

FIFTY-FIFTH REPORT

COMMITTEE ON PETITIONS

(SIXTEENTH LOK SABHA)

**MINISTRY OF HUMAN RESOURCE DEVELOPMENT
(DEPARTMENT OF SCHOOL EDUCATION & LITERACY)**

(Presented to Lok Sabha on 3.8.2018)



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CONTENTS

	PAGES
COMPOSITION OF THE COMMITTEE ON PETITIONS.....	(iii)
INTRODUCTION.....	(v)

REPORT

Action Taken by the Government on the Recommendations of the Committee on Petitions made in their Twenty-Fifth Report (Sixteenth Lok Sabha) on the representation of Dr. Madhusudan Dixit regarding provision of Quality Education in the country and other important issues therewith.

ANNEXURE

- (i) Minutes of the 49th sitting of the Committee held on 31.7.2018

**COMPOSITION OF THE COMMITTEE ON PETITIONS
(2017-2018)**

Shri Bhagat Singh Koshyari -*Chairperson*

MEMBERS

2. Shri Suresh C. Angadi
3. Shri Om Birla
4. Shri Jitendra Chaudhury
5. Shri Ram Tahal Choudhary
6. Dr. K. Gopal
7. Shri C.P. Joshi
8. Shri Chhedi Paswan
9. Shri Kamlesh Paswan
10. Shri Arjun Charan Sethi
11. Shri Kodikunnil Suresh
12. Shri Dinesh Trivedi
13. Shri Rajan Vichare
14. Shri Dharmendra Yadav
15. Vacant

SECRETARIAT

- | | | |
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| 2. Shri Raju Srivastava | - | Additional Director |
| 3. Shri G.C. Dobhal | - | Deputy Secretary |
| 4. Shri Harish Kumar Sethi | - | Senior Executive Assistant |

FIFTY-FIFTH REPORT OF THE COMMITTEE ON PETITIONS**(SIXTEENTH LOK SABHA)****INTRODUCTION**

I, the Chairperson, Committee on Petitions, having been authorised by the Committee to present the Report on their behalf, present this Fifty-Fifth Action Taken Report (Sixteenth Lok Sabha) of the Committee to the House on the Action Taken on the recommendations of the Committee on Petitions made in their Twenty-Fifth Report (Sixteenth Lok Sabha) on the representation of Dr. Madhusudan Dixit regarding provision of Quality Education in the country and other important issues therewith.

2. The Committee considered and adopted the draft Fifty-Fifth Action Taken Report at their sitting held on 31 July, 2018.

3. The observations/recommendations of the Committee on the above matters have been included in the Report.

NEW DELHI;
31 July, 2018
9 Shravana, 1940 (Saka)

BHAGAT SINGH KOSHYARI,
Chairperson,
Committee on Petitions.

REPORT

ACTION TAKEN BY THE GOVERNMENT ON THE RECOMMENDATIONS MADE BY THE COMMITTEE ON PETITIONS (SIXTEENTH LOK SABHA) IN THEIR TWENTY-FIFTH REPORT ON THE REPRESENTATION OF DR. MADHUSUDAN DIXIT REGARDING PROVISION OF QUALITY EDUCATION IN THE COUNTRY AND OTHER IMPORTANT ISSUES RELATED THEREWITH

The Committee on Petitions (Sixteenth Lok Sabha) presented their Twenty-Fifth Report to Lok Sabha on 16 March, 2017 on a Representation received from Dr. Madhusudan Dixit regarding provision of quality education in the country and other important issues related therewith.

2. The Committee had made certain observations/recommendations in the matter and the Ministry of Human Resource Development (Department of School Education & Literacy) were asked to implement the recommendations and requested to furnish their action taken replies thereon for consideration of the Committee.

3. Action Taken Notes have since been received from the Ministry of Human Resource Development (Department of School Education & Literacy) in respect of all the observations/recommendations contained in the aforesaid Report. The recommendations made by the Committee and the replies furnished thereto by the Ministry of Human Resource Development (Department of School Education & Literacy) have been detailed in the succeeding paragraphs.

4. In paras 23, 24, 25 and 26 of the Report, the Committee had observed/recommended as follows:-

"The Committee note that the primary concern of the representationist is that a large number of private schools all over the country had been closed for noncompliance of the norms laid down in the Right of Children to Free and Compulsory Education Act, 2009 (RTE Act), which, in turn, has resulted in the deprivation of a large number of children of their right to education. The norms and standards of the RTE Act for providing recognition of private schools, and the additional conditions for recognition imposed by the State Government's Rule were onerous and unrealistic—thereby leading to harassment and ultimately to the closure of private unaided schools by education officials.

The Committee were informed by the Ministry of Human Resource Development that Section 18 of the Act ibid stipulates that no private school should be established or can function without obtaining a Certificate of Recognition, and that such Certificate of Recognition would be issued to the schools that fulfil the prescribed norms and standards contained in the Act. The Act does not have a provision for recognition of Government schools, since that would amount to Government giving recognition to its own schools. Notwithstanding this, Section 19 of the Act ibid explicitly states that Government schools must meet the requirements of the Schedule appended to the Act.

Section 19 of the RTE Act lays down the norms and standards for schools. The relevant Section unambiguously stipulates that any school, whether Government or private, that does not fulfil the prescribed norms and standards shall do so within a period of three years from the date of commencement of the proposed Act. There appears to be a misconception that Government schools do not require to fulfil the norms and standards as prescribed under the Act on account of a wrong insertion of a 'comma' in the Right of Children to Free and Compulsory Education Bill when it was introduced in the Parliament. This, has since been corrected and the provisions for meeting norms and standards are invariably applicable to all the schools Government and/or private.

The Committee therefore, recommend that the Government should streamline the process of 'Certificate of Recognition' and make it more transparent so as to ward off any ambiguity arising out of its interpretation and implementation. The Committee are also inclined to recommend that an Independent Body comprising of noted academicians be constituted to consider the granting of recognition to the Government schools. The modalities of the said Independent Body should be finalised in consultation with the respective State Government(s). The Committee would like the Union Government to take the necessary action on these lines and apprise the Committee accordingly within three months of presentation of this Report to the House and for this purpose, if necessary, the matter should be taken up at the highest level."

5. The Ministry of Human Resource Development (Department of School Education & Literacy), in its action taken reply, has submitted as follows:-

"Section 38 of the RTE Act, 2009 provides that the 'appropriate Government' may, by notification, make rules, for carrying out the provisions of this act'. This includes Rules related to the authority, the form and manner of making application for certificate of recognition, under sub-section (1) of section 18; the form, the period,

the manner and the conditions for issuing certificate of recognition, under sub-section (2) of section 18; and the manner of giving opportunity of hearing under second proviso to sub-section (3) of section 18.

Section 2 of the RTE Act, 2009 defines the “appropriate Government” as under –

- ‘(i) In relation to a school established, owned or controlled by the Central Government, or the administrator of the Union Territory, having no legislature, the Central Government;*
- (ii) In relation to a school, other than the school referred to in sub-clause (i), established within the territory of –*
 - (A) State, the State Government;*
 - (B) Union territory having legislature, the Government of that Union Territory;’*

Central RTE Rules, 2010 lay down in Clause 15 as under:

‘15. Recognition to school. (1) Every school, other than a school established, owned or controlled by the Central Government, appropriate Government or the local authority, established before the commencement of this Act shall make a self declaration within a period of three months of the commencement of the Act, in Form No.1 to the concerned District Education Officer regarding its compliance or otherwise with the norms and standards specified in the Schedule and fulfillment of the following conditions, namely :-

- (a) the school is run by a society registered under the Societies Registration Act, 1860 (21 of 1860), or a public trust constituted under any law for the time being in force;*
- (b) the school is not run for profit to any individual, group or association of individuals or any other persons;*
- (c) the school conforms to the values enshrined in the Constitution;*
- (d) the school buildings or other structures or the grounds are used only for the purposes of education and skill development;*
- (e) the school is open to inspection by any officer authorised by the appropriate Government or the local authority;*
- (f) the school furnishes such reports and such information as may be required from time to time and complies with such*

instructions of the appropriate Government or the local authority as may be issued to secure the continued fulfillment of the condition of recognition or the removal of deficiencies in working of the school;

- (2) *Every self declaration received in Form 1 shall be placed by the District Education Officer in public domain within fifteen days of its receipt.*
- (3) *The District Education Officer shall, within three months of the receipt of the self declaration, cause on-site inspection of such schools which claim in Form No. 1 to fulfill the norms and standards and the conditions mentioned in sub-rule (1).*
- (4) *After the inspection referred to in sub-rule (3) is carried out, the inspection report shall be placed by the District Education Officer in public domain and schools found to be conforming to the norms, standards and the conditions shall be granted recognition by the District Education Officer in Form No. 2 within a period of fifteen days from the date of inspection.*
- (5) *Schools that do not conform to the norms, standards and conditions mentioned in sub-rule (1) shall be listed by the District Education Officer through a public order to this effect; such schools may request the District Education Officer for an on-site inspection for grant of recognition at any time within the next two and a half years, so that such period does not exceed three years from the commencement of the Act;*
- (6) *Schools which do not conform to the norms, standards and conditions mentioned in sub-rule (1) within three years from the commencement of the Act, shall cease to function.*
- (7) *Every school, other than a school established, owned or controlled by the Central Government, appropriate Government or local authority, established after the commencement of this Act shall conform to the norms and standards and conditions mentioned in sub-rule (1) in order to qualify for recognition under this rule.*

16. *Withdrawal of recognition to school.- (1) Where the District Education Officer (hereinafter in this rule referred to as the said Officer) on his own motion, or on any representation received from any person, has reason to believe, to be recorded in writing, that a school recognised under rule 15, has violated one or more of the conditions for grant of recognition or has failed to fulfill the norms and standards specified in the Schedule, the District Education Officer shall act in the following manner,-*

- (a) *issue a notice to the school specifying the violations of the condition of grant of recognition and seek its explanation within one month.*
- (b) *in case the explanation is not found to be satisfactory or no explanation is received within the stipulated time period, the said Officer may cause an inspection of the school, to be conducted by a Committee of three to five members comprising of educationists, civil society representatives, media, and government representatives, which shall make due inquiry and submit its report, along with its recommendations for continuation of recognition or its withdrawal, to the said Officer.*
- (c) *on receipt of the report and recommendations of the Committee, the said Officer may pass order for withdrawal of recognition:*

Provided that no order for withdrawal of recognition shall be passed by the said Officer without giving the school adequate opportunity of being heard.

Provided further that no such order shall be passed by the said Officer without prior approval of the appropriate Government.

- (2) *The order of withdrawal of recognition passed by the said Officer shall be operative from the immediately succeeding academic year and shall specify the neighbourhood schools to which the children of that school shall be admitted.'*

Thus, it is legally mandated that a transparent mechanism and adequate safeguards need to be developed by the 'appropriate Government' i.e. the concerned State and UT Government in the process of recognition of a school.

In view of the Committee's recommendations, it has been emphasized to States and UTs that a transparent mechanism needs to be evolved for recognition of schools."

6. In paras 27, 28 and 29 of the Report, the Committee had observed/recommended as follows:-

"The Committee note from the submissions made by the representationist that 'No Detention' of child leads to decline in the academic standards and dilutes the accountability of teachers. The Committee note that the 'No Detention' Clause under the RTE Act had emerged out of the concern that failure in examinations often causes students to drop out from the schools. Apart from the sense of disgrace and trauma, it has a detrimental effect on children, as they dropout and are not interested to continue their education. Hence, this 'No Detention' Clause helps to ensure that all the children from 6-14 year acquire at least a basic elementary education.

Further, the 'No Detention' Clause in the RTE Act does not imply abandoning the procedures for assessing the learning process in children. The RTE Act per se provides for putting in place a continuous and comprehensive evaluation procedure that will be non-threatening, releases the child from fear and trauma of failure and enables the teacher to pay individual attention to quality, rather than punishment, fear of failure and detention. In terms of Section 29 of the RTE Act, Continuous & Comprehensive Evaluation (CCE) emphasizes to regularly track performance of children and also to help them to improve—rather than pass or fail—at the end of the year in the examination. The Committee also note that the RTE Act doesn't prohibit the examinations that are being held internally in the schools.

The Committee desire that a pragmatic mechanism should be put in place to scientifically and comprehensively assess the performance of teachers as well so that the intention of introducing the 'No Detention' Clause in the RTE Act does not get diluted on the premise of dissemination of quality education in schools. The Committee also appreciate the recent endeavour of the Union Government to retain the 'No Detention' policy till Class V in schools. However, the Committee desire that a two pronged strategy for enhancing the quality of education in schools—Government and/or private-should be adopted, whereby, the evaluation of performance of teachers be made more rigorous and internal assessment of students in schools—by way of holding periodic examinations to be made mandatory. The Committee would like to be apprised of the outcome of renewed strategy worked out by the Ministry of Human Resource Development for the purpose."

7. The Ministry of Human Resource Development (Department of School Education & Literacy), in their action taken reply, has submitted as follows:-

"After approval of the Union Cabinet in its meeting held on 02nd August, 2017, the Right of Children to Free and Compulsory Education (Second Amendment) Bill, 2017 was introduced in the Lok Sabha on 11th August, 2017 to amend Section 16 of the Act. The proposed amendment provides for a regular examination at fifth class and eighth class at the end of every academic year. If a child fails in the said examination, he shall be given additional instruction and granted opportunity for re-examination within a period of two months from the declaration of the result. In case the child fails in the second attempt, the appropriate Government may allow schools to hold back a child in the fifth class or in the eighth class or in both classes, in such manner and subject to such conditions as may be prescribed. The appropriate Government may also decide not to hold back a child in any class till the completion of elementary education. Further, no child shall be expelled from school till the completion of elementary education. The proposed amendment seeks to improve the learning levels of children and will lead to greater accountability and improvement in the quality of education.

The State Government and UT administrations are supported on several interventions to improve teaching standards, including regular in-service teachers' training, induction training for newly recruitment teachers, training of all untrained teachers to acquire professional qualifications, recruitment of additional teachers for improving pupil-teacher ratios, academic support for teachers through block and cluster resource centres, continuous and comprehensive evaluation system to equip the teacher to measure pupil performance and provide remedial action wherever required, and teacher and school grants for development of appropriate teaching-learning material, etc. States have been advised to monitor teacher attendance in elementary schools and put in place mechanisms to improve teacher presence and accountability.

Further, the NCERT has developed a framework for Performance Indicators for Elementary School Teachers (PINDICS) and shared with the states for effective monitoring and benchmarking of teacher performance across the country. Additionally, for improving the quality of school education, the School Standards & Evaluation framework, known as 'Shaala Siddhi' has been developed, to enable schools to evaluate their performance in a more focused and strategic manner and to facilitate them to make professional judgments for improvement.

Section 29 (2) (h) of The Right of Children to Free and Compulsory Education (RTE) Act, 2009 provides for Continuous Comprehensive Evaluation (CCE) of child's understanding, knowledge and his or her ability to apply the same. Continuous and Comprehensive Evaluation is to be used as a strategy for assessment and bring

improvement in child's learning. By continuous evaluation, teacher's work can be continuously guided by the child response and participation in classroom activities. Comprehensive evaluation would help to view the child from a holistic perspective rather than merely in terms of a learner of different subjects. CCE will include formative assessment comprising of the student's work at class and home, the student's performance in oral tests and quizzes and the quality of the projects or assignments submitted by the child. The Central Government has issued various advisories to States and UTs for the implementation of CCE.

Further, Section 23(2) of the RTE Act has been amended to ensure that all untrained in-service teachers working in Government, Government aided, and Private un-aided schools acquire minimum qualification as laid down by an academic authority, authorized by the Central Government, by 31st March, 2019. The National Institute of Open Schooling (NIOS) has been entrusted to conduct this training through ODL (Open Distance Learning) mode. The online D.El.Ed. course has started from 3rd October, 2017. A total of 13,78,985 admissions have been confirmed for the D.El.Ed. programme at the NIOS Portal."

8. In paras 30 and 31 of the Report, the Committee had observed/recommended as follows:-

"The Committee note from the submission made by the representationist that the Government schools could improve the quality of education being imparted to the students by way of spending on infrastructural development such as library, laboratories, furniture, computers, etc. The Committee note that the Government has been making concerted efforts to improve the quality of education in schools. However, no clear cut Guidelines in this regard have been laid down. Further, to attract best possible human resource for the purpose of teaching, the Government has created the National Council for Teacher Education (NCTE) under the relevant Act. The Committee, therefore, desire that the Government should clearly spell out the Guidelines to improve upon the standard of education being imparted at the schools along with proper feedback mechanism to have the best possible human resource for the purpose of teaching.

The Committee also note that the representationist has referred to the Gujarat Government's Recognition Policy of the Private schools, which is dependent on the learning outcomes of their students. The Committee feel that both the aspects— learning and infrastructure of schools—are important complementary ingredients for imparting quality education in the schools and, therefore, cannot be seen in isolation.

The Committee, therefore are of the firm view that the Government should focus on learning outcomes of the schools under the Act and simultaneously, provide a time frame to the schools to develop a specified infrastructure required under the RTE Act. The Committee would like to be apprised of the action taken by the Government in the matter."

9. The Ministry of Human Resource Development (Department of School Education & Literacy), in their action taken reply, has submitted as follows:-

"In order to focus on quality education, the RTE Act, 2009 was amended on 20th February, 2017 to include reference on class-wise, subject-wise Learning Outcomes, to serve as a guideline for States and UTs to ensure that all children acquire appropriate learning levels.

Based on the Learning Outcomes, a National Achievement Survey has been conducted for classes III, V and VIII on 13th November, 2017 and for Class X on 5th February, 2018 with a sample frame upto district level to enable States/UTs to identify gaps in learning outcomes at district level and design strategies to addresses those gaps. District report cards (provisional) for NAS 2017 have been released by this Department and are available on MHRD website. Through NAS it is for the first time that the teachers have a tool to understand what exactly the child should be learning in various classes, how to teach this through activities and how to measure and ensure that children have reached the required level."

10. In para 32 of the Report, the Committee had observed/recommended as follows:-

"The Committee observe from the submissions made by the Ministry of Human Resource Development that they have been working closely with the State Governments to enhance the quality of the elementary education through the implementation of RTE Act. A New Education Policy is also being formulated in consultation with all the stakeholders to bring in the necessary changes to improve the quality of education in a holistic way. The Committee, therefore, recommend the Ministry to expedite the formulation of a new Education Policy in coordination with various stakeholders of the country without further loss of precious time. The Committee would also like to be apprised of the action taken by the Government in the matter within three months of the presentation of the Report."

11. The Ministry of Human Resource Development (Department of School Education & Literacy), in their action taken reply, has submitted as follows:-

"The Government is currently in the process of formulating a New Education Policy and has, on 24th June 2017, constituted a Committee for preparation of the draft National Education Policy under the Chairmanship of eminent scientist Padma Vibhushan Dr. K. Kasturirangan. The Committee has been given time till 31.03.2018 for submitting its Report."

Observations/Recommendations

STREAMLINING THE PROCESS OF ISSUING THE 'CERTIFICATE OF RECOGNITION' IN A TIME BOUND MANNER

12. The Committee had pointed out in its earlier recommendation that a large number of Private Schools all over the country had been closed for non-compliance of the Norms laid down in the Right of Children to Free and Compulsory Education Act, 2009 (RTE Act), which, in turn, had resulted in the deprivation of a large number of children of their Right to Education. The Norms and Standards of the RTE Act for providing recognition of Private Schools and the additional conditions imposed by the State Governments were onerous and unrealistic, thereby leading to harassment and sometimes closure of Private Unaided Schools by Education Officials. The Committee had, therefore, urged the Ministry of Human Resource Development (Department of School Education & Literacy) to streamline the process of 'Certificate of Recognition' and make it more transparent and also to constitute an Independent Body comprising of noted academicians, in consultation with the respective State Government(s), to consider the granting of recognition to the Government Schools.

13. The Ministry of Human Resource Development (Department of School Education & Literacy) apprised the Committee that a transparent mechanism and adequate safeguards need to be developed by the 'Appropriate Government', i.e., the concerned State and UT Government(s) in the process of recognition of a School. Further, it has been emphasized to the States and UTs that a transparent mechanism needs to be evolved for recognition of Schools.

14. The Committee are dismayed to note that for developing a transparent mechanism and adequate safeguards for recognition of a School, a substantial time

has already elapsed in finding a viable solution, devoid of red-tapism, to the problem. The Committee, therefore, would like to reiterate that the Ministry of Human Resource Development (Department of School Education & Literacy) should go in for a realistic planning and expedite their efforts to streamline the process of 'Certificate of Recognition' in consultation with the respective State Government(s), to consider the granting of recognition to the Government Schools in a time bound manner. The Committee would like to be apprised of the concrete action taken and the results achieved thereby within the next three months.

MEANINGFUL IMPLEMENTATION OF GOVERNMENT POLICIES AND ORDERS

15. Earlier, the Committee had thrust upon the issue raised in the Representation that 'No Detention' of child leads to decline in the academic standards and dilutes the accountability of teachers which may often causes students to drop out from the Schools. The Committee had advocated for the implementation of a Continuous & Comprehensive Evaluation (CCE) procedure that will be non-threatening, releases the child from fear and trauma of failure and enables the Teacher to pay individual attention to quality, rather than punishment, fear of failure and detention. The Committee had, therefore, desired that a pragmatic mechanism should be put in place to scientifically and comprehensively assess the performance of teachers as well so that the intention of introducing the 'No Detention' Clause in the RTE Act does not get diluted on the premise of dissemination of quality education in the Schools. The Committee had, further, stressed upon the need to adopt a two pronged strategy for enhancing the quality of education in schools - Government and/or Private - whereby, the evaluation of performance of Teachers be made more rigorous and internal assessment of students in the Schools by way of holding periodic examinations be made mandatory.

16. The Ministry of Human Resource Development (Department of School Education & Literacy), in their action taken reply, has *inter-alia* informed that the Right of Children to Free and Compulsory Education (Second Amendment) Bill, 2017 was introduced in the Lok Sabha on 11th August, 2017 to amend Section 16 of the Act. The proposed Amendment seeks to improve the learning levels of children and will lead to greater accountability and improvement in the quality of education. The State Governments and UT Administrations are supported on several interventions to improve teaching standards. The States have also been advised to monitor Teachers' Attendance in the Elementary Schools and put in place mechanisms to improve Teachers' presence and accountability. Further, the NCERT has developed a framework for Performance Indicators for Elementary School Teachers (PINDICS) and shared with the States for effective monitoring and benchmarking of Teachers' Performance across the country. Additionally, for improving the quality of school education, the School Standards & Evaluation framework, known as 'Shaala Siddhi' has been developed, to enable Schools to evaluate their performance in a more focused and strategic manner and to facilitate them to make professional judgments for improvement. The Central Government has issued various advisories to States and UTs for the implementation of CCE.

17. The Committee appreciate the initiatives taken by the Ministry of Human Resource Development (Department of School Education & Literacy) for enhancing the quality of education in Schools and the evaluation of performance of teachers as well by way of steps taken to amend Sections 16, 29(2)(h) and 23(2) of the Right of Children to Free and Compulsory Education Act, 2009. The Committee hope that the said amendments will pave a way for improving the learning levels of children and will also lead to greater accountability and improvement in the quality of education.

The Committee also note that various other initiatives have been taken by the Ministry for attainment of the intended objectives, such as developing a framework for Performance Indicators for the Elementary School Teachers (PINDICS) and the School Standards & Evaluation Framework, known as 'Shaala Siddhi' for enabling Schools to evaluate their performance in a more focused and meaningful manner and to facilitate them to make professional judgments for improvement besides issuing various advisories by the Union Government to the States and UTs for the implementation of the CCE.

18. The Committee while acknowledging the recent initiatives taken by the Ministry are apprehensive as to whether the amendments in the Right of Children to Free and Compulsory Education Act, 2009, development of frameworks for Performance Indicators for the Elementary School Teachers (PINDICS) would actually accrue the desired objective of enhancement of education level and performance of Teachers until and unless the Union Government and all the State Governments work in flawless tandem and rhythm. The Committee are constrained to express their view that by simply issuing directives and advisories to the States and UTs for implementation of certain Guidelines/Orders would not be effective until and unless a constant liaison coupled with an effective Appraisal System is developed and maintained at the highest bureaucratic level. The Committee, therefore, desire that the Ministry of Human Resource Development (Department of School Education & Literacy) should closely monitor the outcome of their initiatives and liaise with all the stakeholders to introduce reforms in the field of Education at the earliest. The Committee would like to be apprised of progress made in this regard.

REGULAR MONITORING OF SCHEMES AND INITIATIVES

19. On the aspect of improving the standard of education in the country, the Committee had desired that the Government should clearly spell out the Guidelines, to be scrupulously followed by the schools, along with proper feedback mechanism to have the best possible Human Resource for the purpose of teaching. The Committee were also of the firm view that the Government should focus on learning outcomes of the Schools under the Act and simultaneously, provide a specific time frame to the Schools to develop a specified infrastructure required under the RTE Act.

20. The Committee are satisfied with the various initiatives taken by the Ministry of Human Resource Development (Department of School Education & Literacy) to ensure that all children acquire appropriate learning levels which are the essential pre-requisites for attaining the objective of quality education in the country. It is also noteworthy to mention here that it is for the first time that through the National Achievement Survey, the Teachers, *per se*, have a tool to understand what exactly the Child should be learning in various Classes, how to impart education through various Activities and how to measure and ensure that Children have reached the required level of education. However, after analysing the various policy initiatives undertaken by the Union Government, the Committee would like to advise the Ministry of Human Resource Development (Department of School Education & Literacy) to formulate an apparatus for dissemination of all the initiatives taken by them to the remotest part of the country through publicity campaigns by working in co-ordination with the State Governments. The Committee would like to be kept abreast of the steps taken by the Ministry in the matter.

ADVANCE ACTION FOR TIMELY IMPLEMENTATION OF THE NEW EDUCATION POLICY

21. In response to recommendation of the Committee about finalisation of a new Education Policy, the Ministry of Human Resource Development (Department of School Education & Literacy) has submitted that with a view to introducing necessary changes to improve the quality of education in a holistic manner, a New Education Policy was being formulated in consultation with all the stakeholders. The Ministry has also stated that on 24 June 2017, the Government had constituted a Committee for preparation of the draft National Education Policy under the Chairmanship of eminent scientist Dr. K. Kasturirangan. The said Committee has been given time till 31 March, 2018 for submitting its Report. The Committee hope that by now the said Committee would have finalised and submitted its Report on the National Education Policy. The Committee, therefore, expect the Ministry of Human Resource Development (Department of School Education & Literacy) to take all the necessary steps in advance for the timely implementation of the New Education Policy to enhance the quality of the Elementary Education as well as improvement in the quality education in the country. The Committee would like to be apprised of the action taken by the Ministry on this count as well separately.
