mizoram	25	0	0
West Bengal	110	2	410
Andaman & Nicobar	101	5	21
Chandigarh	110	4	61
Delhi	1139	251	848
Goa	8	0	9
Puducherry	134	1	48
Dadar & Nagar Haveli	11	0	11
Daman & Diu	12	2	4
Lakshadweep	12	0	0
Chattisgarh	156	0	486
Jharkhand	211	1	522
Uttarakhand	278	5	651
Telangana	76	0	618
Ladakh	137	0	17
Total	7288	365	24015

Country	Government	Independent
Kenya	0	1
Qatar	0	20
Indonesia	0	1

Nepal	1	15
United Arab Emirates	0	109
Yemen	0	1
Bahrain	0	8
Bangladesh	0	1
Malaysia	0	4
Russia	1	0
Iran	1	0
Kuwait	0	22
Oman	0	18
Republic Of Benin	0	1
Thailand	0	1
Libya	0	2
Myanmar	0	1
Uganda	0	1
Ethiopia	0	7
Ghana	0	1
Japan	0	2
Nigeria	0	2
Saudi Arabia	0	41
Singapore	0	4
Tanzania	0	2
Total	03	265

2.235 When asked about the details of process of affiliation of Government and private sector schools by CBSE and the ways of ensuring transparency in the affiliation process, the CBSE informed that Every School seeking affiliation of CBSE needs to apply for fresh affiliation of School through School Affiliation Re-engineering and Administration System (SARAS) Portal of CBSE (URL:

<https://saras.cbse.gov.in/>), through respective Tab for different categories in the SARAS Portal which is an automated system with no human intervention. The affiliation process is streamlined via an online system for real-time tracking of applications and status updates.

2.236 Asked as to whether the affiliation criteria have been standardized to keep pace with the introduction of latest technological advancements being introduced in CBSE affiliated schools, the representatives of the CBSE, submitted as under: -

“Yes. All the schools affiliated with CBSE were directed to implement the following revised norms regarding mandatory digital infrastructure vide Circular dated 02.07.2025:

- i.** Availability of computers with internet connectivity
- ii.** 01 (One) Computer System per 18 (eighteen) students (Desktops/Laptops) inter-connected with a single LAN network with audio-video input and output (Webcam/Speakers etc.) with minimum of 40 such computer systems including above accessories in the school computer Lab must be available in schools. Existing schools shall gradually enhance their infrastructure as per present guidelines.
- iii.** Installation of Server
- iv.** Server(s) - at least 01 computer system with high configuration to be used as a Server for Assessment/ Examination purposes.
- v.** Data Backup provisions
- vi.** Data backup devices – either Cloud-based or Physical (external Hard Disc Device – HDD) for all kinds of data storage.
- vii.** Internet Connectivity
- viii.** Lease line / Wi-Fi with high-speed internet connectivity.
- ix.** Accessories
- x.** At least 02 printers and 02 scanners per computer lab.

xi. UPS - Mandatory to support all computer systems in lab for providing power backup to ensure uninterrupted power supply.

Licensed Softwares, including Anti-Virus and other Security Systems for the Digital infrastructure.

xii. Smart Boards- for effective classroom transactions.”

2.237 When asked about the policy of CBSE for annual and surprise inspection of affiliated schools, The CBSE furnished following reply:

“As per Clause No. 11.2.1 of Affiliation Bye Laws 2018 “The Board may cause inspection of an affiliated School done at the time of extension or after specified periods any time during the affiliation period. The periodicity, of such inspections shall be determined by the Board from time to time.”

Further, as per 11.4 of Affiliation Bye Laws 2018 “The Board may any time get an affiliated school inspected by a committee of one or more members without giving any notice to the school.”

The Board, on the basis of the analysis of the historical registration data and on the basis of complaints, conducts surprise inspections in the schools affiliated with the Board to ensure that the schools are following the norms of the Board. The Board also conducts inspection under the above-mentioned provisions on the receipt of the complaints depending on their veracity.”

2.238 When asked about the annual and surprise inspections carried by CBSE in their affiliated schools during the last five years, the CBSE submitted following reply:-

“The CBSE conducts annual as well as surprise inspection as and when required, under the provisions of its Affiliation Bye-laws. Further, under the provisions of Affiliation Bye- laws/SARAS manual CBSE conducts annual inspection of 3% schools against the number of applications received for extension of affiliation based on their school report cards.”

2.239 When asked about the rules existing for schools which violate affiliation norms, the representatives of the CBSE submitted that If a School is found violating the provisions of the Affiliation Bye Laws/Examinations Bye Laws of the Board or does not abide by the directions of the Board, the Board shall have powers to impose penalties as per Clause No. 12.1 of the Affiliation Bye-Laws 2018. The Board may impose all or any of the penalties mentioned in clauses on any school, in the following cases:

- For gross malpractices in examination, academic, administrative and financial matters.
- Established violation, non-compliance of Court, Central Government, State/UT Government or Board's directions/ instructions.
- Established violations of the conditions laid down in the affiliation byelaws.
- Shortcoming in the essential requirements for affiliation laid down in the affiliation bye-laws detected at any stage.
- On withdrawal of Recognition by the State Government.
- On withdrawal of No Objection Certificate issued by the state Government.
- On express recommendation/order/request from the Central, State/UT Government to disaffiliate, shut down the school permanently or impose any other penalty.
- On a reference/order/request received from the Central, State/UT Government.
- For not sending teachers/principal for the teacher trainings as per requirements of these byelaws.
- For not nominating and relieving teachers/principal/staff for the evaluation of answer scripts of the Board's examinations and other ancillary activities as per requirements of the Board.
- Any misconduct, negligent act/omission and non-compliance of the examination byelaws (including the disobedience of the directions of the board in connection with the conduct of examinations) which may jeopardize the public examinations, evaluation of answer books, the result processing thereof and other ancillary activities.

- Any violation, by employee(s) of the school or person(s) associated with the school management, who are under the control of the school or the Trust/Society/Company running the school, of any instructions express or implied, issued by the Board in connection with the conduct of public examinations, evaluation of answer books, the result processing thereof and other ancillary activities which has or could have jeopardized the public examinations, evaluation of answer books and the result processing thereof.
- Any violation in connection with the duties and responsibilities by the School or the Head of the School or Trust/Society/Company which has established or running the school as given in these bye-laws or directions issued from time to time.
- Any violation of the provision contained in clause 7.5 regarding refund of fees to the students.
- Poor academic performance of the school for three consecutive years in not being able to keep at least 50 per cent of passes of the general pass percentage.
- Any other matter which the Board considers sufficiently serious for imposition of penalty or disaffiliation.”

2.240 Asked about the state wise details of the number of schools that have been found violating affiliation norms during these inspections and the action taken on these violations, the CBSE submitted following information: -

“After annual as well as surprise inspection, CBSE initiates action against the schools found violating the Affiliation Norms including admitting dummy students. The list of schools against whom action was taken as per the violation found during the inspections is attached at Annexure 25 (Annexure – 34 of the original)”

2.241 Asked about the steps being taken to control the menace of dummy students in CBSE affiliated schools, the CBSE furnished following information: -

“The Board has laid down the following provisions in its Affiliation Bye Laws-2018 and Examination Bye laws of the Board to ensure that the students attend regular classes in their schools:

Clause 14.2.3 of the Affiliation Bye-Laws of the Board stipulates that “No affiliated school shall present the candidates to the Board’s examination who are enrolled in an unaffiliated School/Branch.”

Clause 14.2.4 of the Affiliation Bye-Laws of the Board provides that “No affiliated school shall present the candidates to the Board’s examination who are on its roll but have not attended the school regularly or do not meet the requirement of minimum attendance for appearance in the Board’s examination.”

Clause 6.5 of Examination Bye-Laws of the Board stipulated that “.... the candidate shall complete the required percentage of attendance (75%) for Class IX, X, XI & XII as per Examination Bye Laws of the Board to make him/her eligible for the examinations.”

AND Clause 13.1(i) of Examination Bye-Laws of the Board stipulated that “.... Candidates taking up a subject(s) involving practical shall also be required to have put in at least 75% of the total attendance for practical work in the subject in the laboratory. Heads of Institutions shall not allow a candidate who has offered subject(s) involving practical to take the practical examination(s) unless the candidate fulfils the attendance requirements as given in this Rule.”

It is mandatory for all the CBSE affiliated school to follow the Affiliation Bye-laws and Examination Bye Laws of the Board mutatis mutandis.

In the year 2024 & 2025, registration data/ LoC data of students of classes IX, X, XI and XII of various schools has been analyzed by the Board and abnormalities in the data of a few schools have been found. On this basis of this data, surprise inspection of these schools had been conducted by Board. As reported by the Inspection Committee, some of these schools were found indulged in the practice of sponsoring non attending students.

Hence, after issuing Show Cause Notices to these schools and considering their replies which were not found satisfactory, action against all these schools

have been taken by the Board in accordance with the provisions of Affiliation Bye-Laws of the Board, which includes disaffiliation of schools, down gradation, restriction of Sections and imposition of financial penalty.”

2.242 The Committee asked whether availability of eligible teachers is a criterion for affiliation of schools by CBSE and the process followed by CBSE to check documents to ascertain eligibility of teacher in affiliated schools, the representatives of CBSE submitted following information: -

“Yes, availability of eligible/ qualified teachers is an explicit and important criterion in CBSE’s affiliation and CBSE requires documentation relating to teachers as part of its compliance and inspection process. The minimum qualifications for teaching staff should be in accordance with the provisions laid down by NCTE, or as laid down in the Recruitment Rules for teacher by the Appropriate Government where the school is situated or the Recruitment Rules for the teachers of Kendriya Vidyalaya Sangathan or Navodaya Vidyalaya Samiti. Teaching and non-teaching staff should be appointed on pay scales and allowances prescribed by the appropriate government.”

2.243 Asked as to whether any mechanism is available for the parents to check educational qualification of teachers in CBSE affiliated schools, the Board submitted that Parents can check the educational qualifications of teachers on website of CBSE affiliated schools as CBSE makes this information part of Mandatory Public Disclosure.

2.244 The Committee enquired about the steps taken by the CBSE to ensure Teacher Pupil ratio in their affiliated schools, the CBSE submitted following information:

“School affiliated with CBSE required to submit data related to their teachers and students on OASIS portal which is official CBSE digital database/portal used to manage and monitor information about CBSE-affiliated schools.”

(xvii) Development of Curriculum and syllabi for examination

2.245 The Committee enquired as to whether CBSE has developed new curriculum for various grades as per NEP and the salient features of such curriculum, the CBSE submitted following reply:

“CBSE has prescribed curriculum for classes IX-XII in alignment with NEP-2020 and NCF-2023.

Salient features include:

- i. Competency-based curriculum focusing on conceptual understanding, application, and higher-order thinking skills.
- ii. Alignment with the 5+3+3+4 curricular structure, ensuring age-appropriate progression of learning.
- iii. Emphasis on experiential, inquiry-based, and multidisciplinary learning, including integration of arts, sports, and vocational skills.
- iv. Reduction of content load by prioritising core concepts and essential learning outcomes.
- v. Promotion of flexibility in subject choices, especially at the secondary stage.
- vi. Shift towards formative and assessment-for-learning approaches, supported by clear learning indicators and rubrics.
- vii. Integration of Indian Knowledge Systems, life skills, values, and 21st-century competencies.”

2.246 On a further query whether CBSE has developed new syllabi for 10th and 12th examinations as per NEP and the salient features of the new syllabi for upcoming examinations, the CBSE submitted following information: -

“CBSE prescribes NCERT textbooks compulsorily for classes IX-XII and reviews syllabi with changes in textbooks published by NCERT. The Board will revise its syllabi as and when NCERT textbooks of these classes will be

available. However, the current syllabi are in broad agreement with NEP-2020 salient features of which include:

- i. Clear articulation of learning outcomes and competencies to be assessed.
- ii. Rationalisation of content to reduce rote learning and examination stress.
- iii. Greater focus on conceptual clarity, analytical ability, and real-life application.
- iv. Increased weightage to competency-based questions in Board examinations.
- v. Scope for interdisciplinary connections and contextual learning.
- vi. Alignment of curriculum, pedagogy, and assessment to ensure coherence and continuity.

CBSE continues to issue timely academic circulars, sample question papers, and teacher support materials to facilitate smooth transition and effective implementation in schools.”

2.247 When asked as to whether CBSE has issued any guidelines for use of NCERT books in affiliated schools, the CBSE furnished following replies: -

“CBSE has issued Notification No. CBSE/Aff./Circular/2024/00976, dated 12.08.2024, regarding the provisions for the use of textbooks. According to this notification:

For Classes- I to VIII Schools are strongly advised to follow NCERT/ SCERT textbooks. Schools may use supplementary material as per their requirement which must be aligned with the NCF-FS and NCF-SE. Such chosen supplementary material must aim to contain the essential core material (together with discussion, analysis, examples, and applications).

For Classes- IX to XII Schools shall mandatorily follow the NCERT textbooks prescribed in CBSE curriculum. For subjects in which NCERT/ SCERT books

are not available, CBSE books uploaded on the website must be followed. Schools can use supplementary material as per their requirement. Use of Digital Content can also be explored to augment the textbooks. The supplementary material and Digital Content used by the school must invariably be aligned with NCF-SE.”

(xxviii) Conduct of Board Examination

2.248 The details of registered and appearing students for Board examination conducted by CBSE is as under: -

SECONDARY SCHOOL EXAMINATION (CLASS X) RESULT 2025

Overall Pass Percentage (Full Subjects)					
Year	Registered	Appeared	passed	Pass%	Increase in pass%
2024	2251812	2238827	2095467	93.60	0.06 %
2025	2385079	2371939	2221636	93.66	

SENIOR SCHOOL CERTIFICATE EXAMINATION (CLASS XII) RESULT 2025

Overall Pass Percentage (Full Subjects)					
Year	Registered	Appeared	passed	Pass%	Increase in pass%
2024	1633730	1621224	1426420	87.98	0.41 %
2025	1704367	1692794	1496307	88.39	

2.249 Other Examination conducted by CBSE in addition to Board Examination are:-

1. CTET
2. JNVST exam for Class VI, IX & XI
3. Other recruitment examinations

2.250 When asked about the reason for a sharp decline in number of registrations from 10th to 12th and steps taken by the CBSE to increase the number of schools offering senior school certifications examination, the CBSE submitted that CBSE schools have been increasing in number as more schools are being affiliated with the Board showing an upward trend.

2.251 Asked as to how the technology is being used by CBSE to monitor registration of candidates, conduct of exams, issue of admit cards and other aspects, the CBSE furnished following information: -

“Pariksha Sangam is a major digital initiative by the Central Board of Secondary Education (CBSE) that brings almost all examination-related processes into one integrate online platform from registration/LoC to result and post-exam services making the system more streamlined, transparent and efficient. These are:-

1. Registration/List of Candidates

- Schools register students of class IX & XI and fill List of Candidates (LOC) for class X & XII through the portal.
- It includes modules for Children with Special Needs (CWSN) to register and specify accommodations or exemptions online.
- Online correction window is provided to the schools to make corrections within allowed windows.

2. Admit Cards & Pre-Exam Activities

- Admit cards are generated through the portal.
- Pre-exam activities like roll number allocation, centre allocation and corrections are integrated and visible.

3. Exam Conduct & Monitoring

- Centralized features help manage and track exam-related requests between schools, regional offices and headquarters, reducing manual follow-ups through CMTM apps

4. Result Declaration & Post-Exam Services

- Students can view CBSE results via Digi locker and NIC Result websites
- Post exam activities like obtaining of photocopy of answer sheets and re-evaluation or verification or both requests are handled through the online portal.”

2.252 When asked as to CBSE charges any fee from students for board examination, the CBSE furnished following information: -

FEES DETAILS 2026 Examinations

Fee Slab	Examination Fee to be remitted per student in INR		
	India	Nepal	Other Countries
	Class X & XII	Class X & XII	Class X & XII
Normal fee	1600/- per candidate for 05 subjects	5500/- per Candidate for 05 subjects	11,000/- per candidate for 05 subjects
	320/- per subject per candidate for additional Subjects	1100/- per subject	2200/- per subject per candidate for additional subjects
With Late fee	Late Fee of 2000/- per candidate in addition to the normal fee prescribed above		
Practical Fee	For Class XII only (i). 160/ per practical subject per candidate for schools in India. (ii). 175/ per practical subject per candidate for schools in Nepal.		

	(iii). 375/ per practical subject per candidate for schools in other countries.
Visually Impaired Candidates	Visually Impaired candidates are exempted from payment of examination fees for class X and XII.

2.253 Asked as to whether any relaxation of examination fee is provided for children from disadvantageous section of society the CBSE submitted that the Registration and Examination fee levied by CBSE is nominal and at par for all students in schools affiliated with CBSE.

2.254 When asked about the new initiatives being planned by CBSE for conduct of examination and promotion of futuristic education in the affiliated schools, the CBSE replied as under: -

“In so far as the promotion of futuristic education in the affiliated schools is concerned

- As per provision of NEP 2020, CBSE has decided to conduct Class X board exams twice a year from 2025–26 session. This aims to reduce stress, give students multiple opportunities to succeed and align assessments more with learning than one high- stakes test.
- Board’s ongoing pursuits reflect a concerted push to make school education more future-ready, student-centric, and aligned with global developments, while remaining rooted in the context of India’s NEP 2020.
- Board has been conducting orientation program jointly with the help of NCERT and UNESCO on various aspects of health and wellness under Ayushman Bharat Mission initiated by the Ministry of Health and Family Welfare along with Ministry of Education. It aims to bring health and life skills education to the heart of school ecosystem.

- CBSE is working on the Training Intervention Framework Solution (TIFS) a multi- tiered stakeholder ecosystem designed to :
 - a. Create an integrated framework for strengthening the training life cycle in respect of all teachers and schools
 - b. Identify training needs using robust data analytics, and school level insights
 - c. Establishing content development and procurement policy to meet diverse training needs
 - d. Facilitate scalable digitized ERP process for training life-cycle management”

(xxix) Promotion of Skill Education

2.255 The Committee enquired about the policy of CBSE to incorporate Skill Education in CBSE affiliated schools. In this regard, the CBSE informed as given under: -

i. “Alignment with National Education Policy (NEP) 2020

“CBSE’s Skill Education policy is aligned with the National Education Policy (NEP) 2020, which focuses on integrating vocational and skill-based learning into school education to equip students with real-world competencies and 21st-century skills. In pursuance of this, CBSE is:

- Expanding the offering of Skill Subjects and Skill Modules across the middle, secondary, and senior secondary stages.
- Promoting experiential learning through hands-on activities, project work, and practical engagement to enhance employability, entrepreneurship, and life skills.
- CBSE encourages schools to participate in skill-oriented events such as Skill Expos, Guidance Festivals, exposure visits, training workshops, and conferences to bridge the gap between education and industry, and to provide schools with exposure to real-life skills, emerging occupations, and contemporary pedagogical practices.”

ii. Introduction of Skill Subjects & Modules

CBSE has introduced structured Skill Education offerings:

Kaushal Bodh/Skill Modules (Classes VI-VIII)

Implementation of Kaushal Bodh for Classes VI–VIII: Kaushal Bodh is a skill-based, experiential learning framework introduced by NCERT and adopted by CBSE in alignment with NEP 2020. It integrates vocational exposure and life skills at the middle-school stage to help students develop respect for the dignity of labour, acquire foundational vocational competencies, and gain exposure to the world of work.

Under this framework, CBSE has introduced short Skill Modules of approximately 12–15 hours each for Classes VI–VIII, with a strong emphasis on hands-on and practical learning. Students may opt for multiple modules sequentially, and schools may offer these through regular classes, hobby clubs, or skill clubs.

Skill Subjects (Classes IX-XII)

- CBSE has also rolled out Skill Subjects for Classes IX/X and XI/XII with a wide variety of vocational options (e.g., Artificial Intelligence, Information technology, Retail, Geospatial Technology, Design Thinking & Innovation, Electronics & Hardware etc).
- Schools do not have to pay any fee or seek special permission to introduce these subjects; they just update details in the CBSE OASIS portal.

iii. Incorporation into Affiliated Schools- Composite Skill Labs

- To ensure effective and practical delivery of Skill Education, CBSE has mandated the establishment of a Composite Skill Lab in all CBSE-affiliated schools. This lab serves as a common, multi-purpose facility to support hands-on training for Kaushal Bodh

(Classes VI–VIII), Skill Modules, and Skill Subjects at the Secondary and Senior Secondary levels.

- The lab should be equipped with worktables, storage units, basic hand tools, consumables, safety equipment, and ICT facilities, enabling students to perform practical activities safely and effectively across multiple skill domains.”

2.256 Asked as to how the CBSE is ensuring availability of adequate infrastructure for imparting skill education in CBSE affiliated schools, CBSE submitted following information:

“CBSE ensures the availability of adequate infrastructure for imparting Skill Education in its affiliated schools by mandating the establishment of Composite Skill Labs with essential tools, equipment, and safety provisions.”

- These labs are a requirement for new affiliations and are to be created by existing schools within a stipulated timeline.
- CBSE also provides flexibility to schools to optimally utilize existing facilities, share resources, and collaborate with nearby institutions, industries, and Skill Hubs to support effective hands-on and experiential skill-based learning.”

(xxx) Capacity building of Teacher of affiliated schools

2.257 Asked about the mechanism has been devised by CBSE for capacity building of teachers of related schools, CBSE submitted following information: -
“Mechanism for Capacity Building of Teacher in CBSE

- i. CBSE has created a structured teacher professional development ecosystem that operates through multiple components. Every school has a login for sponsoring its teachers for the CBP through a dedicated training portal.
- ii. CBPs include subject-wise and generic pedagogical modules such as STEM, value education, competency-based assessment and various other topics in alignment with the NEP 2020, NCFFS and NCFSE.
- iii. CBSE has established Centres of Excellence which act as key delivery centres for professional development activities for affiliated schools. Schools are expected to nominate a Training Nodal Coordinator to manage all training

records and activities. Schools, CoEs in consultation with the District Training Coordinators engage themselves in:

- a. Identifying Training needs, Designing and implementing the annual training calendar;
 - b. Coordinating with Schools and individual teachers for programme participation;
 - c. Providing feedback on programme quality.
- iv. CBSE Training Unit in HQ oversees capacity building programmes and monitors the functioning of CoEs, and ensures compliance on the part of schools for Training. It collaborates with different organisations / institutions for augmenting the training activities across the regions.
- v. As per Affiliation Bye-Laws, each affiliated school must implement a training calendar for teachers. The compliance of the prescribed training norms is tracked and examined at the time of affiliation renewal etc.”

The details of programs conducted by CBSE for capacity building of teacher of completed school during the last five years are as under: -

Training Data for last five years

Year	Offline Training		Online Training		Total	Total
	Number of training	Number of Participant	Number of training	Number of Participant	Training	Participant
2021	0	0	11473	4039425	11473	4039425
2022	1259	68694	7556	5300510	8815	5369204
2023	7105	349993	6630	328761	13735	678754
2024	8222	405174	989	323901	9211	729075
2025	11126	586573	374	162814	11500	749387
	27712	1410434	27022	10155411	54734	11565845

2.258 Asked as to whether the CBSE charges fee for conducting programs for capacity building of teacher of affiliated school, the CBSE submitted following information: -

“As per CBSE Affiliation Bye-laws, affiliated school must remit a Training fee to CBSE for the in-service training of teachers/principals. This fee supports the capacity- building mechanism overall. The Board is offering all its capacity building program entirely free for the teachers and principals of the government schools. However, the Board charges a nominal fee of Rs.700/- per Teacher for a CBP of one day to meet its expenditure for engagement of the resource persons and the venue arrangement.”

2.259 On being enquired about the steps taken by the CBSE for development of new pedagogical methods as per requirements of NEP 2020, the CBSE furnished following information: -

- CBSE is transforming teaching and learning practices as part of comprehensive effort to fulfil the vision of NEP 2020 by equipping teachers with new pedagogical frameworks that cater to diverse learner needs and 21st-century educational goals.
- New Capacity Building Programmes: CBSE has launched several new CBPs specifically designed to help teachers develop modern pedagogical skills required under NEP 2020. These CBPs equip teachers with practical strategies and tools that promote critical thinking, experiential learning, and effective subject pedagogy- shifting away from traditional lecture-based methods. They focus on innovative classroom strategies, competency-based assessment, learning through sports, and other subject-specific pedagogies.
- Modules on Structured teaching approaches for languages, Competency-based assessment methods for Science, Mathematics, and Social Science, STEM teaching techniques, and Integration of creative and inclusive learning practices have been added. The Board's aim is to make pedagogy developmentally appropriate and reinforce NEP goals of holistic and child-

centric learning. Pedagogical Shifts promoted by CBSE support the following pedagogical priorities:

- Learner-centric and activity-based learning
- Competency and skill orientation in teaching and assessment
- Integration of interdisciplinary and experiential learning
- Integration of value education, sports, arts, and life skills
- Reduction in rote learning and shift towards critical thinking and problem-solving
- Enhanced Training Formulation: Board has scaled up its regular training sessions covering wide-range of topics. The issues like adolescent education, student-centred teaching approaches, and reflective practices - which encourage collaborative and context-responsive pedagogy are covered. The focus is on building teacher capacity in assessment design and classroom practices that go beyond memorisation. This initiative is directly aligned with NEP's shift toward regular, formative, and competency-based assessment systems.”
- (Classes VI–VIII), Skill Modules, and Skill Subjects at the Secondary and Senior Secondary levels.
- The lab should be equipped with worktables, storage units, basic hand tools, consumables, safety equipment, and ICT facilities, enabling students to perform practical activities safely and effectively across multiple skill domains.

Part-II

Recommendation No. 1

Increasing the public expenditure on education sector from 4.1 to 6% of GDP

The Committee note that one of the primary objectives of the New Education Policy 2020 is to increase public expenditure on education to 6% of the Gross Domestic Product (GDP). The Committee however note that the current combined spending by the Centre and States stands at only 4.1% of the GDP, reflecting a persistent shortfall as NEP 2020 reaches its final year of implementation. The Union Budget 2026-27 provided an allocation of ₹1,39,286 crore to the Ministry of Education, which represents an 8.27% increase over the previous year. The Committee further note that the budget share of the total budgetary allocation for the Department of School Education and Literacy (DoSEL) during the year 2024-25 was only 1.52% out of 4.1% of the GDP on education sector. The Committee feel that education forms the foundation for national growth, development, and the creation of a vast pool of literate and educated citizens is essential for the growth of the nation. The Committee, therefore, desire that the budgetary allocation should be adequate to meet the multi-layered challenges of expanding infrastructure, improving educational outcomes, and strengthening the overall quality of Indian education.

The Committee, therefore, strongly recommend the Ministry of Education to establish a dedicated, time-bound financial roadmap that requires both the Centre and the States to scale up their educational spending. To bridge the GDP gap, the Ministry should move away from marginal incremental budgeting and ensure a mandatory annual baseline increase of 10% in the education budget to gradually converge with the 6% GDP target. As the second phase of the National Education

Policy enters the pipeline, the Committee further recommend for the creation of a specialised, non-lapsable education fund to secure long-term infrastructure creation, digital expansion and inclusive education across consecutive fiscal years without the risk of budget expiration.

Recommendation No. 2

Utilisation of funds for RTE entitlements by various States

The Committee note that education is placed in the Concurrent List of the Constitution, with most schools under the jurisdiction of State Governments and Union Territory Administrations. State Governments and Union Territories are therefore responsible for implementing the provisions of the Right to Education Act, 2009 and the New Education Policy. The Committee observe that the release of the Centre's share of funds depends on submission of utilisation certificates, expenditure Statements, audit reports, release of the matching State share, and the availability of budgetary resources at the Budget Estimate and Revised Estimate stages.

The Committee would like to emphasize that timely availability of funds is crucial for the smooth implementation of the free and compulsory education to children aged 6 to 14 years. At the same time, the Ministry should establish a strict monitoring mechanism to oversee utilisation of funds, while ensuring that the flow of resources is not restricted.

Recommendation No. 3

Entitlements under the RTE Act to reach the target beneficiaries in time

The Committee are concerned to note that physical targets for entitlements under the RTE Act were not achieved in 2024–25 in Bihar, Delhi, Haryana, Jammu & Kashmir, Kerala, Odisha, and Punjab. In these States and UTs, many students did not receive free uniforms and other amenities. The Committee further observe that slow fund utilisation in some cases may be linked to State-level functioning and the continuity of officers dealing with Centrally Sponsored Schemes in some States for speedy implementation of the programmes is also needed.

The Committee therefore recommend that the Ministry to strengthen its monitoring to ensure that entitlements reach all eligible students in all the States without delay, and no child is deprived of their rightful share in education.

Recommendation No. 4

To strengthen Coordination mechanism between centre and State

The Committee recognize that the successful implementation of the New Education Policy requires a wide range of initiatives to be carried out in a coordinated and systematic manner by multiple agencies. These include the Ministry of Education, State Governments and Union Territory Administrations, State Education Departments, Boards, and regulatory bodies such as NCERT, NIOS, NCTE, CBSE, SCERT, along with schools themselves. The Committee further note that with the majority of schools under the administrative control of State and UT Governments, the primary responsibility for implementing NEP 2020 rests with the State and UT Governments. The Committee are, however, of the view that the Ministry of Education particularly the Department of School Education and Literacy has an important role to play for the successful implementation of the New Education Policy. The Committee emphasize that effective implementation requires joint efforts and shared responsibilities. The Committee, therefore, recommend that the Ministry should work in close partnership with State and UT Governments and strengthen coordination mechanisms among all Ministries and agencies involved, ensuring that schemes are executed smoothly with collaboration of all stakeholders in a time bound manner.

Recommendation No. 5

Malpractices at State level in fund utilisation

The Committee take a serious view of the financial malpractices and embezzlement cases reported in implementation of SSA in West Bengal, Maharashtra, Assam, Uttar Pradesh, Kerala, and Bihar, where several investigations have remained pending for years, some since 2010-11. The Committee urge the Ministry to institute a rigorous monitoring protocol demanding mandatory, timely Action-Taken Reports and take proactive resolution of these long-standing legal cases. To ensure continuous administrative accountability and counter the lack of independent oversight, the Ministry may establish permanent, third-party observation panels at the district level to verify physical and digital progress.

Recommendation No. 6

Modifications required before launch of Samagra Shiksha Scheme 2.0

The Committee have thoroughly examined the NITI Aayog third-party evaluation regarding the implementation of the New Education Policy (NEP) 2020. Some of the parameters covered under the third-party evaluation are relevance, effectiveness, efficiency, sustainability, impact, equity and coherence. The Committee note that proactive initiatives are already underway and shall be further undertaken to strengthen critical areas identified in the evaluation while revising the scheme guidelines for its next phase of implementation. The Committee are of the view that while policy formulation, curriculum restructuring via the 5+3+3+4 design, and digital rollouts like DIKSHA and SWAYAM PRABHA have laid a robust foundation, severe systemic gaps in efficiency, equity, and sustainability threaten long-term viability.

The Committee feel that there is a need for overhauling of the Ministry's school education initiatives as the flagship Samagra Shiksha scheme transitions into its next phase beyond 2025-26. The Committee, therefore, recommend that the Ministry immediately integrate NITI Aayog's evaluative insights into the upcoming scheme guidelines and consider district-level allocations that address wide regional disparities in digital rollouts, inclusive infrastructure, teachers' shortages, minority outreaches, etc. as identified in the Third-Party Audit.

Recommendation No. 7

Universalization and Structural Strengthening of Early Childhood Care and Education (ECCE)

The Committee note that NEP 2020 recognises 3 years of preschool (Bal Vatika) as a part of the educational continuum, in the 5+3+3+4 structure where the foundational stage is 3 years of preschool and Grade 1&2. The Committee are glad to note that as per UDISE 2024-25 data, the preschool areas have expanded rapidly. After convergence efforts with the Ministry of Women and Child Development, out of 9,11,035 Government and Government aided schools with Grade 1, a total of 4,81,004 schools (52.79%) have some form of pre-education facility. 496 functional Bal Vatikas are also already operational across Kendriya Vidyalayas (KVS). However, nearly half (47.21%) of the primary school network still lacks preschool facilities.

The Committee note that the success of the foundational stage heavily relies on the capacity, training, and synchronization of its grassroots human resources. While the training of 1.69 lakh Early Childhood Care and Education (ECCE) teachers via NCERT's online NISHTHA program is an encouraging step, it is vastly inadequate in comparison to the massive scale of the underlying childcare infrastructure, which features over 14.03 lakh Anganwadi Centres and 13.36 lakh Anganwadi Workers serving nearly 8.98 crore beneficiaries as of March 2026. The Committee view the current disparity in administrative coordination across States with concern, noting that while 22 States/UTs have initiated joint activities between Anganwadi Workers (AWWs) and primary school teachers, only 7 States/UTs have actually conducted unified joint training programs.

To address these gaps, the Committee strongly urge the Ministry of Education, to formulate a time-bound, phased roadmap to equip the remaining 47.21% of primary schools with functional Balvatikas in coordination with the Joint Task Force for ECCE (established in September 2021) and provide all the Government and Government aided schools in the country with preschool education facility, ensuring a seamless educational continuum from preschool till Grade 2 nationwide. The Committee also strongly recommend that the Ministry of Education immediately expedite the formulation and rollout of the customized ECCE training modules currently under consideration for Anganwadi workers. Furthermore, the Ministry should work closely with the Ministry of Women and Child Development (MoWCD) to mandate and fund standardized, joint training groups across all 36 States and UTs to bridge the pedagogical gap between frontline care workers and formal primary school educators.

Recommendation No. 8

Implementation of the NIPUN Bharat Mission

The Committee note that the Government of India have launched the National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN) Bharat in July 2021 as a national mission to ensure that every child attains foundational literacy and numeracy skills by the end of Grade 2, by the academic year 2026-27. The Committee agree that mastering basic reading, writing, and math by the end of Grade 2 is absolutely necessary for a child's future education. The Committee appreciate the Ministry of Education for launching the NIPUN Bharat Mission since July 2021, which includes the 12-week *Vidya Pravesh* school preparation program that has helped over 4.2 crore children across 8.94 lakh schools. The Committee also note the initiatives by the Ministry for introducing creative learning tools like the physical and digital *Jaadui Pitara* available in 22 languages and school lessons printed in 121 local languages. Backed by training for 15.45 lakh teachers on the digital DIKSHA platform, these efforts have successfully modernized early classrooms and driven higher student test scores in the national survey of December 2024, with rural students actually performing better than urban students.

To maintain the mission's progress and address existing challenges, the Committee recommend that the Ministry adopt the block-level monitoring approach used in the State Educational Achievement Survey (SEAS-2023). Using this data, the Ministry should design targeted remedial measures and State-specific teacher training programs, especially to address learning gaps in urban primary schools. The Committee also recommend the complete implementation of the student tracking system that combines the Holistic Progress Card (HPC) and the Automated

Permanent Academic Account Registry (APAAR) under the “One Nation, One Student ID” initiative. The Ministry may keep the Committee apprised of all the progress made for successful implementation of the NIPUN.

Despite these notable achievements, the Committee observe that there is substantial financial underutilization reported on the PRABANDH portal for Financial Year 2024-25. Out of a total approved national budgetary outlay of ₹3,02,926.82 lakh earmarked within the Samagra Shiksha framework for NIPUN Bharat, the actual expenditure stands at only ₹1,84,707.58 lakh. In many States/UTs like Assam, Delhi, Goa, Gujarat, Kerala, Lakshadweep, Sikkim, Punjab, Rajasthan, Uttar Pradesh, West Bengal, Tamil Nadu, utilisation of funds has been very low. The Committee observe that such underutilisation of funds is in direct contradiction of the "critical and urgent national priority" status accorded to FLN under National Education Policy (NEP) 2020. The Committee therefore, recommend the Ministry to thoroughly analyse the systemic bottlenecks causing these implementation delays at the State and UT levels.

Recommendation No. 9

Achieving greater participation of girls in School education

The Committee note that the Department of School Education and Literacy (DoSEL), Ministry of Education is implementing the Scheme of Samagra Shiksha, effective from 2018-19, for universalization of quality education throughout the country in coordination with the States and UTs. One of the major objectives of Samagra Shiksha is to bridge gender and social category gaps at all levels of school education in the country. The Committee also note that to ensure greater participation of girls in school education, the Ministry has taken various measures, such as free uniform and text-books to girls upto Class VIII, stipend to Children with Special Needs (CwSN) girls from Class I to XII, separate toilets for girls, teachers sensitization programmes to promote girls' participation, gender-sensitive teaching-learning materials including text books, etc. There is also a provision for Kasturba Gandhi Balika Vidyalayas (KGBVs) which are residential schools for girls from Class VI to XII from age group 10-18 years belonging to disadvantaged groups such as SC, ST, OBC, etc. While appreciating the Ministry for taking various interventions to ensure greater participation of girls in school education, the Committee would like to urge the Ministry to continue to identify various barriers and formulate policies to achieve greater participation of girls in school education.

Recommendation No. 10

Provision of free books and uniforms till higher secondary to the economically weaker sections and socially disadvantaged groups

The Committee note that under the Samagra Shiksha Scheme, financial assistance of ₹600 per child is provided for free uniforms to students of Classes I to VIII, while assistance for free textbooks is provided at the rate of ₹250 per child for Classes I to V and ₹400 per child for Classes VI to VIII. The Committee, however, observe that the amount of financial assistance provided under the Scheme has not been revised in consonance with inflation and the prevailing market prices of uniforms and textbooks, thereby diminishing the real value of the assistance over time. The Committee further observe that the Gross Enrolment Ratio declines significantly at the transition from middle to secondary and from secondary to higher secondary education. One of the reasons for this may be the increasing financial burden on economically weaker families in meeting the cost of uniforms, textbooks and other educational necessities.

The Committee recommend that the Ministry of Education put in place a mechanism for revising the financial assistance provided towards free uniforms and textbooks at least once every two years by taking into account inflation and the prevailing market prices. This would ensure that the assistance remains realistic, adequate and effective in meeting the actual educational needs of students. The Committee further recommend that the Ministry must examine the feasibility of extending the benefit of free uniforms and free textbooks to students studying beyond Class VIII, particularly to those students belonging to economically weaker and disadvantaged sections. The Committee are of the view that such support would reduce the financial burden on families, encourage students to continue their

education at the secondary and higher secondary levels, improve retention and transition rates, and ultimately contribute to enhancing the Gross Enrolment Ratio.

Recommendation No. 11

Special Training Centres for migrant labours in all the States

The Committee note that the Ministry of Education has made provisions for the education of children of migrant labourers through special training courses to bring out-of-school children back into the formal education system under Samagra Shiksha Scheme. States/UTs are required to conduct enrolment drives and household surveys to identify school dropouts, out-of-school children and children of migrant labourers. The Committee further appreciate that financial assistance of up to ₹6,000 per child per annum for non-residential courses and ₹20,000 per child per annum for residential courses is provided under the Scheme. As per the information provided by the Ministry, the total number of migrant children enrolled during 2024-25 was 21,49,258 in the country. The Committee however, observe that the distribution of Special Training Centres across the country is highly uneven. Out of a total of 939 Special Training Centres, Gujarat accounts for 629 centres, Maharashtra for 156 centres, and Assam for 98 centres, while several States such as Bihar, Karnataka, Telangana, Tripura and West Bengal do not have any such centres. The Committee are of the view that this uneven distribution does not adequately reflect the widespread presence of migrant labourers across different States and may adversely affect the access of migrant children to quality education in States where no centres have been established.

The Committee recommend the Ministry of Education to undertake a comprehensive review of the distribution of Special Training Centres under the Samagra Shiksha Scheme to ensure their equitable presence across all States and Union Territories based on the actual concentration and movement of migrant labourers and out-of-school children. The Ministry should prioritise the

establishment of Special Training Centres in States presently lacking such facilities, particularly Bihar, Karnataka, Telangana, Tripura and West Bengal, while periodically reassessing the requirement for additional centres in other States based on migration statistics. The Committee further recommend that the Ministry should strengthen the identification of migrant children through enrolment drives and campaigns, household surveys, etc and ensure that adequate financial and administrative support for the effective functioning of these centres are provided.

Recommendation No. 12

Facilities for Divyang students to achieve inclusive education across the country

The Committee note that in order to achieve the objective of inclusive education, the Ministry of Education provides financial support to State Governments and Union Territories to strengthen infrastructure and human resources for inclusive education of Divyang students under the Samagra Shiksha scheme. To improve physical accessibility of schools, the scheme includes specific provisions for the creation of barrier-free and differently-abled-friendly infrastructure, such as ramps, handrails, and accessible toilets, so that children with disabilities can move safely and participate fully in school activities. Though, the Committee appreciate the vision of the Ministry, however, the Committee note that as per UDISE+ 2024-25, out of total 14,71,437 schools at national level, only 5,23,143 schools have CwSN (Children with special needs) toilets, and only 8,08,466 schools have ramps with handrails. During the year 2024-25, the budget of Rs. 482 lakhs were allocated for construction of 186 CwSN toilets, however only 2.60 lakhs were actually utilised with no progress in physical targets. The severe gap in the availability of CwSN friendly infrastructure shows that more than half of the schools across the country are devoid of CwSN friendly infrastructure. The Committee further note that under the financial support for new special educators, only 80.50 lakhs were utilised against a budgetary grant (elementary section) of 962 lakhs. The Committee also note that a meagre progress was achieved in the area of recruiting/retaining special educators for CwSN students.

The Committee note that the Ministry's approach to promoting education for Divyang children is right based, inclusive and holistic. The Rights of Persons with Disabilities (RPnD) Act, 2016 provides that children with benchmark disabilities are entitled to free education upto the age of 18 years. The NEP 2020 emphasizes a

Zero Rejection Policy for children with disabilities, ensuring that no child is denied schooling on account of disability. The policy also underscores the importance of preparing and training teachers to handle inclusive classrooms effectively. In view of the above, the Committee strongly recommend the Ministry to adhere to yearly targets of budget utilisation and execution of CwSN related projects in a time bound manner. The Committee recommend the Ministry to provide safe and accessible infrastructure to Divyang students in a time bound manner to achieve the objective of inclusivity in education. The Ministry should also assess the requirement of special educators across the country and complete their recruitment at the earliest.

Recommendation No. 13

Operational Challenges and Future Roadmap for Kendriya Vidyalayas

The Committee note that Kendriya Vidyalayas (KVs) play an important role in providing quality and uniform education across the country, particularly to the children of transferable Central Government employees, including Defence and Para-Military personnel, central Autonomous Bodies, Central Public Sector Undertakings and Central Institute of Higher Learning. The Committee appreciate the efforts of the Kendriya Vidyalaya Sangathan (KVS) in maintaining high educational standards and promoting national integration and create a sense of 'Indianness' among children. The Committee further observe that the proposals for opening of new KVS are sponsored by the ministries /departments of the Government of India/ State governments / union territories administrations with commitment to provide requisite extent of land free of cost for suitable rent-free temporary accommodation and concentration of requisite number of Central Government employees at the place of propose new KV. The Committee however note that there is no policy for establishing at least one Kendriya Vidyalaya in every district of the country. The opening of new KVs depends on proposals received from sponsoring authorities and fulfilment of prescribed norms relating to land, temporary accommodation, and the availability of eligible beneficiaries. As a result, some districts continue to remain without a Kendriya Vidyalaya despite growing demand.

The Committee recommend that the Ministry of Education, in consultation with KVS, may examine the feasibility of ensuring the presence of at least one Kendriya Vidyalaya in every district of the country, particularly in educationally backward, remote, border, tribal, and aspirational districts where access to quality

schooling remains limited. Since the land and other others permanent resources are provided by the State, the Committee also recommend that some seats must be reserved for students residing in a particular district.

Recommendation No. 14

To remove bottlenecks in establishment of new Kendriya Vidyalayas

The Committee note that a few sanctioned Kendriya Vidyalayas have not yet become operational due to issues such as non-transfer of land, pending litigation, lack of temporary accommodation, and delays by sponsoring authorities. The projects in Banda district of Uttar Pradesh, Devkund and Nawada in Bihar, Ernakulam in Kerala, and Gadchiroli district in Maharashtra were sanctioned in 2018-2019 and are still not operational. The Committee are of the view that such delays adversely affect students and deprive eligible children of access to quality education. The Committee recommend that a time-bound mechanism be developed for resolving issues related to land transfer, litigation, and temporary accommodation in respect of sanctioned Kendriya Vidyalayas. Regular monitoring at the Ministry and State Government levels may be undertaken to ensure that approved KVs become operational without undue delay. The Committee further recommend that the Ministry should establish a coordination mechanism with State Governments and sponsoring authorities to expedite pending proposals and remove administrative bottlenecks affecting the establishment of new Kendriya Vidyalayas.

Recommendation No. 15

Revising the budgetary grant of Kendriya Vidyalayas

The Committee observe that the budgetary allocation and expenditure of KVS have increased significantly during the period from 2020-21 to 2024-25, indicating the growing scale of operations and expansion of educational infrastructure. Excess expenditure during the period has been met through internal receipts. However, during 2025-26, an amount of Rs.7127.87 crore had been allocated as Grant which was Rs. 1599.13 crore less than the amount allocated during the previous year. The Committee feel that the budgetary support should be revised in line with the actual expenditure incurred which will help the KVS to carry out expansion and modernisation of infrastructure. The Committee therefore recommend the Ministry to analyse the budgetary grants of KVS and revise the same in line with the expansions and revamping activities proposed to be undertaken by the KVS in the coming years.

Recommendation No. 16

Filling up of vacancies in teaching positions in Kendriya Vidyalayas

The Committee note that vacancies in teaching positions continue to exist in Kendriya Vidyalayas across various States and Union Territories. As on 01 November, 2025, out of a total of 50414 sanctioned posts across the country, there are 8457 vacancies indicating vacancies in all the States/UTs where there are Kendriya Vidyalayas, such as Tamil Nadu (726 vacancies), Madhya Pradesh (603 vacancies), Odisha (587 vacancies), Karnataka (587 vacancies), Maharashtra (420 vacancies), Kerala (364 vacancies), Assam (490 vacancies), etc. The availability of qualified teachers is critical to maintaining the quality of education for which KVs are known. The Committee also observe that teachers posted in difficult, remote, and hilly areas are currently governed by general Government of India rules regarding incentives and allowances. The Committee recommend that all vacant teaching posts in Kendriya Vidyalayas may be filled on priority through regular recruitment and other permissible arrangements to ensure that students do not suffer due to shortage of teachers. Special attention may be given to schools located in remote and difficult areas where vacancies often remain unfilled for longer periods. The Committee further recommend the Ministry to review the existing incentive structure for teachers and staff serving in difficult, remote, hilly, Left-Wing Extremism (LWE)-affected, and border areas. Additional financial and career-related incentives may be considered to attract and retain qualified personnel in such locations. The Committee also recommend that KVS continue to strengthen innovation, digital learning, teacher training, and collaboration with national educational institutions so that Kendriya Vidyalayas remain a model of excellence in school education across the country.

Recommendation No. 17

Issues Relating to Non-Functional Jawahar Navodaya Vidyalayas and Measures for Their Early Operationalization

The Committee have been informed that the National Policy of Education 1986 envisaged setting up of pace setting residential schools, to be called as Navodaya Vidyalayas one in each district, with an aim of providing good quality modern education coupled with equity and social justice and bring out the best of rural talents. The Committee note that the Jawahar Navodaya Vidyalaya (JNV) system has made significant contributions towards providing quality residential education to talented children, particularly from rural areas. The Committee further note that 689 JNVs have been sanctioned across the country, of which 665 are functional while 24 remain non-functional. From the information provided by the Ministry, the Committee note that Tamil Nadu has still not accepted the setting up of Jawahar Navodaya Vidyalaya (JNV) in 38 districts of the State. The Committee are concerned to note that several sanctioned JNVs have not yet become operational, thereby depriving access to eligible students to quality education. Some of the States having highest number of non-functional JNVs are Arunachal Pradesh with 8 districts; 4 Districts each in Assam, Delhi, West Bengal, etc. Delays have largely been attributed to non-availability of suitable land, temporary accommodation, and other administrative and infrastructural issues. The Committee believe that timely operationalization of all sanctioned JNVs will help achieve the objectives of educational equity, excellence, and national integration envisioned under the Navodaya Vidyalaya Scheme.

The Committee recommend that the Ministry of Education, in coordination with State Governments and Union Territory Administrations, take urgent and time-

bound measures to operationalize all non-functional JNVs where students continue to be deprived of the benefits of the scheme. The Ministry should closely monitor issues relating to land acquisition, temporary accommodation, and infrastructure development and establish a clear timeline for resolving pending cases. The Committee further recommend that periodic reviews be conducted at the highest level to ensure that sanctioned schools become functional without undue delay. The Committee would like to impress upon the Ministry to consider setting up of JNV in all the remaining districts where JNV has still not been set up so as to provide good quality modern education to students living in rural areas.

Recommendation No. 18

Filling up of vacancies positions in teaching positions in Jawahar Navodaya

Vidyalayas

The Committee note that budgetary allocations for JNVs have increased consistently over the years and that the admission process provides adequate reservation for rural students, girls, SCs, STs, OBCs, and Divyang children. However, teacher vacancies in some schools continue to be an area of concern. The Committee are constrained to note the vacancy positions in various States against the sanctioned post of the teachers in the Jawahar Navodaya Vidyalaya. There are numerous vacant positions in various States, such as Madhya Pradesh (329 vacancies), Karnataka (265 vacancies), Uttar Pradesh (268 vacancies), Bihar (259 Vacancies), Odisha (253 vacancies), Chhattisgarh (204 vacancies), Jammu and Kashmir (146 vacancies), Meghalaya (120 vacancies), Nagaland (119 Vacancies), Mizoram (117 Vacancies), Tripura (76 Vacancies) and Sikkim (23 Vacancies). The Committee urge the Ministry to expeditiously fill up the vacant teaching posts to maintain the quality of education. The Ministry should also strengthen monitoring of admissions, infrastructure, and academic performance across all JNVs and ensure that schools in remote, tribal, hilly, and border areas receive adequate support and incentives.

Recommendation No. 19

Accelerating School Transformation through Effective Implementation of the PM SHRI Scheme

The Committee note that the PM SHRI (PM Schools for Rising India) Scheme is a flagship Centrally Sponsored Scheme aimed at transforming existing government schools into model institutions that embody the vision and objectives of the New Education Policy (NEP), 2020. The Scheme envisages strengthening more than 14,500 schools across the country with a total financial outlay of ₹27,360 crore over a period of five years with central share of Rs.18,128 crore and State share of Rs.9,232 crore. The Committee appreciate that 13,076 schools have already been selected across 33 States/UTs, including schools under Kendriya Vidyalaya Sangathan (KVS), Navodaya Vidyalaya Samiti (NVS), and NCERT, indicating substantial progress towards the intended target. The Committee further note that the Scheme adopts a rigorous challenge-based selection process with clearly defined benchmarks relating to infrastructure, safety, enrolment, teacher availability, and basic facilities, thereby ensuring that only schools with the potential to emerge as exemplar institutions are selected. The Committee, however, observe that against the revised allocation of ₹2,800 crore, ₹4,500 crore and ₹5,800 crore during 2023-24, 2024-25 and 2025-26 the actual Central releases have been ₹1,216.70 crore, ₹3,576.40 crore and ₹473.20 crore, respectively, indicating that substantial financial commitments under the Scheme are yet to translate into expenditure on infrastructure and development. While noting that the Scheme has recently been onboarded onto the SNA SPARSH platform and a first mother sanction of ₹2,273.07 crore has been issued during 2025-26, the Committee feel that the pace of fund utilisation and implementation requires close monitoring. In view

of the above, the Ministry should closely monitor the utilisation of funds released under the Scheme and establish a robust outcome-based monitoring framework to assess not only physical and financial progress but also measurable improvements in learning outcomes, foundational literacy and numeracy, digital competencies, vocational skills, student participation, and overall school quality.

Recommendation No. 20

The Committee observe that the PM SHRI Scheme encompasses a comprehensive set of interventions including foundational literacy and numeracy, Balvatika and Early Childhood Care and Education, smart classrooms, ICT-enabled teaching, digital libraries, integrated science laboratories, Atal Tinkering Labs, vocational education, internships with local artisans and industries, mental health and career counselling, green school initiatives, inclusive infrastructure for girls and Children with Special Needs (CwSN), and innovative pedagogical practices aligned with competency-based learning. The Committee further note that although encouraging indicators have emerged, such as PM SHRI schools accounting for 5 per cent of ideas submitted under the Viksit Bharat Buildathon 2025 and 8 per cent of scholarships awarded under the National Means-cum-Merit Scholarship Scheme despite constituting less than one per cent of schools nationally, the Scheme is still in its formative phase and a comprehensive assessment of its impact on learning outcomes, skill acquisition, inclusivity, and school transformation is yet to be undertaken. The Committee also note that significant responsibility has been entrusted to PM SHRI schools to serve as leaders and mentors for neighbouring schools, and the effectiveness of this model will need sustained institutional support and monitoring.

The Committee recommend that the Ministry of Education accord the highest priority to timely implementation of the PM SHRI Scheme and ensure that the remaining target of establishing more than 14,500 PM SHRI schools may be met within the prescribed timeframe. Further, the Committee recommend that a structured framework be developed to enable PM SHRI schools to effectively mentor neighbouring government schools and disseminate best practices,

innovative pedagogies, and successful institutional models so that the benefits of the Scheme extend beyond the selected schools.

Recommendation No. 21

The Committee note that 8% of the National Merit Means scholarships through competitive exams were provided to PM SHRI school even though they are only 1 % of the total Government schools in the country. The Committee are of the view that the better performance of PM SHRI schools is associated with better infrastructure facilities and higher levels of learning available in PM SHRI schools. While it is seen that a level playing field is not provided to the students of other government schools in scholarship tests, the Committee recommend that the Ministry should devise strategies so that students belonging to other non-PM SHRI Schools should be able to get equal opportunities to perform better in various scholarship tests.

Recommendation No. 22

Implementation, Financial Management, and Expansion of Kasturba Gandhi Balika Vidyalayas (KGBVs)

The Committee note that Kasturba Gandhi Balika Vidyalayas (KGBVs) are residential schools for girls belonging to Socio-Economically Disadvantaged Groups (SEDGs) such as ST, SC, OBC and economically weaker sections of the society in Educationally Backward Blocks (EBBs). The objective of the scheme is to ensure access to quality education for girls from SEDGs and reduce the gender gap at the elementary to senior secondary level by setting up residential school with boarding facilities. A number of 5269 KGBVs are functional in 30 States/UTs. The Committee are however constrained to note the underutilization of approved funds during the last three financial years. In 2023-24, out of an approval of ₹5,48,205.62 lakh, the actual expenditure stood at ₹38,494.82 lakh. During 2024-25, against the approved amount of Rs 4,55,138.02 lakh, the expenditure was Rs 2,38,667.72 lakh, and for 2025-26, the status of expenditure as on 17.12.2025 was Rs 1,89,426.53 lakh against the approved amount of ₹4,47,966.02 lakh. The Committee are of the view that underutilization of funds during the last three years may have affected the proper functioning of KGBVs in various States. In order to obtain the full benefit of the scheme which ensures Gender parity and gives an opportunity to girls from socially disadvantageous backgrounds, the Committee recommend the Ministry to formulate and streamline the guidelines and provide clearer, fast-tracked approvals to prevent any delay in releasing fund to States and UTs.

Recommendation No. 23

To increase the student intake capacity of Kasturba Gandhi Balika Vidyalayas (KGBVs)

The Committee note that uniform teacher and warden training is crucial for maintaining the proper functioning of Kasturba Gandhi Balika Vidyalayas (KGBVs). The Committee recommend mandating uniform teacher and warden training by ensuring that the 2025-26 NIEPA training handbook for wardens is systematically adopted across all 30 participating States and UTs, while making in-service teacher training legally at par with regular government schools. The Committee also recommend that in light of numerous representations received seeking an increase in the capacity of KGBVs, and successful alumni outcomes, the Ministry should proactively expand school capacity based on demand by inviting targeted proposals from States to increase the student intake capacity of the existing 5,269 functional KGBVs.

Recommendation No. 24

Evaluation of Netaji Subhash Chandra Awasiya Vidyalaya

The Committee note that Samagra Shiksha supports the provision of residential facilities under Netaji Subhash Chandra Bose Awasiya Vidyalaya (NSCBAV), with the primary purpose of reaching out to girls, urban deprived, and other disadvantaged children. This scheme plays an indispensable role in creating equitable access to school education in remote, sparsely populated, and difficult-to-reach areas, including hilly terrains, Left-Wing Extremism (LWE) affected zones, and large uninhabited regions characterized by natural barriers like forests, waterways, and rivers. The Committee note that currently, 1,140 NSCBAVs are functional across the country, spanning 24 States and UTs. However, the Committee are concerned to observe the persistent underutilization of funds under this initiative in most of the States during the last five consecutive years. During the financial year 2024–25, against a total approved budget of ₹66,474.97 lakh, only ₹44,881 lakh was actually utilized in various States. In view of the above observation, the Committee urge the Ministry to look into the various requirements in the NSCBAVs, such as recruitment of adequate number of teachers, poor infrastructure and living conditions, availability of adequate number of hostels, poor managements, etc and take appropriate measures to address the requirements faced by them. The Committee also strongly recommend the Ministry to review the functioning of NSCBAVs and bring accountability keeping in mind the primary purpose for setting up the institutes is to bring the young deprived children in hilly and remote areas into the formal education system. The Ministry may apprise the Committee of all the necessary measures taken to address the

difficulties faced by NSCBAs and measures taken to improve their functioning at the action taken stage.

Recommendation No. 25

Strengthening Monitoring Mechanisms, Dietary Quality, and Implementation Efficiency under PM POSHAN

The Committee note that the Pradhan Mantri Poshan Shakti Nirman (PM POSHAN) earlier known as Mid-Day meal in Schools is one of the foremost rights based Centrally Sponsored Scheme under the National Food Security Act, 2013 (NFSA), specifically designed to simultaneously combat student hunger and enhance educational access for children studying in classes I-VIII. The scheme extends essential nutritional support to approximately 11 crore students across 10.35 lakh Government and Government-aided schools, encompassing children from Bal Vatika to Class VIII, while providing livelihood opportunities to over 24 lakh Cook-cum-Helpers. The Committee observe that an extensive multi-layered administrative network has been established to ensure programmatic transparency and operational safety. This framework incorporates a central Management Information System (MIS), a real-time Automated Monitoring System (AMS) for daily meal tracking, emergency medical contingency protocols, mandatory display boards at school campuses for public accountability, and a structural chain of Steering-cum-Monitoring Committees spanning the school, block, district, State, and national levels.

The Committee however note that operational success of the scheme rests heavily on local district authorities, women's Self-Help Groups (SHGs), and municipal centralized kitchens. To reinforce accountability, streamline operations, and guarantee the absolute safety and nutritional quality of meals, the Committee recommend that the Ministry of Education to ensure strict regulatory enforcement of the monitoring system put in place by the Ministry, such as mandatory testing of

the meal by 2-3 adults including one teacher, random testing of meal samples through accredited laboratories, joint pre-lifting inspections with FCI Nodal Officers to ensure quality of foodgrains, effective online monitoring of the scheme, regular inspections by State Government Officers, statutory requirement of conducting independent Social Audits in at least 2% of covered schools (or a minimum of 20 schools per district) and making the audit findings publicly accessible online to drive citizen oversight.

Recommendation No. 26

Maintaining annual database of children in various age groups in the country for enrolling them in education system.

The Committee note that the Unified District Information System for Education Plus (UDISE +) is an educational management information system under the Department of School Education & Literacy, Ministry of Education under the Government of India. UDISE+ functions as a central platform that enables respective schools to efficiently record and submit data related to its profile (infrastructure & facilities), individual students and teachers' details. This is done in real-time mode by all recognised schools that provide formal, and special education in any of the school categories (that is, from pre-primary to higher secondary levels) throughout the country each academic year. The recorded data is validated by the MIS and other designated officials at the block, district and State levels; and monitored at four levels, including the national and this recorded data forms the basis in rolling out schemes.

The Committee are however constrained to note that the Ministry does not maintain any data with regard to total number of children in various age groups in the country who needs to be enrolled in the education system under various schemes. The data available with the UDISE are only of those children who are already enrolled in schools and do not include children of school going age who have not enrolled in schools due to lack of information and resources. The Committee feel that measures should be taken by the Ministry to identify the number of out of school children in the country, and take appropriate measures to provide them with formal education in order to achieve the objective of 100% enrolment in schools so that no child is left out of education system in India. The Committee, therefore, recommend the Ministry to devise a data bank for the number

of children in different age groups across the country to make them a part of education in India. This would require inter-ministerial coordination with various Ministries/Departments at the Central and State levels. The Ministry should also set target for imparting education accordingly and strive towards bringing all these children within the purview of Samagra Shiksha Abhiyana or any other relevant scheme for the purpose.

Recommendation No. 27

Addressing the Institutional Bottle neck to Prevent High Student Attrition in Higher School Education

The Committee note that the number of schools at secondary and higher secondary levels are very less when compared with the number of schools at Primary and Upper Primary levels. The Committee note that as per UDISE 2024-25, out of the total 1092671 School (including all the government and government aided schools), there are 91103 2 schools at primary level, 412805 schools at upper primary level, 1618 08 schools at secondary level, and only 90866 schools at higher secondary level in the country. With regard to the number of students enrolled, in primary classes there are 61845033, 40893978 students in upper primary classes (from 6 to 8), which reduces to 23668220 in secondary, and further reduced to 16417949 in higher secondary classes. The Committee are concerned to note this drastic decline in number of schools and students as education levels rises. From the above information, the Committee note that out of over 1 million government schools, the vast majority are only primary schools, and nearly 73% of students drop out before finishing higher secondary.

The Committee strongly urge the Ministry to prioritize upgrading existing primary and secondary schools into full higher secondary schools to ensure a high school is physically accessible to students belonging to different communities and to arrest student drop-off rate. The Committee are of the view that there is an urgent need to increase the number of schools at secondary and higher secondary levels. Considering that education is placed in the Concurrent List of the Constitution with most schools under the jurisdiction of the State Governments and UT Administration, the Committee desire the Ministry to impress upon all the State/UT Government to take steps for setting up of more secondary and higher secondary schools so as to increase the enrolment of students in the country.

Recommendation No. 28

Community-Led Monitoring: Role of Local Boards and School Management Committees

The Committee note that the inspection of schools and facilities for students cannot just be ensured by the annual inspections by the local or State authorities. It can be made more effective by community led monitoring. The Committee emphasize that infrastructure development in schools can be speeded up by active oversight at the grassroots level, specifically through School Management Committees (SMCs) and local Panchayati Raj institutions. Local school boards may be empowered to conduct infrastructure audits, ensuring that funds allocated for new higher-secondary classrooms, science labs, and gender-segregated toilets are utilized transparently without any delay.

The Committee recommend that to tackle the massive student dropout rate, the Ministry may explore the possibility of engaging the community to drive localized enrolment campaigns. The Committee also recommend that the community-led social audits to monitor teacher attendance and classroom sizes, basic facilities where local school boards can directly report such issues to district administration for immediate action.

Recommendation No. 29

Addressing Regional Disparities in Higher Secondary Enrolment

The Committee note that the Gross Enrolment Ratio (GER) at the higher secondary level remains below 50% in several regions including northeastern States. The data provided by the Ministry shows severe regional disparities, with Madhya Pradesh at GER of only 45% and Bihar dropping to an alarming 38.1%. The situation is equally critical across the Northeastern region, where Meghalaya stands at 39.7%, Nagaland at 39.8%, Assam at 43.9%, and Sikkim at 49.6%. The Committee note the lack of continuum in transitioning of students from secondary to higher secondary education in these specific geographies. The Committee feel that there can be multiple reasons for high drop outs, such as shortage of senior secondary and secondary schools, economic pressures on families, lack of localized student retention strategies and lack of proper career guidance, etc.

To rectify these severe regional imbalances, the Committee strongly recommend that the Ministry of Education to work in close coordination with States to draw up time-bound Action Plans to increase GER in the coming years. Some of the Action Plans may include financial assistance under Samagra Shiksha to be prioritised for these low-performing States for opening new higher secondary schools and adding specialized streams (Arts, Science, and Commerce) to existing institutions. The Committee desire that effort should be made by the Ministry to find out the reasons for low GER in higher secondary level in these States. The Committee also recommend the Ministry to combat the socioeconomic factors driving these high dropout rates by providing student-incentive schemes in these States, including enhanced scholarship models, direct benefit transfers (DBT) for text materials, and other requirements.

Recommendation No. 30

To reduce the Digital divide

The Committee note that the Ministry of Education is implementing ICT and digital initiatives under Samagra Shiksha, aligned with National Education Policy (NEP) 2020, to enhance digital learning in Government schools across the Country. The Committee appreciate that the Ministry of Education has taken positive steps under the National Education Policy (NEP) 2020 with the initiatives like PM eVidya and the DIKSHA platform to give students access to online courses, virtual labs, and digital lessons. The Committee however, note that a major digital divide still exists across India which deprives the students in villages and far-flung areas easy and equal access to digital education. The Committee note that only 58.6% of government schools have an internet connection. Further the speed of the internet connection and continuous uninterrupted connectivity is a major problem in many areas. The Committee also note that the infrastructure such as desktops, tablets or laptops is not available in many households and schools and in such scenarios, the mere existence of internet connectivity does not help the students. Further, the schools sometime operate through online classrooms. In such situations, this gap becomes highly critical.

The Committee, therefore, recommend that the Ministry to work towards ensuring the availability of digital infrastructure in schools by opening of more ICT labs and smart classrooms in all the eligible schools and necessary directions in this regard to all the State/UT Governments. The Ministry may also explore the possibilities of amending the rules of the Samagra Shiksha scheme to allow States to buy and distribute low-cost tablets or laptops directly to poor students, prioritizing those students from villages and far-flung areas. The Committee also

recommend the Ministry to issue necessary directions to State/UT governments for regular monitoring of digital infrastructure created in schools for effective utilization and provide necessary financial support for replacement of digital infrastructure, if required.

Recommendation No. 31

Policy on Mental health of the students

The Committee note that drawing from NEP 2020, the Ministry has put in place comprehensive measures to promote the mental health and emotional well-being of students in schools. Some of the school students face unprecedented mental health challenges due to immense academic pressure which needs appropriate care and concerns from all the stakeholders. The Committee appreciate that the Ministry of Education has initiated vigorous steps under the National Education Policy to prioritize student well-being through programs like Manodarpan helpline, Pariksha Pe Charcha, and the UMMEED guidelines for suicide prevention and capacity building of teachers and counsellors. The Committee are also glad to note that a National Mental Health Policy for schools is also under consideration. The Committee note that in compliance to directions of Hon'ble Supreme Court in the Sukdeb Saha vs State of Andhra Pradesh case, States and Union Territories have been advised to establish dedicated committees at both the State and district levels for monitoring and addressing mental health issues and the overall well-being of students. Additionally, States and UTs have been also advised to develop guidelines for recruiting trained counsellors in schools to facilitate their engagement. However, the actual implementation of the above guidelines by all States/UTs remains to be seen. It imperative for the Ministry to ensure that these guidelines are strictly implemented by them keeping in view that the Hon'ble SC in its judgement has reaffirmed that mental health is an inseparable part of the right to life under Article 21 of the Constitution of India. The Committee strongly recommend that the Ministry of Education fast-track the creation of the National Mental Health Policy for schools and ensure its strict, uniform rollout across all States and union territories to ensure physical safety, mental and

emotional well-being of students in schools. The Committee urge the Ministry to give utmost priority to this urgent matter failing the students of the country. The Committee also recommend the Ministry to make the Manodarpan helpline more responsive and should also give wider publicity to this helpline to increase the awareness among the students.

Recommendation No. 32

Inclusion of courses on cyber safety and mobile phone addiction

The Committee note that there is an alarming rise in mobile phone addiction and the harmful effects of social media on the emotional well-being and physical health of the students. To address this issue, the Ministry has introduced helpful resources like Guidelines on School safety and Security including cyber safety measures for both students and teachers, PRAGYATA digital guidelines for digital education to ensure safe and efficient use of digital platforms for learning, Manodarpan toll free helpline for providing psychological support and emotional well-being including mobile phone addiction, development of resource materials for teacher, capacity building by NCERT for early identification and interventions in mental health concerns, etc. The Committee desire that the enforcement of these policies across the States needs to be properly monitored to tackle digital addiction among students. The Committee feel that there is a need for inclusion of the mandatory teaching on the Cyber safety guidelines for school children as they are the most vulnerable section to be affected by fraudulent cyber portals. In this regard, the Committee strongly urge the Ministry to accelerate the launching of online Cyberspace Safety for class 9 to 12 students as well as for teachers. The Committee are of the view that course on mobile phone addiction, safety in cyberspace, safe internet, danger of cyber bullying and fraud, etc may be integrated in the curriculum, while ensuring that teachers are also properly trained to identify early signs of social media addiction and mental distress in classrooms.

Recommendation No. 33

Mentoring of Mentors/teachers

The Committee note that the Ministry of Education has taken affirmative actions under the National Education Policy to create a pool of learned and trained teachers as the centre of school reforms by providing continuous training and professional development. Teacher trainings are being carried out by the institutional network of national bodies like NCERT, SCERTs, DIETs, and local grassroots resource centers. The Committee further note that the Ministry has launched curated online training resources like NISHTHA, providing structured training for teachers across different school levels, while the DIKSHA platform offers self-paced online courses, lesson plans, and professional certificates are provided. In addition, the launch of the National Professional Standards for Teachers (NPST) and the National Mission for Mentoring (NMM) represents a strong effort to connect teachers with experienced professional mentors. However, the Committee are concerned to note that the financial structure of these crucial programs, particularly the National Mission for Mentoring (NMM) which does not have a separate budgetary allocation of its own, but depends entirely on the budgetary allocations of the Samagra Shiksha Abhiyan.

In order to achieve the aims of NMM to create a large pool of outstanding professionals to mentor school teachers, the Committee recommend that the Ministry of Education to fast-track the transformation of district training centres into Centres of Excellence by upgrading their infrastructure to improve the quality of training at the local level. The Committee also desire adequate budgetary allocation for the National Mission for Mentoring (NMM) to ensure that the mission does not suffer due to fund constraints. The Committee further desire that the

Ministry chalk out a plan for continuous professional developments of teachers through NISHTA integrated training programme by increasing their enrolment and also including modern training content and aggressively promote the daily use of the DIKSHA platform among educators to foster cross-learning and professional growth. The Ministry should also work closely with all State and Union Territory education departments to implement the National Professional Standards for Teachers (NPST) systematically, to ensure that teaching quality and educator performance are evaluated uniformly across the entire country.

Recommendation No. 34

Transfer of teaching and non-teaching staff salaries through Direct Benefit

Transfer:

The Committee note that one of the main issues in impacting quality education in schools is the recruitment and retention of learned school teachers. While the salaries of teachers in government-controlled schools are paid through proper financial channels and banks, the Committee note that the payment of salaries to teachers and staff, in some of the government-aided and private institutions have issues such as prolonged salary delays, unauthorized deductions, underpayment, and irregular disbursement schedules. The lack of financial security severely demotivates learned teaching staff leading to increasing attrition rates among qualified teachers, and discouraging exceptional talent to continue in the teaching profession. Furthermore, the absence of a standardized digital payroll infrastructure allows school management bodies to exploit their staff.

The Committee, therefore, strongly recommend that the Ministry of Education to mandate a unified and universal Direct Benefit Transfer (DBT) framework across all States and union territories for transfer of salaries to teaching and non-teaching personnel in government-aided and private institutions to ensure that their monthly salaries are credited directly into Aadhaar-seeded bank accounts without any third-party intermediaries. The implementation of this mechanism by the Government aided and private institutions may also be strictly monitored by the concerned agencies. The Committee hope that strict implementation of this

measure by all the Government aided and private institutions will go and long way in providing right motivation to many talented teachers to continue in the teaching proportion and contribute to emerging the standard of education in the country.

Recommendation No. 35

Mother tongue and multilingualism

The Committee note that the Ministry of Education has taken extensive, practical steps under the National Education Policy (NEP) 2020 to promote mother tongue-based instruction and multilingualism in early school grades. The Ministry has successfully collaborated with States and specialized bodies to establish structural changes like the flexible Three-Language Formula and the new R1, R2, R3 language framework. The Ministry has achieved notable progress by translating core discipline textbooks like Mathematics, Science, and Social Sciences into all 22 scheduled languages, alongside creating bridge courses and e-contents for smooth curriculum transitions. Highly innovative resources have also been deployed, including the "Jaadui Pitara" play-based learning kits in 22 languages, the Bhasha Sangam nationwide language exposure program, and 121 mother-tongue language primers developed with the Central Institute of Indian Languages (CIIL). Additionally, organizations like Kendriya Vidyalaya Sangathan (KVS) have provided vital pedagogical support by hiring contractual local language teachers. However, despite these strong resource frameworks, the Committee note that the requirement of study materials, teacher training, language teaching staff etc. have not been foreseen by the Ministry. The Committee observe that from class 6 onwards, third language formula has been introduced, however the schools have not been provided with enough time to prepare e.g. recruitment of language staff, availability of study material, clarity on selection of language which led to stress to students, teachers, parents and the concerned school authorities.

The Committee, therefore, recommend the Ministry to expedite development of Textbook, textual materials, handbooks and their translation into regional

languages and these may be shared with the States and UTs at the earliest. The Ministry should also take all necessary measures to assist the State/UT education Boards for recruitment of teachers to provide instruction in native languages to support children at the foundational and preparatory stages. The Committee also recommend that the Ministry of Education institutionalize a rigorous, State-wise distribution plan to ensure that translated textbooks, multilingual e-contents, and “Jaadui Pitara” kits reach every rural and government school before the start of each academic session.

Recommendation No. 36

Development of common curriculum and setting up of School Standard Authorities

The Committee note that NCERT, as a follow-up to the NEP 2020, has brought out National Curriculum Framework (NCF), which define national level learning standards for children across India. Under this initiative the NCERT has already created new textbooks for Grades 1 to 8 and is now working on books for Grades 9 to 12. These books and curriculums are already being used by some State Boards. Additionally, as on 3rd January, 2025, 18 States and Union Territories have set up a State School Standards Authority (SSSA) to make sure all public and private schools maintain good quality, safety and professional standards. However, the Committee note that many States have still not adapted to this common curriculum and a large number of States have not yet set up their independent regulatory bodies. The Committee are of the view that these may lead to unequal education standards across the country.

The Committee recommend that the Ministry of Education to create a timeline to help the remaining States set up their State School Standards Authorities (SSSAs) without further delay. The Committee also desire that the Ministry should give all necessary support to NCERT for developing of textbooks for Grades 9 to 12 at the earliest for the larger benefits of the students and adoption by States and other agencies to ensure/equal standard education for children across the country.

Recommendation No. 37

Standardization of School Education Boards in India

The Committee note that there are 65 school education boards functional in India, divided into regular and open school boards operating at National and State levels. The major National level boards are Central Board of Secondary Education (with over 27000 schools), Council for the Indian School Certificate Examination (with over 2300 schools), and the National Institute of Open Schooling. Besides the national level boards, there are State boards at every State, and international boards like International Baccalaureate (IB) and Cambridge Assessment International Education (CAIE) also operate in India. The Committee observe that there is lack of uniformity in the school education board system in the country and the existing boards are operating under different regulatory standards. While major central boards like the CBSE and CISCE maintain robust quality controls across thousands of school institutions, many State and open schooling systems continue to operate with different evaluation mechanisms, curriculum standards, and operational efficiency. The Committee also note that a critical regulatory mechanism controlling the establishment and expansion of private education boards is not available. The Committee are of the view that this lack of oversight might pose a direct threat to students future and the standardisation of secondary education across the country. Further, it may create dissimilarity in the knowledge of students who have to compete for securing seats in University and professional education.

In view of the above, the Committee strongly recommend the Ministry of Education to establish a unified national regulatory framework to standardise the functioning, evaluation criteria, and common curriculum for all 65 education boards in line with the New Education Policy. The Committee further recommend that in order to address the proliferation of unauthorized private school institutions and boards, the Ministry should mandate a strict, single-window clearance system

before any new board can be granted authorisation. The Ministry should also launch a public digital repository providing details of all existing recognised national, State, and international boards to protect students from unrecognised institutions.

Recommendation No. 38

Strengthening, Regulatory Collaboration, And Pedagogical Expansion of NCERT

The Committee note that NCERT is an autonomous organisation set up by the Government of India in 1961 to assist and advise the Ministry in the implementation of its policies and major programmes in school education and teacher education. Some of the important activities of NCERT are educational research, development of model textbooks and supplementary materials, conducting various training programmes, providing academic support to State-level educational bodies such as SCERTs and DIETs. The Committee are happy to note that NCERT has played a key role in shaping the educational policies in India, including the National Educational Policy 2020 which aims to revolutionize education in India. The Ministry has also informed the Committee that the Council has developed the National Curriculum Framework for Foundational Stage (NCFFS) and the National Curriculum Framework for School Education (NCFSE), and has initiated the process of developing syllabi and textbooks based on these frameworks in consonance with the vision of NEP 2020.

While appreciating the role of NCERT, the Committee are however concerned about the existence of a number of vacancies in various posts in NCERT. The Committee note that as on October, 2025, against the sanctioned strength of 2844 posts at various branches, the actual strength was only 1248 posts, leaving vacancies of 1596 posts; 145 vacancies in academic, 131 vacancies in school teaching, 916 vacancies in Ministerial and 404 vacancies in Ancillary. The Committee are of the view that having so many posts vacant in NCERT which is an apex body instrumental in rethinking and reshaping education in a manner that is national in scope, deserve urgent attention of the Ministry. The Committee desire

that sincere effort should be made by the Ministry for filling up of various vacancies, considering that education constitute the transformative force for the growth of the nation and the important role played by NCERT in bringing about this transformation.

Recommendation No. 39

Mandatory Adoption of curriculum devised by NCERT under NCF by Different State/National/Private boards

The Committee note that NCERT as a follow up action of National Education Policy (NEP) 2020, has brought out the National Curriculum framework (NCF) for school education in 2023. The Committee further note that 65 national, State and open educational boards are available and the syllabus of schools under these boards must align with the National Curriculum Framework (NCF) as guided by NCF.

The Committee are of the view that the significant gap persists in seamless execution of NCERT's benchmark curriculum models to the grass-roots level across all States. The Committee are also of the view that 65 national, State, and open education boards provide challenges in adoption of NCERT curriculum. The Committee recommend that the Ministry of Education to empower NCERT as the core knowledge partner to standardise the educational and evaluation metrics of all 65+ functional school education boards across the country. The Ministry may also consider NCERT's PARAKH division to bridge the current disparities among individual State and open school systems to achieve a curriculum based on common lines.

Recommendation No. 40

Filling staff vacancies and improving operations in CBSE

The Committee note that CBSE is the only Board in India that has a pan-India and international presence. Some of the main mandates of the Board are to grant affiliation to schools in India and abroad, develop curriculum and syllabi, conduct examination for Secondary and Senior Secondary Schools, develop standards for ensuring quality in the affiliated schools, teachers training, etc. The Committee also note that CBSE is a self-funded autonomous body and does not receive any grant-in-aid from the Ministry. The Committee are glad to note that the number of schools affiliated with CBSE has increased from 3787 in 1992-93 to 31,234 in 2024-25 (as on 08.10.2025). The Committee also note that the Central Board of Secondary Education (CBSE) has expanded well and is now being managed through 25 Regional Offices and 5 Sub-Regional Offices to cater to requirements of a growing number of students. By 2025, student numbers rose to over 1.70 million in Class XII and over 2.38 million in Class X. The Committee are, however, concerned about a major shortage of permanent staff in CBSE. Out of 2,117 approved positions, 933 posts (44%) are vacant. The major shortage is seen in Group 'C' support staff with 595 vacant positions. The Committee are further constrained to note that CBSE is currently relying on temporary, contractual staff to handle its daily work. The Committee are of the view that such shortage of permanent staff may put the safety, quality, and smooth running of major national board exams at serious risk.

The Committee, therefore, strongly recommend that the CBSE should stop relying on temporary contractual workers for sensitive exam works and take

necessary measures to fill all vacant positions through a fast-track recruitment in a time bound manner.

Recommendation No. 41

Designing of curriculum in CBSE affiliated schools

The Committee observe that the Central Board of Secondary Education (CBSE) has onboarded the curriculum framework for Grades 9 to 12 with the goals of the New Education Policy (NEP) 2020 and the National Curriculum Framework (NCF) 2023. The NCF prioritises competency-based learning and multi-disciplinary approaches. The Committee however note that significant gap exists between curriculum designing and implementation as the NCERT is still in the process of rolling out new textbooks for classes 9 to 12, due to which schools are frequently required to teach an updated, high-order curriculum with the availability of older study materials. The non availability of textbooks and newer, application-based Board examination patterns are creating significant academic stress and confusion for students especially for the students appearing for the Class 10 and 12 examinations.

The Committee urge the Ministry to take immediate steps to resolve this transition gap to fast-track the development, printing, and nationwide distribution of the remaining new textbooks for all the grades. The Committee also urge NCERT to work in tandem with CBSE to make new initiatives successful. Furthermore, the Committee also recommend the Ministry to launch a nationwide teacher-capacity building program to train educators on application-based pedagogy,

Recommendation No. 42

Transparency in digital infrastructure

The Committee note that there is a sharp decline in the number of student enrolments in secondary and higher secondary classes. During 2024, 22,51,812 students have registered for Class X exam, and only 16,33,730 students have registered for Class XII exam during the same period. In 2025, 23,85,079 students have registered for Class X exam, and 17,04,367 students have registered for Class XII exam. The Committee note that the Central Board of Secondary Education exempts visually impaired candidates from exam fees, however it maintains a rigid, uniform fee structure for all other students, which is Rs 1600/- per candidate for 05 subjects for students appearing in India. CBSE does not provide financial concessions or fee waivers for socio-economically disadvantaged sections of society.

The Committee recommend the Ministry to introduce targeted fee waivers/ exemptions for economically weaker sections and socially disadvantaged groups in order to lessen the financial burden and give them opportunity to continue their education. The Committee also recommend the Ministry to take appropriate measures to increase transparency in CBSE answer-sheet checking procedure by publishing standardised, objective evaluation and the Board's digital infrastructure under Pariksha Sangam may be continually upgraded to ensure foolproof security and efficiency, not only for Board exams but also for major national selection tests like Central Teacher Eligibility Test (CTET) and Jawahar Navodaya Vidyalaya Selection Test (JNVST).

Recommendation No. 43

Teacher capacity building and training framework under CBSE

The Committee note the CBSE conducts capacity building programmes (CBPs) nationwide to support teachers' development. All teachers and principals are required to complete a minimum of 50 hours training per year covering core values and ethics, subject knowledge, teaching practices, etc. The Committee appreciate CBSE for training over 11 million participants through both online and offline modes over the past five years, and for providing this training completely free of cost to government school teachers. The Committee however, note with concern that there has been a drastic drop in online training of teachers from over 5.3 million teachers in 2022 to just around 162,814 in 2025. Further, while government teachers get free trainings, private affiliated schools in rural and difficult areas have to pay a general training fee plus an extra ₹700 per teacher for single-day workshops. The Committee are of the view that some of the non-government schools in rural or semi-urban areas do not have enough budgetary resources to send their teachers on paid trainings.

The Committee, therefore, recommend that the Ministry maintain a continuum in teacher's capacity building programmes and should set year wise targets for teachers training to be completed in the set timeframe. The Committee also recommend the Ministry to review the fee to be submitted for teacher's training so that teachers from budget-constrained private schools, especially from rural areas can participate in the online training programme. Further the teacher training modules should also be revised in line with the latest curriculum and application-based pedagogy.

Recommendation No. 44

Promotion of skill education

The Committee note that the NEP 2020 focuses on integrating vocational and skill-based learning into school education to help students with real-world competencies and 21st century skills. The Committee note that the Central Board of Secondary Education has taken positive steps to include vocational training into academic curriculum in consonance with the National Education Policy (NEP) 2020. Further, 12-to-15-hour "Kaushal Bodh" skill modules have been introduced for middle school students to teach the children the dignity of labour and practical life skills at an early age. The Committee appreciate that wide variety of skill subjects for higher classes such as Artificial Intelligence, Design Thinking, and Information Technology have been introduced by CBSE. The Committee further note that CBSE has issued guidelines for opening of skill labs in all the school for imparting skill education. The Committee, however, are of the view that the opening of skill labs has imposed additional financial burden of various school, especially for schools in rural and semi urban areas which do not have adequate financial and land resources for opening of skill labs.

The Committee recommend the Ministry of Education to closely monitor the establishment of skill labs and to take steps to help schools set up this required infrastructure by providing special financial grants especially in rural schools. To make resource-sharing workable, the Ministry should actively map out local government ITIs (Industrial Training Institutes), polytechnics, and factories, and formally collaborate them with nearby CBSE schools to serve as shared regional training hubs.

NEW DELHI;
10 August, 2026
Sravana 19, 1948 (Saka)

DR. SANJAY JAISWAL
CHAIRPERSON
COMMITTEE ON ESTIMATES

Source : Prabandh Portal
2023-24 expenditure reported by States/Uts

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Annexure - 18

Funds for implementation of the NIPUN Bharat Mission

S. No.	States/UTs	Rs (In Lakhs)	
		Total Outlay	Total Expenditure
1	Andaman & Nicobar Islands	256.287	190.647
2	Andhra Pradesh	7649.50309	6104.64074
3	Arunachal Pradesh	1118.154	1076.80692
4	Assam	20261.352	10522.60015
5	Bihar	65361.86	50185.51412
6	Chandigarh	107.6076	89.01899
7	Chhattisgarh	10890.2125	7858.26
8	Dadra & Nagar Haveli and Daman & Diu	344.62	240.85853
9	Delhi	4722.7785	2603.04314
10	Goa	152.3505	43.69
11	Gujarat	9872.936	5273.5194
12	Haryana	6148.198	3879.77736
13	Himachal Pradesh	2165.4365	1546.88954
14	Jammu & Kashmir	3676.0665	0
15	Jharkhand	13757.1365	12686.87564
16	Karnataka	6559.459	2500.69051
17	Kerala	3567.0405	554.83641
18	Ladakh	60.512	40.507
19	Lakshadweep	38.27	0
20	Madhya Pradesh	29613.722	18739.78238
21	Maharashtra	18918.773	18872.66248
22	Manipur	1422.5015	1290.94496
23	Meghalaya	446	142.66996
24	Mizoram	483.5585	400.22907
25	Nagaland	425.97	97.68492
26	Odisha	15060.1185	5863.63678
27	Puducherry	118.718	118.716
28	Punjab	4504.30584	1469.62568
29	Rajasthan	13357.7225	8811.359
30	Sikkim	240.78517	10.42
31	Tamilnadu	15241.7715	1008.53998
32	Telangana	3907.3645	3482.39326
33	Tripura	1586.3155	1586.3155
34	Uttarakhand	3354.156	1542.02182
35	Uttar Pradesh	27466.76608	15862.38617
36	West Bengal	10068.494	10.01318
	National Outlay	302926.8228	184707.5766

Source: Prabandh Portal

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Annexure – 19

Average scores (%) in Language and Mathematics for Grade 3 students in PARAKH 2024
(State/UT wise)

S.No.	State	State Average Score (%)	
		Language	Mathematics
		2024	2024
1	A And N Islands	65	61
2	Andhra Pradesh	64	61
3	Arunachal Pradesh	59	54
4	Assam	61	59
5	Bihar	56	54
6	Chandigarh	65	60
7	Chhattisgarh	59	57
8	DNH-DD	63	62
9	Delhi	62	57
10	Goa	56	51
11	Gujarat	57	52
12	Haryana	62	58
13	Himachal Pradesh	76	72
14	Jammu And Kashmir	57	54
15	Jharkhand	55	51
16	Karnataka	60	57
17	Kerala	75	70
18	Ladakh	64	60
19	Lakshadweep	52	49
20	Madhya Pradesh	66	62
21	Maharashtra	69	64
22	Manipur	71	67
23	Meghalaya	58	53
24	Mizoram	65	59
25	Nagaland	63	57
26	Odisha	65	61
27	Puducherry	55	52
28	Punjab	82	78
29	Rajasthan	70	66
30	Sikkim	62	53
31	Tamil Nadu	58	55
32	Telangana	58	54
33	Tripura	56	52
34	Uttar Pradesh	68	64
35	Uttarakhand	59	55
36	West Bengal	58	53

Annexure - 7

India/State/ UT	Gross Enrolment Ratio (GER) for the year 2024-25											
	Primary (1 to 5)			Upper Primary (6 to 8)			Secondary (9-10)			Higher Secondary (11-12)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
India	89.6	92.3	90.9	88.3	92.5	90.3	77.3	80.2	78.7	56.2	60.9	58.4
Andaman and Nicobar Islands	85.1	85.2	85.1	89.4	95	92.1	90.3	94.6	92.3	75.5	97.9	85.8
Andhra Pradesh	91.3	92.6	91.9	100.1	102	101	89.1	89.6	89.4	64.4	71.3	67.8
Arunachal Pradesh	112.2	114.1	113.2	83.4	90.5	86.9	66.1	72.7	69.3	41.6	45.8	43.7
Assam	105.5	111	108.1	84.6	98.2	91.1	70.1	89.7	79.6	39.8	47.4	43.5
Bihar	75.7	78.9	77.2	65.9	72.2	68.9	47.7	54.8	51.1	35.9	40.4	38.1
Chandigarh	90.6	97.4	93.7	112	131.2	120.3	103.5	118.7	110.1	96.5	122.8	107.4
Chhattisgarh	88.5	89.9	89.2	89.6	93	91.3	73.7	81.5	77.5	46.5	60.8	53.5
Dadra and Nagar Haveli and Daman and Diu	108.3	109.1	108.7	107.3	117.3	111.8	97.6	114.3	104.9	52.1	94.8	68.4
Delhi	97.4	107.2	101.8	113.1	122	117.1	98	104.7	101.1	78.7	87.2	82.7
Goa	118.9	116.5	117.8	112.6	120.3	116.2	105.2	110.1	107.5	86	102.6	93.8
Gujarat	77.7	81.9	79.6	90.9	95.1	92.8	76	73.3	74.7	45.2	49.7	47.3
Haryana	90	93.5	91.6	100.8	104.6	102.5	90.3	90.2	90.3	69.2	74.7	71.7
Himachal Pradesh	98.8	100.3	99.5	101.4	105.4	103.2	100.9	104.5	102.6	81.1	88.7	84.7
Jammu and Kashmir	112.9	114.5	113.7	74.9	80	77.3	64.8	67.5	66.1	43.3	46.6	44.8
Jharkhand	91.9	93.1	92.5	81.2	85.3	83.1	69.6	75.8	72.6	46.4	50.9	48.6
Karnataka	103.4	105.7	104.5	101.8	103.9	102.8	100.6	102	101.3	54.3	68.8	61.4
Kerala	93	93.3	93.2	97.8	100.1	98.9	98.1	99.4	98.7	87.3	91.7	89.5
Ladakh	107.9	107.7	107.8	76.8	93	84.3	76.5	88.8	82.6	49.3	65.8	57.7
Lakshadweep	103.3	99.8	101.6	80.9	81.3	81.1	77.9	81.1	79.5	50.4	51.8	51.1
Madhya Pradesh	76.2	76.4	76.3	81.1	82.7	81.8	68.2	68.2	68.2	43.2	46.9	45
Maharashtra	101.2	108.2	104.5	94.5	98.9	96.5	93.8	93.4	93.6	69.5	72.1	70.8
Manipur	138.9	142.3	140.5	90.2	95.6	92.8	76.5	81.2	78.8	57.8	59.3	58.5
Meghalaya	179.3	182.2	180.7	105	126.8	115.6	72.9	100.1	86.2	33	46.5	39.7
Mizoram	137.2	139	138	101.9	106.9	104.3	89.1	102.2	95.5	49.2	56.8	53.9
Nagaland	93.9	97.1	95.4	67.1	75.2	71	56.9	67.2	61.8	36.5	43.4	39.8
Odisha	93.1	93.3	93.2	94.8	96.4	95.5	83.1	85	84	57.9	63.7	60.7
Puducherry	92.9	93.1	93	96.1	101.4	98.6	94.5	102.2	98.1	87.2	104.9	95.5
Punjab	105.1	106.2	105.6	100	103.2	101.5	90.3	95.3	92.6	76.7	82.9	79.5
Rajasthan	87.2	89.7	88.3	90.9	93.5	92.1	83.1	81.2	82.2	57	65.1	66.1
Sikkim	99.2	95.6	97.4	74.3	77.5	75.8	70.5	73.6	72	44.4	54.9	49.6
Tamil Nadu	90.3	93.1	91.6	96.4	98.9	97.6	94.4	96.6	95.5	78	89.1	83.4
Telangana	112.5	115.6	114	109.9	113.5	111.6	98.4	101.5	99.9	63	72.4	67.6
Tripura	116.1	119.8	117.9	96.4	103.7	99.9	75.8	85	80.2	52.4	60.8	56.4
Uttar Pradesh	82.3	83.9	83.1	81.8	86.3	83.9	64.3	64.3	64.3	57.6	57.2	57.4
Uttarakhand	107.1	113.3	109.9	101	107.2	103.9	91.2	96	93.4	77.4	84.9	80.9
West Bengal	105.6	107.7	106.6	99.1	103.8	101.4	94.2	104.8	99.4	46.1	57.2	51.5

Annexure - 7

India/State/ UT	NET Enrolment Ratio (NER) for the year 2024-25											
	Primary (1 to 5)			Upper Primary (6 to 8)			Secondary (9-10)			Higher Secondary (11-12)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
India	75.3	78.5	76.9	65.6	69.1	67.3	46.6	48.6	47.5	34.2	37.6	35.8
Andaman and Nicobar Islands	79.2	79.6	79.4	64.9	67.3	66	50.8	51.3	51	41.2	50.1	45.3
Andhra Pradesh	81.6	84.4	82.9	80.3	85.2	82.6	62.3	67	64.6	43.8	51.4	47.5
Arunachal Pradesh	82.2	86.5	84.3	48.1	54.9	51.4	31.8	37.1	34.4	22.2	26.2	24.2
Assam	86.5	92.3	89.2	61.6	71.4	66.3	42.3	53.6	47.8	24.9	30.5	27.7
Bihar	62.1	65.6	63.8	46.6	51.4	48.9	26.6	31.2	28.8	18.9	21.6	20.2
Chandigarh	87.5	94.5	90.7	88.4	100	94.5	68.4	78	72.6	64	79.9	70.7
Chhattisgarh	77.2	78.7	77.9	70.7	73.2	71.9	44.5	48.6	46.5	30	38.5	34.2
Dadra and Nagar Haveli and Daman and Diu	97	98.5	97.7	86	93.9	89.5	65.7	77.9	71.1	34.6	61.6	44.9
Delhi	90.5	100	95.5	94.6	100	99.7	72.5	82.5	77.1	58.8	68.8	63.5
Goa	100	100	100	90.9	98.7	94.6	73.3	77.5	75.3	58.1	72.3	64.7
Gujarat	75.9	80.3	77.9	66.5	68.6	67.5	43.5	40.6	42.1	23.4	24.7	24
Haryana	75	80.3	77.4	73.8	79.2	76.2	58.4	62.1	60.1	46.1	52.5	49
Himachal Pradesh	84.9	85.8	85.4	63.1	64	63.5	42.1	39.5	40.9	33.4	32.7	33.1
Jammu and Kashmir	100	100	100	51.2	54.3	52.6	34.8	35.7	35.2	22.2	23.9	23
Jharkhand	74.5	77.1	75.8	56.4	61	58.6	42.2	46.7	44.4	25.3	28.3	26.8
Karnataka	89.3	92.2	90.7	81.8	85.6	83.6	69.3	73.7	71.4	38.1	51.4	44.6
Kerala	85.7	85.6	85.6	82.6	83.7	83.2	74	73.5	73.8	65.2	66.8	66
Ladakh	89.8	90	89.9	53.4	66.2	59.4	43.6	52.1	47.8	27.3	38.4	32.6
Lakshadweep	95.6	92.7	94.2	70.5	69.6	70.1	60.6	62.9	61.8	38.9	41.1	40
Madhya Pradesh	63.8	64.1	63.9	57.5	57.8	57.6	38	36.6	37.3	24.5	24.9	24.7
Maharashtra	91.9	98.3	94.9	80.7	83.7	82.1	63.2	61.1	62.2	46.4	47.1	46.7
Manipur	100	100	100	64	69.7	66.7	50.3	54.7	52.4	42	44.2	43.1
Meghalaya	100	100	100	63.5	80	71.5	34.6	50.3	42.3	17.3	25.7	21.4
Mizoram	100	100	100	75.6	84	79.6	57.3	68.3	62.6	32.1	40.4	36.2
Nagaland	76.6	80.1	78.2	47.6	53.9	50.6	34.4	40.9	37.5	22.8	27.9	25.3
Odisha	84.2	85.3	84.7	80.2	83	81.6	63.7	66.6	65.1	41.6	47.6	44.6
Puducherry	87	87.1	87	85.7	90.3	87.9	77.1	83.6	80.2	71.9	86.2	78.6
Punjab	90.2	91.2	90.6	74.9	75.4	75.1	54.3	53.4	53.9	45.6	45.4	45.5
Rajasthan	74.1	75.5	75.3	63.8	64.1	63.9	46.4	44.7	45.6	34.8	33.6	34.2
Sikkim	79.5	78.6	79	52.6	54.5	53.5	41.2	41.9	41.5	26.3	31	28.6
Tamil Nadu	84.4	87.2	85.7	87.4	90.3	88.8	80	82.7	81.3	66.3	76	71
Telangana	93.6	95.3	94.4	79.5	79.6	79.6	60.5	58.2	59.4	36.6	38.8	37.7
Tripura	100	100	100	81.9	89.7	85.7	59.2	67.6	63.3	41.8	49.1	45.3
Uttar Pradesh	61.1	64.4	62.6	54.9	59.5	57	31.4	32.5	31.9	30.6	31.7	31.1
Uttarakhand	89.8	95.7	92.5	71.2	74.9	72.9	49.2	51.2	50.2	40.2	43	41.5
West Bengal	84.8	86.6	85.7	65.2	69.4	67.2	41.1	47.3	44.2	25.7	32.6	29.1

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Annexure - 11

Enrolment Social Category for the year 2024-25			
Location	SC	ST	OBC
INDIA	43926032	24359017	111658961
ANDAMAN & NICOBAR ISLANDS	492	6782	19285
ANDHRA PRADESH	1656103	590810	4378054
ARUNACHAL PRADESH	5908	232556	13409
ASSAM	517196	1049013	1861760
BIHAR	3854667	404168	13726834
CHANDIGARH	20940	762	10167
CHHATTISGARH	839896	1736860	2701498
DADRA & NAGAR HAVELI AND DAMAN & DIU	3707	52572	18440
DELHI	426638	21223	287893
GOA	5749	25357	33551
GUJARAT	739256	1944446	5313282
HARYANA	1195723	599	1668829
HIMACHAL PRADESH	364207	84989	199247
JAMMU & KASHMIR	218347	409913	197025
JHARKHAND	917423	2011308	3549080
KARNATAKA	2121432	888582	7482284
KERALA	526873	91871	4302200
LADAKH	192	53130	170
LAKSHADWEEP	60	11954	204
MADHYA PRADESH	2586672	3299774	6911076
MAHARASHTRA	2618366	2394314	7043392
MANIPUR	32769	270102	217317
MEGHALAYA	15650	968076	10820
MIZORAM	2270	273844	765
NAGALAND	7932	348501	16500
ODISHA	1415624	2071518	2870258
PUDUCHERRY	43441	971	175450
PUNJAB	2131386	4708	902874
RAJASTHAN	3190394	2367903	8011352
SIKKIM	9763	41283	41546
TAMILNADU	2787403	179217	8850955
TELANGANA	1149222	719747	3685710
TRIPURA	128152	253278	128959
UTTAR PRADESH	9705242	414037	24175809
UTTARAKHAND	477341	56286	705042
WEST BENGAL	4209596	1078563	2147924

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Annexure-V
(Rs. In Lakh)

Migrant Out of School Children (OoSC) Sanctions 2024-2025							
S.No	State/UT	Migrant Non residential special Training (NRST) (Worksite)		Migrant Residential Special Training (RST)		Grand Total	
		Total Migrant NRST		Total Migrant RST		Physical	Financial
		Physical	Financial	Physical	Financial		
1	ANDAMAN AND NICOBAR ISLANDS	0	0	0	0	0	0
2	ANDHRA PRADESH	0	0	6040	604	6040	604
3	ARUNACHAL PRADESH	0	0	0	0	0	0
4	ASSAM	13935	418.05	483	48.3	14418	466.35
5	BIHAR	0	0	0	0	0	0
6	CHANDIGARH	0	0	0	0	0	0
7	CHHATTISGARH	0	0	0	0	0	0
8	DND - DNH	0	0	0	0	0	0
9	DELHI	0	0	0	0	0	0
10	GOA	0	0	0	0	0	0
11	GUJARAT	8651	259.53	16885	1688.5	25536	1948.03
12	HARYANA	0	0	0	0	0	0
13	HIMACHAL PRADESH	0	0	0	0	0	0
14	JAMMU AND KASHMIR	36210	2172.6	0	0	36210	2172.6
15	JHARKHAND	0	0	0	0	0	0
16	KARNATAKA	0	0	0	0	0	0
17	KERALA	0	0	0	0	0	0
18	LADAKH	0	0	0	0	0	0
19	LAKSHADWEEP	0	0	0	0	0	0
20	MADHYA PRADESH	0	0	4150	819.9985	4150	819.999
21	MAHARASHTRA	0	0	31680	3168	31680	3168
22	MANIPUR	0	0	0	0	0	0
23	MEGHALAYA	0	0	0	0	0	0
24	MIZORAM	0	0	0	0	0	0
25	NAGALAND	0	0	0	0	0	0
26	ODISHA	0	0	4647	464.7	4647	464.7
27	PUDUCHERRY	0	0	0	0	0	0
28	PUNJAB	0	0	0	0	0	0
29	RAJASTHAN	0	0	500	50	500	50
30	SIKKIM	0	0	0	0	0	0
31	TAMIL NADU	1518	45.54	0	0	1518	45.54
32	TELANGANA	3108	78.36	762	75.85	3870	154.21
33	TRIPURA	3181	95.43	0	0	3181	95.43
34	UTTAR PRADESH	0	0	0	0	0	0
35	UTTARAKHAND	850	25.5	0	0	850	25.5
36	WEST BENGAL	0	0	0	0	0	0
	TOTAL	67453	3095.01	65147	6919.3485	132600	10014.4

Source : PRABANDH

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Annexure -13

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Annexure VI

Number of STC for migrant children (2024-25)

Sl. No	State Name	No. of STC Centre For migrant children
1	ANDHRA PRADESH	2
2	ASSAM	98
3	BIHAR	0
4	CHHATTISGARH	0
5	GUJARAT	629
6	JAMMU AND KASHMIR	25
7	JHARKHAND	2
8	KARNATAKA	0
9	MAHARASHTRA	156
10	MANIPUR	0
11	ODISHA	0
12	PUNJAB	1
13	RAJASTHAN	0
14	TAMIL NADU	10
15	TELANGANA	0
16	TRIPURA	0
17	UTTAR PRADESH	7
18	UTTARAKHAND	9
19	WEST BENGAL	0
	TOTAL	939

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Annexure – 14

The State/UT-wise distribution of CWSN enrolment as per UDISE+ 2024-25

State/UT	Total CWSN Enrolment
ANDAMAN & NICOBAR ISLANDS	772
ANDHRA PRADESH	89608
ARUNACHAL PRADESH	3089
ASSAM	56454
BIHAR	181200
CHANDIGARH	3602
CHHATTISGARH	73645
DADRA & NAGAR HAVELI AND DAMAN & DIU	1201
DELHI	38384
GOA	4571
GUJARAT	61569
HARYANA	21625
HIMACHAL PRADESH	6170
JAMMU & KASHMIR	20534
JHARKHAND	50126
KARNATAKA	85872
KERALA	123600
LADAKH	626
LAKSHADWEEP	190
MADHYA PRADESH	153821
MAHARASHTRA	233791
MANIPUR	4265
MEGHALAYA	3421
MIZORAM	3828
NAGALAND	1744
ODISHA	91631
PUDUCHERRY	1235
PUNJAB	53761
RAJASTHAN	70200
SIKKIM	998
TAMILNADU	140803
TELANGANA	72672
TRIPURA	3318
UTTAR PRADESH	333862
UTTARAKHAND	5209
WEST BENGAL	151861
INDIA	2149258

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Annexure – 15

Status of CwSN Friendly Infrastructure in the States/UTs (all management)				
India/State/ UT	2024-25			
	Total No. of Schools	Disabled friendly toilets	Ramps	Ramps with Handrails
India	1471473	523143	1134269	808460
Andaman and Nicobar Islands	408	122	385	156
Andhra Pradesh	61317	14905	56120	36493
Arunachal Pradesh	3229	398	3109	650
Assam	55283	13885	50262	39269
Bihar	94339	17895	86148	46519
Chandigarh	207	186	207	132
Chhattisgarh	56802	33672	53598	31445
Dadra and Nagar Haveli and Daman and Diu	433	404	428	421
Delhi	5556	5523	5555	5365
Goa	1479	157	1346	878
Gujarat	53355	20401	47661	32902
Haryana	23494	12451	21787	11563
Himachal Pradesh	17330	5140	16912	13012
Jammu & Kashmir	24192	1943	22692	3580
Jharkhand	44376	3132	39966	18119
Karnataka	74859	14756	69397	47433
Kerala	15757	6077	14265	10778
Ladakh	961	264	936	215
Lakshadweep	36	24	36	30
Madhya Pradesh	122120	28303	112816	42111
Maharashtra	108250	67668	99192	88287
Manipur	4666	525	4505	1127
Meghalaya	14587	547	12826	3366
Mizoram	3974	786	3836	770
Nagaland	2750	271	2644	524
Odisha	61565	44532	58645	53353
Puducherry	763	313	717	391
Punjab	27281	15726	25755	17142
Rajasthan	106302	24246	99128	37579
Sikkim	1245	357	1194	367
Tamil Nadu	57935	29606	53386	49949
Telangana	43154	3216	38574	20422
Tripura	4943	693	4622	1881
Uttar Pradesh	262358	123461	242464	130461
Uttarakhand	22452	2673	21408	11926
West Bengal	93715	28885	82245	49844

Source: UDISE+ 2024-25

Approval & Progress Details of CWSN Friendly Infrastructure

Approval & Progress (2024-25)					
Activity	Sub Activity	Budget Approved		Progress	
ELEMENTARY		Phy	Fin (In lakh)	Phy	Fin (In lakh)
Strengthening of Existing Schools (up to Highest Class VIII) - NR	Ramps & Handrails	356	182.72	267	143.89
	Handrails	28	10.5	0	0
	CWSN Toilets	2161	6832.87	385	2995.82
SUB TOTAL		2545	7026.09	652	3139.71
SECONDARY		Phy	Fin (In lakh)	Phy	Fin (In lakh)
Strengthening of Existing Schools (IX - X) - NR	Ramps & Handrails	63	37.8	46	28.83
	CWSN Toilets	722	1646.94	25	89.92
Strengthening of Existing Schools (XI - XII) - NR	Ramps & Handrails	49	18.64	38	14.07
	CWSN Toilets	186	482.26	0	2.60
SUB TOTAL		1020	2185.64	109	135.43
TOTAL		3565	9211.73	761	3275.14

Approval & Progress (2025-26)					
Activity	Sub Activity	Budget Approved		Progress	
ELEMENTARY		Phy	Fin (In lakh)	Phy	Fin (In lakh)
Strengthening of Existing Schools (up to Highest Class VIII) - NR	Ramps & Handrails	1092	726.42	42	207.50
	Ramp for CWSN	258	152.22	0	60.89
	Handrails	59	8.85	0	0.00
	CWSN Toilets	4852	10366.13	951	5462.50
SUB TOTAL		6261	11253.62	993	5730.88
SECONDARY		Phy	Fin (In lakh)	Phy	Fin (In lakh)
Strengthening of Existing Schools (IX - X) - NR	Ramps & Handrails	342	200.71	0	10.43
	CWSN Toilets	292	972.95	0	0
Strengthening of Existing Schools - NR (IX to XII)	Ramps & Handrails	24	11.50	22	11
	Handrails	42	42	0	0
	CWSN Toilets	88	147.54	27	50.15
Strengthening of Existing Schools (XI - XII) - NR	Ramps & Handrails	12	3.02	0	0
	CWSN Toilets	99	228.10	0	5.7
SUB TOTAL		899	1605.82	49	77.28
TOTAL		7160	12859.44	1042	5808.16

Source: PRABANDH Portal (till December 2025)

Approval & Progress Details of Special Educators under Samagra Shiksha

Approval & Progress of Special Educators (2024-25)				
Sub Activity	Budget Approved		Progress	
	Phy	Fin (In lakh)	Phy	Fin (In lakh)
ELEMENTARY				
Financial Support (New Spl. Educators)	1718	962.08	117	80.50
Financial Support (Previous Spl. Educators)	10769	24742.87	9072	21144.04
Financial Support for 2 Resource Persons for CWSN	12155	30465.30	10081	25249.39
SUB TOTAL	24642	56170.25	19270	46473.93
SECONDARY				
Financial Support (New Spl. Educators)	657	638.05	43	155.69
Financial Support (Previous Spl Educators)	6417	18474.00	4953	13812.45
SUB TOTAL	7074	19112.05	4996	13968.14
TOTAL	31716	75282.30	24266	60442.08

Approval & Progress of Special Educators (2025-26)				
Sub Activity	Budget Approved		Progress	
	Phy	Fin (In lakh)	Phy	Fin (In lakh)
ELEMENTARY				
Financial Support (New Spl. Educators)	2467	2004.42	253	288.09
Financial Support (Previous Spl. Educators)	10506	23881.86	6351	10691.91
Financial Support for 2 Resource Persons for CWSN	12013	29384.78	8394	15904.30
SUB TOTAL	24986	55271.06	14998	26884.3
SECONDARY				
Financial Support (New Spl. Educators)	1456	1204.64	107	91.24
Financial Support (Previous Spl Educators)	5324	15260.89	3178	7815.86
SUB TOTAL	6780	16465.53	3285	7907.11
TOTAL	31766	71736.59	18283	34791.41

Source: PRABANDH Portal (till December 2025)

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Annexure - 20

State-wise details of Total No. of Districts and No. of Kendriya Vidyalayas in each State

S.No.	State/UTs	Nos. of Districts	Nos. of Kendriya Vidyalayas
1	ANDAMAN & NICOBAR (UT)	03	02
2	ANDHRA PRADESH	26	38
3	ARUNACHAL PRADESH	27	20
4	ASSAM	35	57
5	BIHAR	38	51
6	CHANDIGARH (UT)	01	05
7	CHHATISGARH	33	37
8	DADRA & NAGAR HAVELI, DAMAN & DIU (UT)	03	02
9	DELHI	13	47
10	GOA	02	05
11	GUJARAT	33	46
12	HARYANA	22	35
13	HIMACHAL PRADESH	12	26
14	JAMMU & KASHMIR (UT)	20	37
15	JHARKHAND	24	41
16	KARNATAKA	31	53
17	KERALA	14	39
18	LAKSHADWEEP (UT)	01	01
19	LADAKH (UT)	02	02
20	MADHYA PRADESH	55	119
21	MAHARASHTRA	36	60
22	MANIPUR	16	09
23	MEGHALAYA	12	07
24	MIZORAM	11	04
25	NAGALAND	17	05
26	ODISHA	30	76
27	PUDUCHERRY (UT)	03	04
28	PUNJAB	23	52
29	RAJASTHAN	41	79
30	SIKKIM	06	02
31	TAMIL NADU	38	46
32	TELANGANA	33	35
33	TRIPURA	08	11
34	UTTAR PRADESH	75	125
35	UTTARAKHAND	13	46
36	WEST BENGAL	23	62
	GRAND TOTAL	780	1286

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Annexure - 22

State/UT - wise details of Sanctioned and Vacant Posts of Teaching Staff in the KVS across the country as on 01.11.2025			
S.No.	Name of State/UT	Teaching Staff	
		Sanctioned Posts	Vacant Posts
1	Andaman & Nicobar Island (UT)	105	21
2	Andhra Pradesh	1241	392
3	Arunachal Pradesh	505	204
4	Assam	2083	490
5	Bihar	1895	305
6	Chandigarh (UT)	303	3
7	Chhattisgarh	1391	279
8	Dadar & Nagar Haveli (UT) & Daman & Diu (UT)	61	14
9	Delhi	3819	88
10	Goa	184	47
11	Gujarat	1568	260
12	Haryana	1334	33
13	Himachal Pradesh	726	41
14	Jammu & Kashmir (UT)	1174	311
15	Ladakh (UT)	50	12
16	Jharkhand	1376	279
17	Karnataka	2077	587
18	Kerala	1816	364
19	Lakshadweep (UT)	23	6
20	Madhya Pradesh	4368	683
21	Maharashtra	2737	420
22	Manipur	250	91
23	Meghalaya	219	39
24	Mizoram	95	37
25	Nagaland	124	43
26	Odisha	2328	587
27	Puducherry (UT)	173	66
28	Punjab	1973	173
29	Rajasthan	2854	191
30	Sikkim	51	2
31	Tamil Nadu	2015	726
32	Telangana	1319	362
33	Tripura	284	106
34	Uttar Pradesh	5892	487
35	Uttarakhand	1614	156
36	West Bengal	2387	552
	Total	50414	8457

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Annexure-23

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STATE-WISE DETAILS OF THE NUMBER OF DISTRICTS AND NUMBER OF JNVs SANCTIONED

S. N.	State/UT	No. of District (as on 01.01.2025)	No. of JNVs Sanctioned
1	Andaman & Nicobar Islands (UT)	3	3
2	Andhra Pradesh	26	15
3	Arunachal Pradesh	28	26
4	Assam	35	34
5	Bihar	38	39
6	Chandigarh (UT)	1	1
7	Chhattisgarh	33	28
8	Dadra & Nagar Haveli and Daman & Diu (UT)	3	3
9	Delhi (UT)	11	9
10	Goa	2	2
11	Gujarat	33	34
12	Haryana	22	21
13	Himachal Pradesh	12	12
14	Jammu & Kashmir (UT)	20	21
15	Jharkhand	24	26
16	Karnataka	31	32
17	Kerala	14	14
18	Ladakh (UT)	2	2
19	Lakshadweep (UT)	1	1
20	Madhya Pradesh	55	54
21	Maharashtra	36	35
22	Manipur	16	14
23	Meghalaya	12	12
24	Mizoram	11	8
25	Nagaland	17	11
26	Odisha	30	31
27	Puducherry (UT)	4	4
28	Punjab	23	23
29	Rajasthan	41	35
30	Sikkim	6	4
31	Tamil Nadu *	38	0
32	Telangana	33	16
33	Tripura	8	8
34	Uttar Pradesh	75	76
35	Uttarakhand	13	13
36	West Bengal	23	22
TOTAL		780	689

* 689 JNVs have been sanctioned in 666 District, including 23 additional JNVs.

* The State of Tamil Nadu (38 Districts) has not yet accepted the Navodaya Vidyalaya Scheme.

STATE-WISE DETAILS OF JNVs WHICH HAS BEEN SANCTIONED BUT COULD NOT BE ESTABLISHED DUE TO OPERATION ISSUES AS ON DATE

S.N.	States / UTs	JNV (Districts)	Sanction Year	Description
1	Jammu & Kashmir (UT)	Srinagar	2016-17	11.77 acres of land for permanent site at Village Khimber was offered. 3.125 Acres of land has already been transferred in favour of Education Department of Jammu & Kashmir (UT). - The remaining land could not be transferred due to a channel of water flowing towards it. - Transfer of land measuring 40.7 Kanal (5.08 acres) is still pending.
2	Karnataka	Ballari	2024-25	JNV is non-functional for want of suitable land and temporary accomodation from the State Government.
3	Telangana	Sanga Reddy	2024-25	Offered land for permanent site under submission for approval of Hon'ble Minister of Education.
4	Delhi (UT)	North East Delhi	2016-17	JNVs are non-functional for want of suitable land and temporary accomodation from the State Government.
5	Delhi (UT)	South Delhi	2016-17	
6	Delhi (UT)	South East Delhi	2016-17	
7	Delhi (UT)	West Delhi	2016-17	
8	West Bengal	Jhargram	2024-25	JNVs non-functional for want of suitable land and temporary accommodation from the State Government.
9	West Bengal	Malda	2016-17	
10	West Bengal	Purba Bardhaman	2024-25	
11	West Bengal	South 24 Parganas - I	1993-94	- The land for permanent site and a temporary accommodation was offered by the State Govt. / District Administration. - The JNV was made functional from the temporary accomodation during the year 2008-09. - Offered land for permanent site has not yet been transferred in favour of NVS by the State Government. - The temporary accomodation provided by the State Govt. has also been withdrawn during February, 2021 due to which the JNV has become non-functional and the students have been shifted to the other nearby JNVs.

S.N.	States / UTs	JNV (Districts)	Sanction Year	Description
12	Maharashtra	Thane	2024-25	JNV is non-functional for want of suitable land and temporary accomodation from the State Govt.
13	Arunachal Pradesh	Itanagar - Capital Complex	2016-17	JNVs are non-functional for want of temporary accomodation from the State Govt.
14	Arunachal Pradesh	Kra Dadi	2024-25	
15	Arunachal Pradesh	Lepa Rada	2024-25	
16	Arunachal Pradesh	Lohit	2024-25	
17	Arunachal Pradesh	Lower Siang	2024-25	
18	Arunachal Pradesh	Pakke-Kessang	2024-25	
19	Arunachal Pradesh	Siang	2024-25	
20	Arunachal Pradesh	Upper Subansiri	2024-25	
21	Assam	Charaideo	2024-25	JNVs are non-functional want of temporary accomodation from the State Government.
22	Assam	Hojai	2024-25	
23	Assam	South Salmara Manacachar	2024-25	
24	Assam	West Karbianglong	2024-25	

Annexure - 25

State / UT - wise Details of Seats Available and Students Admitted in JNVs Since the Year 2020 - 21

S. No.	State / UT	2020-21		2021-22		2022-23		2023-24		2024-25		2025-26	
		Seats Available	Students Admitted	Seats Available	Students Admitted	Seats Available	Students Admitted	Seats Available	Students Admitted	Seats Available	Students Admitted	Seats Available	Students Admitted
1	Andaman & Nicobar Islands (UT)	160	115	200	131	200	138	160	151	200	154	200	143
2	Andhra Pradesh	1160	1153	1160	1145	1200	1146	1160	1155	1200	1131	1200	1200
3	Arunachal Pradesh	880	849	920	873	1000	871	920	893	1040	904	1160	1113
4	Assam	2040	2023	2040	2014	2120	2048	2120	2097	2160	2051	2240	2229
5	Bihar	2880	2847	2920	2833	2960	2721	3000	2679	3040	2827	3080	2989
6	Chandigarh (UT)	80	78	80	78	80	35	80	77	80	75	80	80
7	Chhattisgarh	1760	1747	1920	1897	1720	1691	1720	1678	2200	2081	2160	2160
8	Dadra & Nagar Haveli And Daman & Diu (UT)	240	171	240	174	240	200	240	236	240	210	240	237
9	Delhi (UT)	160	119	160	82	160	70	160	73	280	167	280	280
10	Goa	160	111	160	149	160	137	160	153	160	115	160	151
11	Gujarat	2400	2280	2400	2343	2560	2424	2520	2520	2680	2523	2640	2640
12	Haryana	1680	1657	1680	1649	1640	1560	1680	1620	1680	1588	1680	1641
13	Himachal Pradesh	880	846	880	880	880	849	880	861	880	839	880	880
14	Jammu & Kashmir (UT)	1200	1087	1040	1010	1080	1016	1120	1068	1320	1179	1320	1314
15	Jharkhand	1840	1725	1880	1797	1880	1781	1880	1785	1960	1883	2000	1974
16	Karnataka	2360	2181	2400	2352	2360	2301	2400	2371	2440	2383	2480	2480
17	Kerala	1120	1097	1120	1114	1120	1076	1120	1079	1120	1076	1120	1120
18	Ladakh (UT)	160	160	120	120	120	88	120	120	120	119	160	160
19	Lakshadweep (UT)	40	29	80	52	80	39	80	50	40	34	40	37
20	Madhya Pradesh	4120	4052	4120	4092	4160	4052	4120	4057	4240	4107	4240	4240
21	Maharashtra	2680	2671	2720	2669	2720	2627	2720	2689	2720	2633	2720	2720
22	Manipur	800	792	800	759	800	720	840	827	840	807	960	960
23	Meghalaya	640	623	720	675	760	734	760	753	760	697	760	751
24	Mizoram	560	292	560	264	480	287	400	260	600	196	640	557

S. No.	State / UT	2020-21		2021-22		2022-23		2023-24		2024-25		2025-26	
		Seats Available	Students Admitted	Seats Available	Students Admitted	Seats Available	Students Admitted	Seats Available	Students Admitted	Seats Available	Students Admitted	Seats Available	Students Admitted
25	Nagaland	800	423	800	348	800	366	760	457	800	208	800	598
26	Odisha	2320	2312	2400	2397	2480	2442	2480	2457	2480	2426	2480	2480
27	Puducherry (UT)	320	275	320	275	320	283	320	272	320	261	320	284
28	Punjab	1800	1771	1800	1767	1800	1687	1720	1619	1800	1575	1840	1840
29	Rajasthan	2760	2704	2800	2773	2760	2701	2760	2719	2800	2701	2800	2800
30	Sikkim	240	230	240	239	200	175	200	170	240	139	240	231
31	Telangana	720	705	720	704	720	694	720	705	720	691	960	913
32	Tripura	480	472	520	520	480	465	480	471	560	552	640	640
33	Uttar Pradesh	5520	5313	5240	5052	5400	4777	5840	5438	6000	5545	6080	6049
34	Uttarakhand	960	923	960	933	880	789	1000	944	1040	948	1040	1028
35	West Bengal	1040	1030	1160	1138	1120	1086	1240	1185	1360	1264	1360	1272
Total >>>		46960	44863	47280	45298	47440	44077	47880	45689	50120	46089	51000	50191

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Annexure 17.

Annexure- 26

STATE-WISE DETAILS OF THE SANCTIONED STRENGTH OF TEACHERS AND EXISTING VACANCIES IN JNVS

S. No.	State	Details of Teaching Posts including posts of Principal and Vice Principal as on 30.09.2025		
		Sanction	In Position	Vacant
1	Chhattisgarh	706	502	204
2	Madhya Pradesh	1460	1131	329
3	Odisha	837	584	253
4	Chandigarh (U.T.)	29	27	2
5	Himachal Pradesh	322	286	36
6	Jammu & Kashmir (U.T.)	456	310	146
7	Ladakh (U.T.)	50	33	17
8	Punjab	630	547	83
9	Andhra Pradesh	381	228	153
10	Karnataka	777	512	265
11	Kerala	380	288	92
12	Telangana	232	156	76
13	A&N Islands	66	43	23
14	Lakshdweep (U.T.)	21	10	11
15	Pudducherry (U.T.)	104	63	41
16	Uttar Pradesh	2023	1755	268
17	Uttarakhand	353	314	39
18	Delhi (U.T.)	56	51	5
19	Haryana	586	518	68
20	Rajasthan	960	814	146
21	Bihar	1002	743	259
22	Jharkhand	667	498	169
23	West Bengal	421	334	87
24	DNH&DD (U.T.)	79	50	29
25	Goa	55	35	20
26	Gujarat	852	563	289
27	Maharashtra	870	606	264
28	Arunachal Pradesh	389	211	178
29	Assam	756	603	153
30	Manipur	292	205	87
31	Meghalaya	270	150	120
32	Mizoram	177	60	117
33	Nagaland	233	114	119
34	Sikkim	107	84	23
35	Tripura	197	121	76

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Annexure 18

Annexure - 27

State/UT-wise details of functional KGBVs

S. No.	Name of State/UT	Total KGBVs Functional
1	Andhra Pradesh	499
2	Arunachal Pradesh	78
3	Assam	151
4	Bihar	683
5	Chhattisgarh	121
6	DNH & DD	2
7	Gujarat	168
8	Haryana	65
9	Himachal Pradesh	14
10	Jammu and Kashmir	94
11	Jharkhand	203
12	Karnataka	145
13	Kerala	1
14	Ladakh	15
15	Madhya Pradesh	408
16	Maharashtra	85
17	Manipur	12
18	Meghalaya	10
19	Mizoram	2
20	Nagaland	22
21	Odisha	324
22	Punjab	29
23	Rajasthan	316
24	Sikkim	1
25	Tamil Nadu	105
26	Telangana	721
27	Tripura	15
28	Uttar Pradesh	783
29	Uttarakhand	39
30	West Bengal	158
Total		5269

Source: Prabandh

State/UT wise Approval & Expenditure (2020-21 to 2025-26)

(Rs. In Lakh)

S. No.	State	2020-21		2021-22		2022-23		2023-24		2024-25		2025-26	
		Approved Fin.)	Expenditure (Fin)	Approved Fin.)	Expenditure (Fin)	Approved Fin.)	Expenditure (Fin)	Approved Fin.)	Expenditure (Fin)	Approved Fin.)	Expenditure (Fin)	Approved Fin.)	Expenditure (Fin)
1	Andhra Pradesh	1112.27	119.24	617.24	370.64	649.37	318.67	662.41	210.62	671.97	573.39	1184.59	429.46
2	Arunachal Pradesh	5070.12	2450.67	4956.33	3741.99	5878.32	1610.34	6149.64	733.54	7297.88	6922.22	11325.78	2024.09
3	Assam	214.69	131.81	250.81	140.77	578.72	205.72	937.56	154.53	940.96	730.92	1032.76	416.86
4	Bihar	281.4	5.6	187.9	0	554.56	68.52	726.45	46.33	726.08	479.21	1323.12	264.49
5	Chhattisgarh	13537.47	1979.97	10338.57	7093.14	13562.18	12265.33	14347.7	5770.54	16826.48	11928.56	14407.86	4399.17
6	DNII & DD	0	0	0	0	0	0	0	0	450.4	0	0	0
7	Delhi	154.89	36.04	91.29	15.97	147.09	0	156.23	0	0	0	0	0
8	Gujarat	0	0	0	0	0	0	0	0	0	0	1552	0

(2)

annexure VII continue

9	Haryana	151.9 7	10.41	137.4 7	75.71	159.1 7	99.59	130.1 0	11.89	131.1 7	56.09	96.11	37.51
10	Himachal Pradesh	0	0	0	0	0	0	0	0	0	0	1110	1110
11	Jammu & Kashmir	0	0	0	0	0	0	0	0	0	0	161.7	0
12	Jharkhand	919 3	189.8 3	1035.65	338.2	1132.53	928.8	1995.12	290.1 7	2056.94	1306.85	2150.85	113.48
13	Karnataka	253.0 7	134.4 3	258.7 1	186.5 4	321.3 7	275.3 2	401.5 4	33.5	117.1 4	258.2 5	420.14	153.21
14	Kerala	196.2 6	34.62	230.2 8	115.8 7	195.7 8	176.5 9	173.2 2	11.92	697.2	102.7	214.2	97.61
15	Ladakh	511.3 7	0	684.8	453.8 4	1013.93	851.1	1101.66	0	1067.83	674.4 6	3334.6	727.33
16	Madhya Pradesh	11466.15	3359.85	6629.18	4034.47	11302.35	8230.48	12380.55	2353.74	15530.37	10233.64	13589.13	6090.3
17	Maharashtra	337.0 7	63.59	388.1	95.7	678.3 2	352.7 1	913.3 2	81.92	960.6 3	691.1 2	1303.62	538.86
18	Manipur	982.6 5	586.8 2	693.4 2	448.3 9	1068.74	674.2	1379.96	0	1727.16	1243.17	1296.94	652.91
19	Mizoram	314.5 5	103.0 3	641.0 7	275.8	712.5 4	513.9 2	949.6 6	0	913.8 8	688.8 5	708.44	237.97
20	Nagaland	267.7 4	148.2 6	287.3 1	217.9 3	465.8 5	321.0 2	487.4 7	0	481.2 9	361.5 7	528.54	187.41

Annexure - VII continue 2

21	Odisha	757.0 2	367.9 2	584.2 6	117.0 2	775.0 3	382.8 3	788.6 9	66.39	753.9 1	457.8 3	1717.33	236.8
22	Punjab	176.3	159.5 6	99.85	99.09	183.7 6	92.81	186.9 4	23.81	152.0 4	76.84	153.69	59.71
23	Rajasthan	682.6 8	323.7	701.6 3	501.8 3	1560. 31	1001. 15	2189 74	176.3 1	4343. 27	1493. 17	2093.27	667.1
24	Sikkim	30.65	7.35	46.93	30.95	49.43	49.13	110.7 1	0	116.5 3	111.9	191.85	103.28
25	Tamil Nadu	720.8 9	283.1 8	596.9 8	596.1 8	890.5 2	766.5 9	1009. 91	112.8 6	1221. 14	654.3 8	1418.15	413.36
26	Telangana	1771. 05	583.7 3	1096. 43	667.2	1789. 33	850.0 7	1858. 65	422.9	1977. 55	1140. 44	2152.7	606.89
27	Tripura	515.2 6	515.2 6	365.4 8	365.4 8	418.8 8	415.8 5	418.9 8	0	2266. 29	2237. 29	2622.6	120.92
28	Uttarakhand	205.7 2	171.5 1	209.7 6	164.3 3	453.9 3	211.1 3	602.2	134.6 5	3641. 18	2147. 37	2541.61	899.34
29	West Bengal	942.1 5	180.1	634.8 3	0	937.0 1	483.4 2	1102. 53	70.53	1102. 46	310.7 8	1102.46	317.66
Grand Total		41572 .69	11979 .78	31767 .24	20177 .14	45779 .03	34175 .52	51161 .06	10709 .15	66474 .97	44881	69734.03	21065.79

Source : PRABANDH Portal

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Annexure-29

State-wise Central Assistance allocated and utilized during FY 2024-25
Under PM POSHAN Scheme

(Rs. in lakh)

Sl. No.	States/UTs	Central Assistance allocated/made available	Utilization
1	Andhra Pradesh	23907.01	22570.41
2	Arunachal Pradesh	2621.77	2638.33
3	Assam	90453.04	53783.95
4	Bihar	142911.47	119480.22
5	Chhattisgarh	36637.76	29468.99
6	Goa	1955.94	1955.94
7	Gujarat	39881.35	50411.42
8	Haryana	13356.93	12158.1
9	Himachal Pradesh	10439.96	9216.47
10	Jammu & Kashmir	11936.92	12796.84
11	Jharkhand	37916.84	34341.27
12	Karnataka	58407.41	53507.77
13	Kerala	27500.07	21590.64
14	Madhya Pradesh	67565.20	57891.42
15	Maharashtra	135301.49	102143.37
16	Manipur	2823.56	3029.8
17	Meghalaya	10241.11	10171.95
18	Mizoram	2661.46	2616.47
19	Nagaland	2217.34	2117.14
20	Odisha	54520.61	51478.41
21	Punjab	22517.73	18227.92
22	Rajasthan	60869.19	55410.39
23	Sikkim	832.90	792.83
24	Tamil Nadu	47542.49	43861.6
25	Telangana	12524.40	11771.69
26	Tripura	6261.24	6025.75
27	Uttarakhand	13836.27	10284.96
28	Uttar Pradesh	140661.33	100428.88
29	West Bengal	0.00	0
30	A&N Islands	489.67	431.87
31	Chandigarh	1246.09	1020.03
32	DNH, Daman & Diu	1192.59	1204.97
33	Delhi	13119.20	12602
34	Lakshadweep	204.79	193.29
35	Ladakh	265.39	265.39
36	Puducherry	565.70	540.24
TOTAL (In Lakh)		1095386	916430.7
TOTAL (In Crore)		10953.86	9164.31
No proposal received from the State Govt. of West Bengal as State had Rs. 3496.36 crore as balance in its SNA bank account as on 1.04.2024 which is used by State for the Scheme.			

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Annexure-30

Number of Schools and Students covered Under PM POSHAN Scheme

Sl.No.	States/UTs	Number of schools	Number of students
1	Andhra Pradesh	43915	2592740
2	Arunachal Pradesh	2542	141799
3	Assam	44106	3919049
4	Bihar	68357	17308297
5	Chhattisgarh	45733	2854587
6	Goa	1224	161643
7	Gujarat	32265	5155763
8	Haryana	14210	1548109
9	Himachal Pradesh	14688	513484
10	Jammu & Kashmir	17959	952108
11	Jharkhand	35496	4103745
12	Karnataka	52810	4133412
13	Kerala	12025	2785920
14	Madhya Pradesh	88204	6024221
15	Maharashtra	85299	9651600
16	Manipur	3314	189046
17	Meghalaya	11110	709669
18	Mizoram	2507	138987
19	Nagaland	1919	128971
20	Odisha	50483	4253138
21	Punjab	19620	1910058
22	Rajasthan	68480	5701848
23	Sikkim	869	44606
24	Tamilnadu	43038	3947829
25	Telangana	25901	1575209
26	Tripura	4383	369820
27	Uttarakhand	16432	619766
28	Uttar Pradesh	141832	15228504
29	West Bengal	81789	11344146
30	A&N Islands	326	29226
31	Chandigarh	116	99872
32	DNH, Daman & Diu	313	75468
33	Delhi	2794	1656071
34	Ladakh	820	17564
35	Lakshadweep	29	8961
36	Puducherry	424	51306
	Total	1035332	109946542

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Annexure – 31

DIKSHA State Wise Content				
S. No	States/ UTs	Energized Text Books	e-Contents	E-Courses
1	Andaman and Nicobar Islands	151	304	115
2	Andhra Pradesh	317	28,775	369
3	Arunachal Pradesh	94	102	79
4	Assam	333	11,478	171
5	Bihar	213	6,745	269
7	Chandigarh	211	7,752	132
8	Chhattisgarh	66	8,917	98
9	Dadra and Nagar Haveli and Daman and Diu	364	154	162
10	Delhi	270	8,522	200
11	Goa	106	8,916	110
12	Gujarat	167	21,746	389
13	Haryana	266	17,747	759
14	Himachal Pradesh	300	3,542	117
15	Jammu And Kashmir	64	5,677	101
16	Jharkhand	186	2,047	167
17	Karnataka	734	42,022	723
18	Kerala	220	4,469	0
19	Ladakh	116	644	89
20	Lakshadweep	-	76	48
20	Madhya Pradesh	283	5,751	140
21	Manipur	83	1,020	80
22	Meghalaya	35	1,483	75
23	Maharashtra	560	22,640	248
24	Mizoram	48	1,147	91
25	Nagaland	27	934	91
27	Odisha	168	12,649	179
28	Puducherry	23	246	100
29	Punjab	54	6,275	159
30	Rajasthan	281	8,703	10276
31	Sikkim	127	351	94
32	Tamil Nadu	342	17,170	15
33	Telangana	95	8,433	183
34	Tripura	6	628	75
35	Uttarakhand	220	1,384	429
36	Uttar Pradesh	248	16,974	1434
Total		6778	285,423	17,767

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Annexure-32

Data till 11.12.2025

Programme	Target	No of Certification	No of States/ UTs Implemented	No of Languages Implemented
NISHTHA (Elementary) Face to Face	42 Lakh	17,73,312	33 States/ UTs (Excluding Kerala, West Bengal, Andhra Pradesh)	Not applicable
NISHTHA Elementary Online	42 Lakh	22,64,564	30 States/ UTs (Excluding Kerala, Lakswadeep, Sikkim, Tamil Nadu, Telangana, West Bengal) and 7 autonomous organizations (KVS, NVS, CICSE, CBSE, AEES, Sainik Schools-MoD, CTSA)	11 languages - (English, Hindi, Urdu, Telugu, Bangla, Kannada, Odia, Assamese, Gujarati, Bodo, Punjabi)
NISHTHA Secondary Online	10 Lakh	7,64,278	33 States/ UTs (Excluding Kerala, Tamil Nadu, West Bengal) and 7 autonomous organizations (KVS, NVS, CICSE, CBSE, AEES, Sainik Schools-MoD, EMRS-MoTA)	10 languages (Hindi, English, Urdu, Gujarati, Punjabi, Telugu, Kannada, Bengali, Marathi and Odia)
NISHTHA FLN Online	25 Lakh	1,376,463	33 States/ UTs (Excluding Kerala, Tamil Nadu, West Bengal) and 5 autonomous organizations under MoE (KVS, CICSE, CBSE,	11 languages (Hindi, English, Urdu, Gujarati, Punjabi, Telugu, Kannada, Odia, Bengali, Marathi and Mizo)

			AEES, EMRS-MoTA)	
NISHTHA ECCE online	90 Thousand	173,337	30 States/ UTs (Excluding Assam, Kerala, Lakswadeep, Tamil Nadu, Tripura, West Bengal)	02 languages (English & Hindi)
NISHTHA Educational Technology Level 1	Piloted in Face-to-Face Mode during 2023-24 and 189 NRGs were trained 32 States/ UTs (Excluding Kerala, Lakswadeep, Tripura, West Bengal) and 5 autonomous organizations (CBSE, KVS, NVS, AEES, Sainik School)			
NISHTHA Educational Technology Level 2	Piloted in Face-to-Face Mode during 2024-25 and 222 NRGs were trained 36 States/ UTs and 9 autonomous organizations (CBSE, NVS, KVS, AEES, Sainik Schools, EMRS, Navy Children Schools, Air Force Schools, Army Public Schools)			
NISHTHA Inclusive Education	Piloted in Face-to-Face Mode during 2023-24 and 337 were trained covering 34 States/ UTs (Excluding Delhi, Ladakh)			

Annexure 33

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State/ UTs distribution of total number of Mentors

Name	Total Number of Mentors
ANDAMAN & NICOBAR	4
ANDHRA PRADESH	33
ARUNACHAL PRADESH	18
ASSAM	171
BIHAR	99
CHANDIGARH	95
CHHATTISGARH	75
DADRA & NAGAR HAVELI AND DAMAN AND DIU	4
DELHI	239
GOA	12
GUJARAT	61
HARYANA	101
HIMACHAL PRADESH	22
JAMMU AND KASHMIR	52
JHARKHAND	76
KARNATAKA	76
KERALA	55
LADAKH	3
LAKSHADWEEP	2
MADHYA PRADESH	197
MAHARASHTRA	225
MANIPUR	13
MEGHALAYA	32
MIZORAM	106
NAGALAND	10
ODISHA	103
PUDUCHERRY	12
PUNJAB	49
RAJASTHAN	239
SIKKIM	16
TAMIL NADU	98
TELANGANA	48
TRIPURA	13
UTTAR PRADESH	212
UTTARAKHAND	71
WEST BENGAL	92
Total	2734

State/ UTs distribution of total Number of Mentees

Name	Total Number of Mentees
ANDAMAN & NICOBAR	1336
ANDHRA PRADESH	87
ARUNACHAL PRADESH	12
ASSAM	81
BIHAR	37
CHANDIGARH	2
CHHATTISGARH	58
DELHI	91
GOA	51
GUJARAT	44
HARYANA	1367
HIMACHAL PRADESH	47
JAMMU AND KASHMIR	64
JHARKHAND	7
KARNATAKA	122
KERALA	234
LADAKH	1
LAKSHADWEEP	3
MADHYA PRADESH	117
MAHARASHTRA	134
MANIPUR	5
NAGALAND	2
ODISHA	75
PUDUCHERRY	37
PUNJAB	323
RAJASTHAN	70
SIKKIM	7
TAMIL NADU	88
TELANGANA	637
TRIPURA	2
UTTAR PRADESH	264
UTTARAKHAND	127
WEST BENGAL	69
Total All India	5601

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Annexure-34
A-25

Details of Surprise Inspection conducted by CBSE in the year 2023, 2024 and 2025

State	No. of Schools inspected	Action Taken						Action yet to be taken
		Disaffiliated	Downgraded	Section Restriction AND/OR Financial penalty imposed	Withdrawal of affiliation in particular subject(s)/ stream	Warning issued	Matter under sub-judice in the Hon'ble Court	
Andhra Pradesh	1	0	0	0	0	0	0	1
Assam	4	0	0	1	1	0	1	1
Bihar	2	0	0	0	0	0	2	0
Chandigarh	1	0	0	1	0	0	0	0
Chhattisgarh	4	1	1	2	0	0	0	0
Delhi	51	6	28	10	4	0	2	1
Gujarat	2	0	0	2	0	0	0	0
Jammu & Kashmir	1	0	0	1	0	0	0	0
Jharkhand	1	0	0	0	0	0	0	1
Karnataka	3	0	0	2	0	0	0	1
Kerala	2	0	0	0	0	2	0	0
Madhya Pradesh	3	1	0	0	0	0	0	2
Maharashtra	7	0	1	4	0	0	0	2
Odisha	1	0	1	0	0	0	0	0
Punjab	1	0	0	0	0	1	0	0
Rajasthan	7	4	1	1	0	0	1	0
Uttar Pradesh	7	1	0	3	0	0	2	1
Uttarakhand	1	0	0	1	0	0	0	0
West Bengal	1	0	0	0	1	0	0	0
Total	100	13	32	28	6	3	8	10

**MINUTES OF EIGHTH SITTING OF THE COMMITTEE ON ESTIMATES
(2025-2026)**

The Eighth sitting of the Committee was held on Friday, the 09th October, 2025 from 1100 hrs. to 1348 hrs. in Committee Room 'C', Parliament House Annexe, New Delhi.

PRESENT

Dr. Sanjay Jaiswal – Chairperson

MEMBERS

2. Shri Brijmohan Agrawal
3. Ms. Iqra Choudhary
4. Shri Naveen Jindal
5. Shri Vishaldada Prakashbapu Patil
6. Shri Awadhesh Prasad
7. Shri M. K. Raghavan
8. Shri Bishnu Pada Ray
9. Shri Monoj Tiwari
10. Shri Ve Vaithilingam

SECRETARIAT

- | | | |
|----------------------|---|------------------|
| 1. Shri Sumesh Kumar | - | Director |
| 2. Smt. Sonia Khanna | - | Deputy Secretary |

**REPRESENTATIVES OF MINISTRY OF EDUCATION
(DEPARTMENT OF SCHOOL EDUCATION & LITERACY)**

- | | | |
|----|----------------------------|-----------------------|
| 1. | Shri Sanjay Kumar | Secretary (SE&L) |
| 2. | Smt. Prachi Pandey | Joint Secretary (I&T) |
| 3. | Shri Bhagwati Prasad Kalal | Director |
| 4. | Shri Rahul Singh | Chairman (CBSE) |
| 5. | Shri Himanshu Gupta | Secretary (CBSE) |

2. At the outset, Hon'ble Chairperson welcomed the Members and officials of the Ministry of Education (Department of School Education & Literacy) to the Sitting of the Committee convened to have briefing on the subject "Budget and Policy aspects for providing Affordable and Quality Education in the Country including Review of Central Board of Secondary Education". Their attention was also drawn to the Direction 55(1) of 'Directions by the Speaker, Lok Sabha' about the confidentiality of the proceedings of the Committee.

3. The Secretary, Ministry of Education (Department of School Education & Literacy), then, gave a brief introduction on the subject where he highlighted the existence and functioning of 14,71,000 schools in the country and also about schools functioning under Central Sector Schemes. Then the Joint Secretary (I & T), Ministry of Education made a power point presentation on 'Budget and Policy aspects for providing Affordable and Quality Education in the Country'. The presentation *inter-alia* highlighted NEP on Affordable & Quality Education, School education in India: A snapshot, quality and affordable education through Samagra Shiksha, budget allocation of Samagra Shiksha, PM POSHAN for nutrition and retention, ensuring quality education, equity and inclusion, quality and affordable textbooks, foundational literacy and numeracy-building block of quality education, empowering teachers, technology, skill education, PM SHRI- Exemplar schools for rising India, quality education through KVs and JNVs, KVs results, JNVs results, Vidyanjali Initiative- Community engagement for quality education, etc.

4. Thereafter, the Chairman, CBSE, made a separate power point presentation on CBSE. The presentation *inter-alia* highlighted CBSE mandate, growth of CBSE Schools (1992-2025), important changes for 2025-26, academic tasks done by CBSE, Structured Assessment For Analyzing Learning (SAFAL), genesis of skill education in CBSE, capacity building programme, vision, recent and ongoing initiatives, etc.

5. The Chairperson and other Members of the Committee, then, raised several queries relating to the subject. The queries were *inter-alia* related to skill education, preparation and publishing of text books, PM SHRI Schools, applicability of RTE Act on

KVs, process of admissions to KVs, manpower of CBSE, conducting of two board exams in a academic year, introduction of Kannada language paper in schools of Chhattisgarh, foreign language courses in schools, Budget Estimates for KVs, issues of infrastructure in KVs, qualifications of teachers, basic infrastructure in rural schools, norms and criteria for setting up of KVs, status of proposed KV in Balussery (Kozhildie), enrolment in primary schools during the period 2014-225, issues of drop out in middle and high school of Puducherry, NVs performance of vocational courses in Puducherry, steps taken to priorities Hindi language in KVs, need for using healthy oil under mid-day meal scheme, need for the use of AI for holding various exams and evaluation of answer sheets, mental health of students, allocation of funds under NEP, steps taken to education of specially abled children, teacher student ration in schools under CBSE curriculum, need for establishing more number of PM SHRI schools, sports and other activities in schools, physical education, system of accreditation of CBSE schools, procedure of renaming of schools, training for teachers, Centre state funding ratio under NEP, performance of SAFAL and PARAKH initiatives, need for regular eye examination of children of pre-primary level for prevention and treatment of astigmatism, need for synchronizing the syllabus of CBSE and State boards, need for reserving seats for local students in KVs, regulation of fees in schools, use of social media and mobile phone by children, etc.

6. The representatives of the Ministries responded to some of the queries raised by the Members. Thereafter, the Chairperson thanked the representatives of the Ministry and asked them to furnish written replies, on the points, for which information was not readily available, within fifteen days.

7. The witnesses, then, withdrew.

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

The Committee, then, adjourned.

**MINUTES OF THIRTEENTH SITTING OF THE COMMITTEE ON ESTIMATES
(2025-2026)**

The Thirteenth sitting of the Committee was held on Tuesday, the 08th January, 2026 from 1500 hrs. to 1730 hrs. in Committee Room 'C', Parliament House Annexe, New Delhi.

PRESENT

Dr. Sanjay Jaiswal – Chairperson

MEMBERS

1. Shri Brijmohan Agrawal
2. Shri Kalyan Banerjee
3. Shri Chandan Chauhan
4. Shri Devusinh Chauhan
5. Ms. Iqra Choudhary
6. Shri P.C. Mohan
7. Shri Awadhesh Prasad
8. Shri Rajiv Pratap Rudy
9. Smt. Sangeeta Kumari Singh Deo

SECRETARIAT

- | | | |
|----------------------|---|------------------|
| 1. Smt. Juby Amar | - | Joint Secretary |
| 2. Shri Sumesh Kumar | - | Director |
| 3. Smt. Sonia Khanna | - | Deputy Secretary |

REPRESENTATIVES OF MINISTRY OF EDUCATION

1.	Shri Sanjay Kumar	Secretary (SE&L)
2.	Shri Dheeraj Sahu	Additional Secretary
3.	Ms. Archana Sharma Awasthi	Joint Secretary

4.	Dr. Amarpreet Duggal	Joint Secretary
5.	Ms. Prachi Pandey	Joint Secretary
6.	Smt. A Srija	Economic Adviser (Eq to JS)
7.	Dr. Pankaj KP Shreyaskar	Dy. Director General
8.	Shri Bhagwati Prasad Kalal	Director
CBSE		
9.	Shri Rahul Singh	Chairman
10.	Shri Himanshu Gupta	Secretary
NVS, KVS, NIOS, NCTE, NCERT		
11.	Shri Rajesh Lakhani	Commissioner, NVS
12.	Shri Vikas Gupta	Commissioner, KVS
13.	Prof. Akhilesh Mishra	Chairman, NIOS
14.	Prof. Pankaj Arora	Chairman, NCTE
15.	Prof. D.P. Saklani	Director, NCERT

2. At the outset, Hon'ble Chairperson welcomed the Members and officials of the Ministry of Education to the Sitting of the Committee convened to have briefing on the subject '**Budget and Policy aspects for providing Affordable and Quality Education in the Country including Review of Central Board of Secondary Education**'. Their attention was also drawn to Direction 55(1) of 'Directions by the Speaker, Lok Sabha' regarding confidentiality of the proceedings of the Committee.

3. Thereafter, a representative of the Ministry of Education made a power point presentation on the subject. The presentation *inter-alia* highlighted the vision and major objectives of National Education Policy 2020, budgetary outlet expenditure to implement various components of NEP 2020, the National curriculum framework, Samagra Shiksha Abhiyan, NIPUN Bharat Mission, integration of skill education in Schools, key indicators related to school education viz. Gross Enrolment ratio (GER), Net Enrolment Ratio (NER), Pupil Teacher Ratio (PTR), decadal achievement in school education indicators, initiatives related to early childhood care and education, such as Vidya Pravesh, initiatives

related to providing inclusive and equitable education, digital education initiatives such as PM eVidya, NISHTA, PARAKH, e- Jaadui pitara etc., mental health and well-being initiatives such as Manodarpan, 'Sahyog' live counselling sessions, national toll-free helpline, initiatives undertaken in providing training to teachers such as National Mission for mentoring(NMM), integrated teacher education programme(ITEP), initiatives to provide multilingual education in all schools such as Bharti Bhasha Utsav development of primer in all Indian languages, translation of NCERT textbook into Indian languages, status of PM POSHAN Scheme and features and achievements of PM SHRI and Vidhyanjali Scheme.

4. The representative of the Ministry also informed the Committee about the details related to vision, mandate and objectives of CBSE, curriculum and educational standards, initiatives for all round development of students in CBSE affiliated schools, measures taken for improving the professional skills of teachers etc.

5. Thereafter, the Chairperson and other Members of the Committee, raised several queries relating to the subject. The queries *inter-alia* included:

- i. Steps being taken to enhance enrolment rate in school;
- ii. Need to enhance coordination between State and Central Government to reduce dropouts rate of girl child in school;
- iii. Reasons for significant number of vacancies in Navodaya Vidyalayas and Kendriya Vidyalayas and steps being taken to fill vacancies of teachers;
- iv. Need to enhance seats in Kendriya Vidyalayas;
- v. Need for reservation of seats for the admission of students from the States/ specified districts in Kendriya Vidyalayas considering the fact that State governments provide land and necessary infrastructure for establishment of Kendriya Vidyalayas;
- vi. Issues related to gaps in implementation of the New Education Policy;
- vii. Formulation of the next phase of New Education Policy;
- viii. Need to enhance capacity building programmes for teachers;

- ix. Need to enhance inter departmental/ministerial coordination for providing infrastructure and facilities in schools such as drinking water, digital classrooms, toilet facilities etc.;
- x. Reasons for difference between data on various facilities in schools available on UDISI Plus portal and ground reality;
- xi. Need for cross verification of data available on UDISI Plus portal;
- xii. Need to make provision for playgrounds and sports facilities in Government schools;
- xiii. Need to take steps for attention deficit and dyslexia in Government schools;
- xiv. Need to control instances of Child abuse and corporal punishment in schools;
- xv. Digital divide in education and lack of necessary digital infrastructure in rural areas;
- xvi. Need to monitor claim of electricity and broadband facilities in Government schools through monthly bills for such facilities;
- xvii. Issue in operation of national toll-free helpline;
- xviii. Lack of counselling facilities for children in schools and need for monitoring of schemes for appointment of counsellors for students;
- xix. Status of reimbursement to Private schools in lieu of admission of students under EWS Quota under RTE Act;
- xx. Number of schools with single teachers;
- xxi. Steps being taken to upgrade syllabus/standard of State education board.
- xxii. Steps being taken to reduce dropout rate in higher secondary schools.
- xxiii. Need to make availability of special educators for Divyang Students;
- xxiv. Guidelines for the number of sections in schools and maintaining the right teacher: student ratio;
- xxv. Issue of low pupil/teacher ratio (PTR) in Government schools across India;
- xxvi. Quality of teachers in Government schools especially in rural India;

- xxvii. Poor implementation of PM SHRI scheme including low budgetary allocation and fund utilization;
- xxviii. Issue of teacher absenteeism in schools;
- xxix. Lack of monitoring and oversight mechanism of State Education Boards by the Ministry;
- xxx. Issues in implementation of PM Poshan scheme such as lack of Aadhaar linkage, revision of rates etc.
- xxxi. Policy of government to enhance school education in States with significant tribal population and forest areas such as Chhattisgarh;
- xxxii. Lack of infrastructure and facilities in schools in Left-Wing Extremist (LWE) affected areas;
- xxxiii. Lack of skill development programmes for students in school; and
- xxxiv. Lack of online availability of teacher's profile and educational qualifications in CBSE affiliated schools.

6. The representatives of the Ministry responded to some of the queries raised by the Members. Thereafter, the Chairperson thanked the representatives of the Ministry and asked them to furnish written replies, on the points, for which information was not readily available, within fifteen days.

(The witnesses, then, withdrew)

The Committee, then, adjourned.

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

MINUTES OF THE EIGHTH SITTING OF THE COMMITTEE ON ESTIMATES (2026-2027)

The Committee sat on Monday, the 10th August, 2026 from 1500 hrs. to 1530 hrs.
in Samanvaya - 03, Parliament House (New Parliament Building), New Delhi.

PRESENT

Dr. Sanjay Jaiswal - **Chairperson**

Members

2. Shri Brijmohan Agarwal
3. Shri M. Mallesh Babu
4. Shri P.P. Chaudhary
5. Shri Chandan Chauhan
6. Ms Iqra Choudhary
7. Shri Anil Yeshwant Desai
8. Shri Manish Jaiswal
9. Shri Jugal Kishore
10. Thiru Dayanidhi Maran
11. Smt Pratima Mondal
12. Shri B.K Parthasarathi
13. Shri Rajiv Pratap Rudy
14. Kumari Selja
15. Dr Bhola Singh
16. Shri Ve. Vaithilingam

SECRETARIAT

- | | | | |
|----|-----------------------|---|------------------|
| 1. | Smt Juby Amar | - | Joint Secretary |
| 2. | Shri Shangreiso Zimik | - | Director |
| 3. | Smt. Sonia Khanna | - | Deputy Secretary |

2. At the outset, the Chairperson welcomed the Members to the sitting of the Committee. The Committee then took up for consideration and adoption of the following draft Report:

“Draft Report of the Committee on the subject “Budget and Policy aspects for providing Affordable and Quality Education in the Country including Review of Central Board of Secondary.”

3. Thereafter, the Committee adopted the Draft Report. The Committee, then, authorized the Chairperson to finalize the draft Report and present the same to Lok Sabha.

The Committee, then, adjourned.