



PARLIAMENT OF INDIA
RAJYA SABHA

**DEPARTMENT-RELATED PARLIAMENTARY STANDING
COMMITTEE ON HUMAN RESOURCE DEVELOPMENT**

**HUNDRED NINETEENTH REPORT
ON**

**DEMANDS FOR GRANTS 2001-2002 (DEMAND NO. 50) OF
THE DEPARTMENT OF ELEMENTARY EDUCATION AND LITERACY
(MINISTRY OF HUMAN RESOURCE DEVELOPMENT)**

**(PRESENTED TO THE RAJYA SABHA ON 30TH APRIL, 2002)
(LAID ON THE TABLE OF LOK SABHA ON 30TH APRIL, 2002)**

**RAJYA SABHA SECRETARIAT
NEW DELHI
APRIL, 2002/VAISAKHA, 1924 (SAKA)**

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**COMPOSITION OF THE COMMITTEE (upto 2nd April, 2002)
(2002-2003)**

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22. Dr. N. Venkataswamy
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41. Shri Ramesheth Thakur

COMMITTEE ON HUMAN RESOURCE DEVELOPMENT

1. Shri Arjun Singh $\frac{3}{4}$ *Chairman*

MEMBERS

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SECRETARIAT

Shri Satish Kumar, Additional Secretary
Smt. Vandana Garg, Director
Shri C.B. Rai, Under Secretary
Shri Ratan Kumar Sahoo, Research Officer
Shri P. Narayanan, Committee Officer

PREFACE

I, the Chairman of the Department-related Parliamentary Standing Committee on Human Resource Development, having been authorised by the Committee to present the Report on its behalf, do hereby present this Hundred-Nineteenth Report of the Committee on the Demands for Grants (Demand No.50) of the Department of Elementary Education and Literacy, Ministry of Human Resource Development for the year 2002-2003.

1. The Committee considered the various documents and relevant papers received from the Department of Elementary Education and Literacy, Ministry of Human Resource Development and also heard the Secretary and other Officials of that Department on the said Demands for Grants in its meeting held on 27th March, 2002.

2. The Committee considered the Draft Report and adopted the same in its meeting held on 24th April, 2002.

NEW DELHI;
April 24, 2002
Vaisakha 4, 1924 (Saka)

ARJUN SINGH
Chairman,
Department-related Parliamentary Standing Committee
on Human Resource Development

REPORT

INTRODUCTION

1.1 An attempt to make Elementary Education a Fundamental Right and justiciable under the Constitution shifting it from Directive Principles of State Policy which is non-justiciable marks a bold initiative. It shows the commitment of the Nation to provide Education for all, priority being free and compulsory Elementary Education, coverage of children with special needs, eradication of illiteracy, vocationalisation, women's education and special focus on the education of socially disadvantaged sections. It is true that in the field of Elementary Education, progress towards Universalisation of Elementary Education (UEE) has been made. Concerted efforts have resulted in the manifold increase in institutions, teachers, students. National Family Health Survey-II (1998-99) indicates that 79 percent children in the age group of 6-14 are attending school. Even though there has been considerable improvement in the participation of girl children belonging to Scheduled Castes, Scheduled Tribes, religious and linguistic minorities, etc, the goal of UEE still remains elusive.

1.2 Approach Paper to the Tenth Five Year Plan (2002-2007) has also pointed out that "our performance in the field of education is one of the most disappointing aspects of our development strategy. Out of approximately 200 million children in the age group 6-14 years, only 120 million are in schools and net attendance in the primary level is only 66% enrolment. Therefore it has been suggested that the Tenth Plan should aim at a radical transformation in this situation. Education for All must be one of the primary objectives of the Tenth Plan.

II ELEMENTARY EDUCATION STATUS

2.1 During the period 1950-51 to 1999-2000, the number of primary schools has increased three-fold and the number of upper primary Schools by about 15 times. Total enrolment at the Primary stage increased by 5.91 times, from 19.2 million in 1950-51 to about 113.61 million in 1999-2000. Total enrolment at the upper primary level increased by 13 time from 3.1 million in 1950-51 to 42.06 million in 1999-2000. During this period, the growth rate of girls' enrolment at the elementary level was higher as compared to that of the boys. So far as retention level is concerned, from 64.9 per cent at the primary level in 1960-61, the drop-out rate decreased to 40.25 per cent in 1999-2000 and from 78.3 per cent in upper primary level in 1960-61, it decreased to 54.8 per cent in 1999-2000. However what is discouraging is the fact that even though number of teachers has increased this has not kept pace with the growth of enrolment. From 1:24 in 1950-51 the Pupil Teacher Ratio (PTR) at primary education level worsened to about 1:43

in 1999-2000. Similarly from 1:20 at the Upper Primary level the PTR has gone to 1:38 in 1999-2000. Proportionate growth in the number of teachers is therefore essential for qualitative improvement in PTR.

2.2 Though participation of girls at all levels of school education has increased substantially, the Committee observes that the proportion of girls enrolled both at the primary and upper primary levels continues to be lower than the gross enrolment of boys. Vast disparities still exist amongst the States/UTs in terms of enrolment with educationally backward States having a much lower GER than the all India average. Position is the same in respect of school retention rate. For example GER for Class I-V in Bihar and UP is 57.04 and 65.69 respectively. Similarly drop-out rate on Bihar and UP is 71.11 and 56.51 respectively. Moreover in case of girls in general the dropout rates are as high as 42% and 58% at Primary and Upper Primary stage respectively. The Committee observes that a number of schemes in elementary education sector have been in operation which has resulted in considerable improvement in the overall scenario. In spite of that, quite a few problem areas like poor infrastructure in schools, improper distribution of teachers, presence of single-teacher schools, inefficient teaching methods, etc. still remain. The Committee hopes that with the launching of Sarva Shiksha Abhiyan, a composite scheme of elementary education, all-round improvement will occur.

III LITERACY RATES

3.1 As per census 1951, literacy rate was 16.67%. The overall national literacy rate in 2001 is at 65.38% as against 52.21% in 1991 recording an increase of 13.17 percentage points, which is the highest in any decade. Growth of female literacy was recorded more than male literacy.. Female literacy increased by 14.87 percentage points i.e. from 39.29% to 54.16% as compared to male literacy growth by 11.72 percentage points i.e. 64.1% to 75.85%. The differential in male female literacy rates has decreased from 24.84 percentage points in 1991 to 21.70 percentage points in 2001. However, female literacy rate in Bihar, Jharkhand, J&K, Arunachal Pradesh, UP, Dadra & Nagar Haveli and Rajasthan is less than 50% as per census 2001. For the first time, there is a decline in absolute number of non-illiterates by 31.9 million. During 1991-2001, the population in 7+ age group increased by 171.6 million while 203.6 million additional persons became literate. All the States and Union Territories have not only shown increase in literacy rates during 1991-2001 but have achieved male literacy rates over 60%.As per the Department, the rate of growth of literacy is more in rural areas than in urban areas. Between 1991 and 2001, rural literacy rates increased by 14.52% while urban literacy rates went up by 6.98%, thereby narrowing the urban-rural gap from 28.39% in 1991 to 20.85% in 2001.

3.2 Similarly, as per NSSO 55th round (1999-2000), 53% of SCs are literate as compared to 37.41% in the 1991 Census. 49% of STs are literate as compared to 29.60% in the 1991 Census. This has shown a somewhat positive trend. However, gender difference in Elementary Education, urban rural gap and low literacy among SCs/STs and among educational minorities still remain a cause of concern for the Committee. Effective monitoring and implementation with a missionary zeal is, therefore, needed.

VI BUDGETARY ALLOCATION

4.1 The Ninth Plan allocation for Elementary Education has been Rs. 16,369.59 crores. However approved allocation was Rs.11,963.41 crores. Expenditure during Ninth Plan (upto 18th March, 2002) was Rs. 14,225.58 crores. It will, thus be seen that there was a drastic cut in the approved allocation vis-à-vis the original allocation for the Ninth Plan. However, the expenditure exceeded the approved allocation. Similarly, for Adult Education, Ninth Plan allocation was Rs. 630.39 crores and expenditure during the Plan (upto 18th March, 2002) was Rs. 517.00 crores. If the expenditure upto 18th March, 2002 on Adult Education is taken into consideration, it appears that full utilization of the Ninth Plan allocation may not be possible. There is likely to be some saving under this head. The Tenth Plan requirement based on Working Group Report for Elementary Education is Rs. 59,684.31 crores and for 2002-2003 it is Rs. 11,502. 51 crores. However, total budget provision for 2002-2003 for Elementary Education including allocation for North East is Rs. 4667.00 crores. As regards Adult Education, Tenth Plan requirement based on Working Group Report is Rs. 6339.50 crores and for 2002-2003 it is Rs. 918.10 crores. However, Budget provision for 2002-2003 is Rs. 233.00 crores only.

4.2 The Committee has been informed that the Department had projected a requirement of Rs. 9015.25 crores for the Annual Plan 2002-2003 for elementary education sector, after discussions with the Planning Commission. However, the Planning Commission has provided an amount of Rs. 4667.00 crores only against the said minimum requirement. This drastic cut would affect adversely the targets which have been fixed for the year 2002-2003 in regard to goal of Universalisation of Elementary Education. In 2001-2002, an amount of Rs. 350 crores was cut out of the approved Budget Estimate of Rs. 4000.00 crores though the Department had, in fact projected an additional requirement

of Rs. 268 crores in the RE 2001-2002.

4.3 The Committee has observed over the years that for various schemes under Elementary Education budget projected at BE stage is quite high which is drastically reduced at the RE stage. However, what is more distressing is that even this reduced allocation is not fully utilised. The Committee is perturbed to note that in 2001-2002, there was 18% non-utilisation for Teacher's training, 75% in Education Guarantee Scheme, 75% in Shiksha Karmi Project, 67% in Mahila Samakhya Programme, 18% in National Council of Teachers Education. The Secretary of the Department while agreeing that in the previous years, the utilization of funds, as compared to the B.E. had been low, mentioned basically two reasons for this. According to him, one was that the allocation itself got reduced during Revised Estimates. The others reason was that the utilization certificates from the States/UTs were not forthcoming due to which further releases of funds had to be stopped. He, however, hoped that in 2001-2002, full utilization would be made.

4.4 The Committee is of the view that successful implementation of a scheme can be undertaken with the partnership of both the Central Government and State Governments/UTs. If the funds are released by the Centre to the States/UTs and if the same are not utilized/spent by them, utilization certificates are not furnished, the Centre would have perhaps no option but to withhold further release, resulting in under-utilisation of funds. However, in certain cases, the reason behind non-utilisation of funds by some States/UTs may be genuine, particularly financial crunch. In that case, the Committee feels that the Department will have to give a thought to it and find some way out for such States/UTs.

4.5 The Committee also observes that there is no preparatory exercise before any scheme is introduced in the Budget. It is the general practice that budgetary allocation is made for a scheme pending necessary surveys and clearances from various authorities. Sometimes, the entire financial year is over and the scheme is yet not approved. This practice makes the entire budgetary exercise unrealistic leading to under-utilisation of funds. This state of affairs is highly unsatisfactory and betrays total lack of commitment on the part of authorities. The Committee, therefore, reiterates its earlier recommendation given in the 103rd Report that all procedural formalities should be completed before including a scheme in the budget and would like to be apprised of the action taken in this behalf.

V OPERATION BLACKBOARD

5.1 In pursuance of the NPE-1986, the scheme of Operation Blackboard was launched in 1987-88 with the aim of improving the human and physical resources available in the primary schools of the country. The Scheme consisted of mainly three components.

- a) Provision of an additional teacher to single teacher primary school;
- b) Provision of at least two classrooms in each primary school; and
- c) provision for teaching learning equipment to all primary schools brought under the scheme.

5.2 In 1993-94 the Scheme of Operation Blackboard was extended to provide third teacher and third room to primary schools wherever enrolment exceeds 100 and to cover upper primary schools through provision of additional teachers and teaching learning equipment. The Scheme is implemented through State Governments. 100% central assistance is provided for appointment of additional teachers in upper primary schools and third teachers in primary schools with enrolment exceeding 100.

5.3 Under the Scheme, construction of school building is the responsibility of the State Governments/UTs. However, provision for construction of school building has been made under the programme of rural employment like Jawahar Rozgar Yojna (JRY) and Employment Assurance Scheme (EAS). The JRY has been restructured by the Ministry of Rural Development renaming the Scheme as Jawahar Gram Samridhi Yojana. Under the revised guidelines effective from 1st April, 1999, funding pattern is 75:25 between the Centre and the State, so far as rural development funds are concerned for construction of school buildings under the Scheme of Operation Blackboard.

5.4 The Committee was informed that from 1987-88 to 2001-2002 (as on 22.2.2002) funds have been sanctioned for teaching learning equipment to 5,22,902 primary schools and 1,38,009 upper primary schools. Similarly, 1,49,146 posts of additional teachers for single teacher primary schools, 77,610 posts of additional teachers for upper primary schools and 83,045 posts of third teacher to primary schools with enrolment exceeding 100 children have been sanctioned. A sum of Rs. 3,52,074.15 lakhs has been released to the State Governments/UTs so far since its inception in 1987-88. The Scheme of Operation Blackboard will be subsumed in Sarva Shiksha Abhiyan from the year 2002-2003. A sum of Rs.

6500.00 lakhs has been allocated for residual work of the Scheme of Operation Blackboard for the year 2002-2003 mainly for meeting the committed liability of salary of teachers upto end of the Ninth Plan period.

5.5 The Committee has been given to understand that under the Scheme of Operation Blackboard during the entire period of the Ninth Plan physical target fixed for third teachers for Primary Schools was 1,58,000. Against this, the posts of only 48,153 teachers were sanctioned. Similarly, against the physical target of 1,23,624 upper primary schools, 90,420 posts of teachers were sanctioned. As regards additional teachers for upper primary schools against the physical target of 1,23,624, only 40,730 posts could be sanctioned. The Committee is disturbed to note that for the states of Haryana, Mizoram, Nagaland and West Bengal, even though 1204, 106, 161 and 2353 additional teachers for upper primary schools were sanctioned respectively, not a single teacher was appointed in these States. In the case of Assam, Maharashtra and Orissa against the sanctioned posts of 6730, 10969 and 10023, only 2851, 7064 and 7741 teachers respectively were appointed. This shows that there has been a wide gap between the lofty targets fixed and actually achieved. This calls for a serious rethinking of our planning and implementation process.

5.6 The Committee has been informed that the main reason for such a large number of vacancies of teachers under Operation Blackboard is the reluctance on the part of State Governments to bear the financial liability in respect of teachers' salary after the Plan period was over. Different strategies were adopted by the States in this regard. In some States, recruitment rules for teachers were not framed. There are other States where recruitment rules simply got delayed due to obvious reasons. In some cases, funds were given to the State Governments, but they were not released for this purpose in time.

5.7 The Committee notes that against Ninth Plan allocation of Rs.1955.04 crores under Operation Blackboard, utilisation figures upto 18.03.02 are only Rs.1719.83 crores. Trend of under-utilisation of funds was due to unspent balances lying with various State Governments due to one reason or other. The Committee has been informed that during 2001-2002, amount of unspent balances was brought down from Rs.377 crores to Rs.228 crores as a result of concerted efforts made by the State Governments. All the concerned State Governments have now been requested to liquidate the unspent balances by June, 2002. The Committee is of the opinion that large number of vacant posts of teachers and non-utilisation of funds for the various components of Operation Blackboard is a clear indication that the Scheme has failed to achieve the targetted results. The Committee hopes that all these inherent shortcomings noticed under the Scheme over a period of time must have assisted the Department in taking all the corrective measures in the formulation and implementation of SSA.

VI TEACHERS TRAINING PROGRAMME

6.1 The Centrally Sponsored Scheme of Restructuring and Reorganisation of Teacher Education was taken up in 1987 to create a viable institutional infrastructure, academic and technical resource base for orientation, training and continuous upgradation of knowledge, competence and pedagogical skills of elementary school teachers in the country.

The Scheme envisages setting up of District Institutes of Education and Training in each district to provide academic and resource support to elementary education teachers and non-formal and adult education instructors. It also envisages establishment of CTEs/IASES to organize pre-service and in-service training for secondary teachers and provide extension and resource support service to secondary schools.

6.2 The Committee was informed that the Planning Commission has agreed in principle for continuation of the Scheme as suggested by the Working Group on Elementary and Adult Education for Tenth Five Year Plan. The Working Group, however, recommended some modifications in the Scheme for qualitative improvement and coordinated development in the field of Elementary Teacher Education with increased involvement of the States. The modifications suggested by the Working Group will be placed before the EFC and Cabinet for approval in due course. Till that time, the Scheme is expected to continue in its present form.

6.3 The budgetary provision of Rs. 220.00 crores in BE 2001-2002 for the Teacher Education Programme was reduced to Rs. 180.00 crore in RE in view of longer time taken by the States to finalise the MOUs for effective operation of the Scheme and also proposals from States for new institutions not received as expected. The Committee notes that actual expenditure incurred upto 18.3.2002 is only Rs.164.60 crores.

6.4 The Committee is constrained to note that this under utilisation trend has been there during the entire Ninth Plan period. Against total Ninth Plan allocation of Rs.954.59 crores, expenditure reported upto 18.3.02 is only Rs.754.66 crores. The main reason given for funds not being released is non-submission of requisite information including the approval of the appropriate authority by some States/UTs. As a result, physical targets fixed under the scheme for Ninth

Plan period almost remained on paper. The Committee finds that against the target of setting up 100 new DIETs, 125 CTEs and 15 IASEs, only 39 DIETs, 9 CTEs and 4 IASEs could be set up. Not only this, the Committee is perturbed to note that against 470 DIETs sanctioned, only 427 are reported to be functional. The Committee has been given to understand that some of the DIETs, specially in NE States are not fully operational. The Committee notes that there is considerable gap between number of districts and DIETs to be set up in NE States particularly Arunachal Pradesh, Meghalaya, Mizoram and Nagaland. The Committee recommends that DIETs should be established and made functional in all the 600 districts in the Country within a time bound Action Plan and Committee should be apprised of the same. The Committee hopes that efforts will be made to get the EFC approval to some modifications suggested by the Working Group for qualitative improvement **and coordinated development of the Programme at the earliest.**

VII EDUCATION GUARANTEE SCHEME AND ALTERNATIVE & INNOVATIVE EDUCATION (EGS&AIE)

7.1 Education Guarantee Scheme and Alternative and Innovative (EGS&AIE) is a part of the overall programme of Universalisation of Elementary Education, i.e. the Sarva Shiksha Abhiyan. The revised scheme has three broad strategies, namely,

- a) setting up of schools in school less habitations within a radius of one k.m.;
- b) interventions for mainstreaming of 'out-of-school' children through bridge courses, back to school camps, etc.; and
- c) strategies for very specific, difficult groups of children who cannot be mainstreamed.

7.2 Central and State Government would share the expenditure in the ratio of 75:25. Per learner cost has been increased from the existing Rs. 375/- to Rs. 845/- per annum for primary level and from Rs. 580/- to Rs. 1200/- per annum for upper primary level. Honorarium to Education Volunteers has been increased from the existing Rs. 200/- p.m. to upto Rs. 1000/- p.m. and from Rs. 500/- p.m. to Rs. 1500/- p.m. for Supervisors. Powers to sanction (within overall cost ceilings) and monitor the projects under EGS&AIE have been delegated to the State Level Societies identified by the State/UT Governments.

7.3 The Committee has been given to understand that so far Andhra Pradesh, Bihar, Haryana, J&K, Karnataka, Madhya Pradesh, Maharashtra, Orissa, Punjab, Rajasthan, Tamilnadu, U.P., Uttaranchal and West Bengal have identified the State Level Societies for the implementation of EGS&AIE. The States of Andhra Pradesh, Haryana, Karnataka, M.P., Maharashtra, Orissa, Punjab, Rajasthan, Uttaranchal and W.B. have also signed the M.O.U. with the Centre.

7.4 One of the main strategies under EGS & AIE is setting up of schools in school-less habitations within a radius of one km. As per the Sixth All India Educational Survey-1993, out of total number of 10,60,612 habitations, 1,76,523 habitations are school-less habitations. The Committee finds that NE States of Arunachal Pradesh, Meghalaya, Mizoram, Tripura, Meghalaya, Sikkim and also Himachal Pradesh, J & K and A & N. Islands have maximum number of unserved habitations. The Committee observes that these States/UTs have not identified State level societies for implementation of EGS & AIE so far. The Committee recommends that the Department should vigorously pursue with these State Governments to expedite the preparatory work so that the Scheme could be launched there at the earliest during 2002-2003 and be apprised of the action taken.

7.5 EGS and AIE was made operational from 1.4.2001. Plan allocation in BE 2001-2002 was proposed as Rs. 399.00 crores as the Scheme had enhanced parameters. However, due to delay in submission of proposals by States/UTs as a result of lot of preparatory work involved like identifying/constituting State level societies, signing of MOUs with the Centre etc. plan allocation was drastically reduced to Rs. 100.00 crores at RE stage. In view of EGS&AIE being part of Universalisation of Elementary Education i.e. Sarva Shiksha Abhiyan, no separate allocation has been made for this scheme in BE 2002-2003. The Plan allocation of Rs. 2.00 crores in BE 2002-2003 is meant for meeting expenditure in settling the residual cases of erstwhile Non-formal Education (NFE) scheme for reimbursement of expenditure incurred by VAs during previous years.

7.6 After the 6th All India Educational Survey (1993) which indicated that there were nearly 1.8 lakh school-less habitations in the country, no such exercise has been undertaken. As a result, no current statistics are available regarding such school-less habitations. This shows lack of effective monitoring and implementation of the Scheme. The Committee fails to understand as to how the Department is implementing and monitoring the Scheme when it does

not have the necessary statistics. The Committee has been given to understand that at present exercise of conducting such a survey is going on. The Committee would like to be appraised as to when the survey work was undertaken and the time schedule for its completion.

VIII NATIONAL PROGRAMME OF NUTRITIONAL SUPPORT TO PRIMARY EDUCATION (MID-DAY MEAL SCHEME)

8.1 The National Programme of Nutritional Support to Primary Education commonly known as Mid Day Meals Scheme was launched in August, 1995. The programme aims at covering all students in classes (I-V) in Government, Government aided and Local Body schools. The objective of the Programme is to give a boost to Universalisation of Primary Education and simultaneously impacting on nutritional status of children in primary classes.

8.2 As per the guidelines, implementing agencies i.e. States/UTGovts/local bodies are to arrange for cooked/pre-cooked food within two years of the commencement of the Programme in the area, subject to cooked meals being wholesome and having calorific value equivalent to 100 gms. wheat/rice. As a prelude, a provision for distribution of 3kgs. of foodgrains per student per month subject to 80% attendance has been stipulated till the institutional arrangements for provision of cooked meals are available.

8.3 Foodgrains are allocated free of cost to States/UTs through FCI and the cost of this is being reimbursed at BPL rate w.e.f. November, 2000 Costs of transportation is reimbursed to District Authorities/State Nodal Agencies for movement of food-grains from FCI godowns to the schools/distributing points @ actual cost subject to the maximum of Rs. 50 per quintal. The cost of conversion of food-grains into cooked meal is met by the State Governments/Implementing Agencies.

8.4 At present Gujarat, Kerala, Tamil Nadu and Pondicherry are providing cooked meals. 89 tribal blocks of Madhya Pradesh and 85 tribal blocks in Chhatisgarh are also providing meals to children. In Orissa, the programme is now running in 8 KBK districts (Bolangir, Kolahandi, Koraput, Malkangiri, Navrangpur, Nuapada, Rayagada and Sonapur) and 74 ITDA blocks of other districts. Recently, Karnataka has introduced a meal programme in 7 districts of the State, namely, Bellary, Bidar, Bijapur, Bagalkote, Gulbarga, Koppala and Raichur. Ready to eat food is being distributed in MCD schools of Delhi. The remaining States/UTs are distributing foodgrains.

8.5 Regarding lifting of food-grains it has been noted over the years that lifting has been poor as the given table would indicate:

Year	Allocation (MTs)	Sifting(MTs)
1995-96	713223	536016
1996-97	1585388	1112489
1997-98	2567372	1810164
1998-99	2706274	1147917
1999-2000	2767251	1401765
2000-2001	2480692	1517816
2001-2002	2862475	1673948(upto January,2002)

On a specific query about the steps taken by the Department to overcome the poor lifting of allocated goodgrains from FCI Depots, the Department stated that States are being continuously requested to lift optimum quantity of food grains. This matter has also been taken by the Minister of HRD with the CMs of States. It was explained that as far as North Eastern states are concerned high transportation cost in lifting foodgrains is due to FCI not having adequate depots.

8.7 The Committee was informed that the Working Group on Elementary Education for Tenth Plan had suggested a number of strategies for better implementation of the Programme which include:-

- expansion of the programme to students of Upper Primary classes, children of EGS centers
- Advances to States for purchase of foodgrains directly from FCI.
- Financial assistance to States towards conversion cost of Re.1 per child shared on 50:50 basis.

8.8 The Committee notes that the Operation Research Group, after evaluating the programme in ten States, has come

to the conclusion that the Programme has a positive impact on attendance and retention of students in schools. The Committee also finds that a comparative study of Orissa and Tamil Nadu (where a cooked meal programme is in operation) and another study of HP and UP (where there is arrangement for distribution of foodgrains only) was organized by the Planning Commission. The reports conclude that a cooked meal programme is preferable not only from the health point of view but also in attracting children to school. The Committee is also of the view that only cooked food should be provided to the students.

8.9 The Committee notes that against Ninth Plan allocation of Rs.6689.27 crores, an expenditure of Rs.6398.04 crores has been incurred upto 18.3.02. So far as 2001-2002 is concerned, BE allocation of Rs.930.00 crores was enhanced to Rs.1031.24 crores. Expenditure on the programme reported till 18.3.02 is Rs.929 crores and mature proposals worth Rs.102 crores are ready for clearance.

8.10 The Committee has been given to understand that projected requirements for Tenth Plan are Rs.14767.20 crores, out of which Rs.2107.25 crores are proposed for 2002-03. This included conversion cost amounting to Rs.942.00 crores. However, only Rs.1175.00 crores have been allocated which would be sufficient only for cost of foodgrains and transportation charges.

8.11 Committee's attention has been drawn to Supreme Court Order dated 28.11.2001 on a PIL on starvation deaths in Orissa which directs the State Governments/UTs to implement the Mid day meal Scheme by providing every child in every Government and Government assisted Primary School with a prepared mid day meal with a minimum content of 300 calories and 8-12 grams of protein each day of school for a minimum of 200 days. It has further stated that those State Govts. providing dry ration instead of cooked meals must within three months start providing cooked meals in all Govt. and Govt. aided Primary Schools in all half the Districts of the State and must within a further period of three months extend the provision of cooked meals to the remaining parts of the State.

8.12 The Committee had earlier been given to understand that the States, due to their poor financial condition, are not in a position to bear the conversion cost and hence cooked food is not supplied by most of them. The Committee finds that implication of the Hon'ble SC order is that States which currently do not have a cooked meal programme are seeking additional assistance towards conversion costs. The Committee fails to understand, in view of provision of only Rs.1175.00 crores for 2002-03, sufficient only for cost of foodgrains and transportation charges, how States will be in a position to implement the Supreme Court Orders. Now, with the recent order of the Supreme Court, for distribution of only cooked meal the Central Government will have to come to rescue of the State Governments though the Committee had been recommending to this effect from the very beginning. The Committee, therefore, recommends that the Ministry should apprise the Committee within a period of three months the manner in which it intends to implement the Supreme Court (SC) directive.

IX SARVA SHIKSHA ABHIYAN (SSA)

9.1 The Scheme of Sarva Shiksha Abhiyan (SSA) has evolved from the recommendations of the State Education Ministers Conference held in October 1998, to pursue universal elementary education in a mission mode. The goals of SSA are as follows

1. All 6-14 age children in school/EGS centre/bridge course by 2003;
2. All 6-14 age children complete five year primary education by 2007;
3. All 6-14 age children complete eight years of schooling by 2010;
4. Focus on elementary education of satisfactory quality with emphasis on education for life;
5. Bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010; and
6. Universal retention by 2010.

9.2 All existing schemes such as Operation Blackboard, Strengthening of Teacher Education, Non-Formal Education now called EGS&AIE, National Programmes of Media Publicity and Advocacy for UEE, National Strategy for ensuring greater participation of Women in Educational field will get subsumed in SSA in the Tenth Plan. All externally aided projects like Shiksha Karmi, Lok Jumbish, DPEP, Mahila Samakhya & Joint GOI-UN Programme for Primary Education will continue to be implemented in terms of their specific agreements with the concerned external funding agencies and will form part of SSA during Tenth Plan.

9.3 The allocation for SSA is Rs. 500.00 crore in BE and RE 2001-2002. Out of this a sum of Rs. 51.65 crores has been sanctioned for pre-project activities in 294 non DPEP districts and 54 DPEP districts in 30 States/UTs. Besides,

the Project Approval Board for SSA has approved Districts Elementary Education Plans of 512 districts in 24 States and one UT with a total outlay of Rs. 1106.26 crores. The GOI share at 85% of this would be about Rs. 940.00 crores. The Ministry is, however, releasing only 50% of the GOI share i.e. about Rs. 470.00 crore as first instalment during 2001-2002 as the plans were received in second half of the year. In 2002-2003, Annual Work Plans would have to be approved for the full year, unlike 2001-2002 where the plans covered only a few months. Moreover, plans for the districts not covered so far would also be considered. It would be possible to spend the entire sum of Rs. 1680 crores including Rs. 30 crores as external assistance available in BE 2002-2003 under SSA.

9.4 The Committee has been informed that the main activities to be undertaken under this Programme in 2002-2003 would be to continue with the interventions started in 2001-2002 and take up new activities in the districts to achieve the goal of universalisation of elementary education. Such activities would include the opening of new primary and upper primary schools, and construction of additional classrooms, school buildings, toilets and provision of drinking water, training for community leaders including training for members of VECs, and supply of free text books, setting up of Block Resource Centres and Cluster Resource Centres and innovative interventions targeted for girls and SC/ST children.

9.5 The Secretary in his presentation before the Committee stated that for the Tenth Plan, the Department had projected a requirement of Rs. 32,500 crores before the Cabinet. The Working Group, however, recommended Rs. 36,000/- crores against which the Planning Commission, at the discussion stage, agreed to Rs. 32,000/- crores. The Tenth Plan is yet to be finalized. However, as per the Annual Plan for 2002-2003, which has been finalized, the Department has got only Rs. 1512/- crores as against its requirement of Rs. 7150 crores.

9.6 It may be mentioned that the Tapas majumdar Committee (1999) has assessed an average annual additional requirement of rs. 13700 crores , while the Parliamentary Standing Committee on HRD in its 63rd report on Constitution (83rd Amendment) Bill,1997 has estimated financial expenditure of Rs. 40,000 crores for five Years to implement the obligation of the State to provide free and compulsory education to all citizens of the age of 6-14 years. The 93rd Amendment of the Constitution has suggested a proposed provision of Rs. 9,800 crores per annum with total estimate of Rs. 98,000 crores for 10 years to fulfil the obligation.

9.7 The proposed budget estimate of Rs. 4304.70 crores for Elementary Education and out of which only Rs. 1512 crores has been earmarked for Sarva Shiksha Abhiyan (SSA) could hardly fulfill the declared objective of the 93rd Amendment Act. In fact, the Government's policy announcement both in and outside the Parliament that the Sarva Shiksha Abhiyan would provide "all 6-14 age children in school/EGS centre/bridge course by 2003" may stand nullified as the present allocation could not achieve the same within the next year. So also the time limits for other stipulations of the SSA, namely all 6-14 children complete five years of primary education by 2007 and all 6-14 children complete eight years of schooling by 2010 have to be further extended, if the annual budgetary allocation under SSA is not substantially raised.

9.8 The Committee observes that the funding pattern under SSA would be 75:25 in the Tenth Plan and 50:50 thereafter between the Centre and States. The Committee has been given to understand that this pattern was fixed through a consultative process after extensive discussion with the States. A large number of States have submitted their District Elementary Education Plans which indicates that these States have implicitly agreed to the above sharing pattern. The Committee, however, is not inclined to agree with the contention of the Department that States will be better placed under SSA as compared to Operation Blackboard under which liability of teachers salary was transferred to State Govt. at the end of the Plan period. This is evident from the fact that already three States-UP, Assam and Tripura have requested reconsideration of the sharing pattern. The Committee feels that more such requests are bound to follow. The Committee therefore, recommends that viability of this funding pattern may again be reviewed, particularly in the case of non-performing States as observed during the implementation of Operation Blackboard.

X DISTRICT PRIMARY EDUCATION PROGRAMME (DPEP)

10.1 The Centrally sponsored scheme of District Primary Education Programme (DPEP) was launched in 1994 as a major initiative to revitalize the primary education system and to achieve the goal of universalisation of primary education. The Programme adopts a holistic approach to universalize access, retention and improved learning achievement and to reduce disparities among social groups. The Programme primarily aims at providing access to primary education for all children, reducing primary drop-out rates to less than 10 per cent, increasing learning achievement of primary school students by at least 25 per cent and reducing the gap among gender and social groups to

less than 5 per cent. The Programme is funded 85 per cent by external agencies through the Central Budget with State Governments' contribution of 15 per cent. The programme which was initially launched in 1994 in 42 districts of 7 States has now expanded to cover 271 districts in 18 States. Till now, under DPEP 21,000 new Primary Schools and 67,000 alternative schooling centres have been set up. It has constructed about 20,000 new school buildings and 31,000 additional classrooms and about 9,000 school buildings have been repaired and 37,000 units of drinking water and toilet facilities have been provided.

10.2 The Committee observes that during Ninth Plan there has been full utilization of funds under DPEP. During 2001-2002, expenditure reported upto 18.3.02 is Rs. 1096.19 crores against BE of Rs. 1100.00 crores and RE of Rs. 1200.00 crores. Enhanced allocation of Rs. 1380.00 crores in 2002-2003 is primarily meant for expansion of DPEP in Rajasthan, Orissa and Gujarat approved during 2001.

10.3 The Committee has been given to understand that a study to estimate the dropout rate on enrolment and repeaters for the year 1999-2000 and 2000-2001 was carried out for 102 DPEP districts of 13 DPEP states. The percentage of children who drop out between grade-I and the last grade of primary school was found to be less than 10 per cent in 13 per cent of districts and less than 20 per cent in one third of the districts. Even though gender gap was reduced to less than 5 per cent in 72 per cent districts yet high drop out rates in a large number of districts is still a matter of great concern. In this respect, it has been informed to the Committee that decline in school-going population and migration of students to public schools are mainly responsible for decline in enrolment in class I under DPEP covered districts of Kerala and Tamil Nadu. A study is being undertaken to find out the reasons for decline in enrolment. The Committee has been given to understand that this trend has been noticed in other States also. The Committee is, therefore, of the view that steps should be taken to find out the reasons for high dropouts in other DPEP states and effective measures should be taken to check the high drop out rate.

XI SHIKSHA KARMI PROJECT (SKP)

11.1 The Shiksha Karmi Project aims at universalisation and qualitative improvement of primary education in remote and socio-economically backward villages in Rajasthan with primary attention given to girls. The Project identifies teacher absenteeism as a major obstacle in achieving the goal of Universalisation of Elementary Education (UEE). At present, Phase III of the Project is in operation with funding from DFID of UK on 50:50 basis from July, 1999 to June, 2003. It covers 2708 villages in 146 blocks in Rajasthan. The Project provides primary education to 2.17 lakhs children in day-schools and Prehar Pathshalas (schools of convenient timings).

11.2 During 2002-2003, the SKP proposes to open additional 550 day schools, 1100 Prehar pathshalas, 35 Upper primary schools, in the state of Rajasthan. The expected increase in enrolment is about 42,000 children. A provision of Rs. 40.00 crores has been estimated in the Central Plan Budget to reflect DFID's anticipated share for financial support to SKP during the year 2002-2003.

11.3 The Shiksha Karmi scheme emerged as an alternative to teacher absenteeism which stand as an obstacle in achieving the goal of UEE. The Committee observes that SKP has proved to be a unique instrument of human resource development which has enabled rural youth with inherent talent and potential to blossom into confident class room instructors.

11.4 The Committee is, however, constrained to note that during 2001-2002, BE allocation of Rs. 30.00 crores had to be reduced to Rs. 10.00 crores at the RE stage. On a specific query in this regard, the Department has explained that the Project was having an unspent balance of Rs. 12.23 crores as on 1.4.01 to be utilised during 2001-2002. The State Govt. of Rajasthan was also not in a position to allocate more plan funds to the Project during the year. The Committee would like to point out that this problem seems to have been there during the entire Ninth Plan period. Against a Physical target of coverage of 2,81,525 children during Ninth Plan, achievement level is 2,17,126 children. Similarly, against a provision of Rs. 80.37 crores during this period, expenditure reported to be is only Rs. 53.74 crores. The Committee is aware that in view of post Pokhran developments, Swedish International Development Co-operation Agency (SIDA) declined to support the Project. As a result, there was a break from 1st July, 1998 to 30th June, 1999. The Committee, would, however, like to emphasise that there is scope for more effective implementation of the Programme, impressive achievements notwithstanding.

XII ADULT EDUCATION

12.1 National Literacy Mission (NLM) was launched on May 5, 1988 as a Technology Mission to impart functional

literacy to non-literates in the country in the age group of 15-35 years in a time-bound manner. The Mission objective was to impart functional literacy to 80 million illiterate persons in 15-35 age group, 30 million by 1990 and additional 50 million by 1995. However, the goal of the mission is now to attain a sustainable threshold literacy rate of 75 % by 2005. NLM eventually aims at ensuring that the Total Literacy Campaigns (TLC) and their sequel, the Post Literacy Programme (PLP), successfully move on to Continuing Education (CE) which provides a life-long learning and is responsible for the creation of a learning society.

12.2 On conclusion of a TLC, Post Literacy Programme is there to enable the neo-literates to learn the application of literacy skill as a problem solving tool, so that learning becomes relevant to living and working is necessary. Similarly, the Government of India had approved a new scheme of Continuing Education for Neo literates in December, 1995. Main thrust under it is given to setting up of continuing education centre which functions as a focal point for providing learning opportunities such as library, reading room, learning centre, training centre, information centre, cultural centre, sports centre etc. Besides that, the Scheme of Jan Shikshan Sansthan or Institute of people's Education till now known as Shramik Vidyapeeth was launched as a multi-faceted adult education programme aimed at improving the vocational skill and quality of life of workers and their family members. Support is given to NGOs/VAs for carrying out activities such as running total and post literacy and continuing education programmes, undertaking resource development activities through establishment of State Resource Centres, organising vocational and technical education programme for neo literates, promoting innovation, experimentation and action research, conducting evaluation and impact studies and organising symposia and conference publication of relevant books and periodicals and production of mass media support aids.

12.3 Observing the functioning of the various schemes under Adult Education, the Committee expresses its serious concern. At the end of Ninth Plan NLM expected to achieve around 70% literacy. However, as per Census 2001 literacy rate is 65.38% only. CAG report has also pointed about the mismanagement in inventory system i.e. infructious expenditure to the tune of Rs. 3,84,095 due to non distribution of literacy kits by SRC, Bhubaneswar and non-payment of Employees Provident Fund arrears amounting to Rs. 5,30,848 at Shramik Vidyapeeth, Hyderabad in 1998-99. The Committee also notes that as against the Ninth Plan allocation of Rs. 630.39 crores, only Rs. 517 crores could be spent on Adult Education upto 18th March, 2002. As per the information available with the Committee, out of total 600 districts in the country, only 152 districts have been covered under the Continuing Education Programme so far. The Committee observes that Rs. 145.00 crores are proposed for 2002-2003, while total allocation for this programme for the entire Ninth Plan was Rs. 229.39 crores only. The Committee hopes that the Department will make concerted efforts for optimum utilization of allocated funds under the various components/projects of Adult Education Programme. It also opines that the Department would take early steps to settle the audit objections and also evolve suitable mechanism to avoid such irregularities in future.

XIII GENERAL OBSERVATION WITH REGARD TO DELAY IN FURNISHING PAPERS.

All papers pertaining to the Action Taken Note, should be furnished to the Committee within the stipulated time. Every effort should be made to adhere to the deadline. In case, it is not feasible for the Department to furnish the papers within the deadline due to some genuine reason/unavoidable circumstances, specific permission of the Chairman/Committee should invariably be obtained in advance. **The Committee has taken a serious note of the fact that the Action Taken Note from the Department, which should have been furnished within three months of the presentation of the relevant Report, was received by it after 7-8 months and that too after repeated verbal reminders from the Secretariat. The Committee hopes that the Department will be guided by the above procedure in future.**

OBSERVATIONS/RECOMMENDATIONS AT A GLANCE

II ELEMENTARY EDUCATION STATUS

Though participation of girls at all levels of school education has increased substantially, the Committee observes that the proportion of girls enrolled both at the primary and upper primary levels continues to be lower than the gross enrolment of boys. Vast disparities still exist amongst the States/UTs in terms of enrolment with educationally backward States having a much lower GER than the all India average. Position is the same in respect of school retention

rate. For example GER for Class I-V in Bihar and UP is 57.04 and 65.69 respectively. Similarly drop-out rate on Bihar and UP is 71.11 and 56.51 respectively. Moreover in case of girls in general the dropout rates are as high as 42% and 58% at Primary and Upper Primary stage respectively. The Committee observes that a number of schemes in elementary education sector have been in operation which has resulted in considerable improvement in the overall scenario. In spite of that, quite a few problem areas like poor infrastructure in schools, improper distribution of teachers, presence of single-teacher schools, inefficient teaching methods, etc. still remain. The Committee hopes that with the launching of Sarva Shiksha Abhiyan, a composite scheme of elementary education, all-round improvement will occur. (Para 2.2)

III LITERACY RATES

However, gender difference in Elementary Education, urban rural gap and low literacy among SCs/STs and among educational minorities still remain a cause of concern for the Committee. Effective monitoring and implementation with a missionary zeal is, therefore, needed. (Para-3.4)

VI BUDGETARY ALLOCATION

The Committee has observed over the years that for various schemes under Elementary Education budget projected at BE stage is quite high which is drastically reduced at the RE stage. However, what is more distressing is that even this reduced allocation is not fully utilised. The Committee is perturbed to note that in 2001-2002, there was 18% non-utilisation for Teacher's training, 75% in Education Guarantee Scheme, 75% in Shiksha Karmi Project, 67% in Mahila Samakhya Programme. (Para 3.4)

The Committee is of the view that successful implementation of a scheme can be undertaken with the partnership of both the Central Government and State Governments/UTs. If the funds are released by the Centre to the States/UTs and if the same are not utilized/spent by them, utilization certificates are not furnished, the Centre would have perhaps no option but to withhold further release, resulting in under-utilisation of funds. However, in certain cases, the reason behind non-utilisation of funds by some States/UTs may be genuine, particularly financial crunch. In that case, the Committee feels that the Department will have to give a thought to it and find some way out for such States/UTs. (Para 4.4)

The Committee also observes that there is no preparatory exercise before any scheme is introduced in the Budget. It is the general practice that budgetary allocation is made for a scheme pending necessary surveys and clearances from various authorities. Sometimes, the entire financial year is over and the scheme is yet not approved. This practice makes the entire budgetary exercise unrealistic leading to under-utilisation of funds. This state of affairs is highly unsatisfactory and betrays total lack of commitment on the part of authorities. The Committee, therefore, reiterates its earlier recommendation given in the 103rd Report that all procedural formalities should be completed before including a scheme in the budget and would like to be apprised of the action taken in this behalf. (Para 4.5)

V OPERATION BLACKBOARD

The Committee is disturbed to note that for the states of Haryana, Mizoram, Nagaland and West Bengal, even though 1204, 106, 161 and 2353 additional teachers for upper primary schools were sanctioned respectively, not a single teacher was appointed in these States. In the case of Assam, Maharashtra and Orissa against the sanctioned posts of 6730, 10969 and 10023, only 2851, 7064 and 7741 teachers respectively were appointed. This shows that there has been a wide gap between the lofty targets fixed and actually achieved. This calls for a serious rethinking of our planning and implementation process. (Para 5.5)

The Committee notes that against Ninth Plan allocation of Rs.1955.04 crores under Operation Blackboard, utilisation figures upto 18.03.02 are only Rs.1719.83 crores. Trend of under-utilisation of funds was due to unspent balances lying with various State Governments due to one reason or other. The Committee has been informed that during 2001-2002, amount of unspent balances was brought down from Rs.377 crores to Rs.228 crores as a result of concerted efforts made by the State Governments. All the concerned State Governments have now been requested to liquidate the unspent balances by June, 2002. The Committee is of the opinion that large number of vacant posts of teachers and non-utilisation of funds for the various components of Operation Blackboard is a clear indication that the Scheme has failed to achieve the targetted results. The Committee hopes that all these inherent shortcomings noticed under the Scheme over a period of time must have assisted the Department in taking all the corrective measures in the formulation and implementation of SSA. (Para 5.7)

VI TEACHERS TRAINING PROGRAMME

The Committee notes that actual expenditure incurred upto 18.3.2002 is only Rs.164.60 crores. (Para 6.5)

6.4 The Committee is constrained to note that this under utilisation trend has been there during the entire Ninth Plan period. Against total Ninth Plan allocation of Rs.954.59 crores, expenditure reported upto 18.3.02 is only Rs.754.66 crores. The main reason given for funds not being released is non-submission of requisite information including the approval of the appropriate authority by some States/UTs. As a result, physical targets fixed under the scheme for Ninth Plan period almost remained on paper. The Committee finds that against the target of setting up 100 new DIETs, 125 CTEs and 15 IASEs, only 39 DIETs, 9 CTEs and 4 IASEs could be set up. Not only this, the Committee is perturbed to note that against 470 DIETs sanctioned, only 427 are reported to be functional. The Committee has been given to understand that some of the DIETs, specially in NE States are not fully operational. The Committee notes that there is considerable gap between number of districts and DIETs to be set up in NE States particularly Arunachal Pradesh, Meghalaya, Mizoram and Nagaland. The Committee recommends that DIETs should be established and made functional in all the 600 districts in the Country within a time bound Action Plan and Committee should be apprised of the same. The Committee hopes that efforts will be made to get the EFC approval to some modifications suggested by the Working Group for qualitative improvement and coordinated development of the Programme at the earliest. (Para 6.6)

VII EDUCATION GUARANTEE SCHEME AND ALTERNATIVE & INNOVATIVE EDUCATION (EGS&AIE)

The Committee observes that these States/UTs have not identified State level societies for implementation of EGS & ATE so far. The Committee recommends that the Department should vigorously pursue with these State Governments to expedite the preparatory work so that the Scheme could be launched there at the earliest during 2002-2003 and be apprised of the action taken. (Para 7.4)

As a result, no current statistics are available regarding such school-less habitations. This shows lack of effective monitoring and implementation of the Scheme. The Committee fails to understand as to how the Department is implementing and monitoring the Scheme when it does not have the necessary statistics. The Committee has been given to understand that at present exercise of conducting such a survey is going on. The Committee would like to be apprised as to when the survey work was undertaken and the time schedule for its completion. (Para 7.6)

VIII NATIONAL PROGRAMME OF NUTRITIONAL SUPPORT TO PRIMARY EDUCATION (MID-DAY MEAL SCHEME)

8.8 The Committee notes that the Operation Research Group, after evaluating the programme in ten States, has come to the conclusion that the Programme has a positive impact on attendance and retention of students in schools. The Committee also finds that a comparative study of Orissa and Tamil Nadu (where a cooked meal programme is in operation) and another study of HP and UP (where there is arrangement for distribution of foodgrains only) was organized by the Planning Commission. The reports conclude that a cooked meal programme is preferable not only from the health point of view but also in attracting children to school. The Committee is also of the view that only cooked food should be provided to the students. (Para 8.8)

8.9 The Committee notes that against Ninth Plan allocation of Rs.6689.27 crores, an expenditure of Rs.6398.04 crores has been incurred upto 18.3.02. So far as 2001-2002 is concerned, BE allocation of Rs.930.00 crores was enhanced to Rs.1031.24 crores. Expenditure on the programme reported till 18.3.02 is Rs.929 crores and mature proposals worth Rs.102 crores are ready for clearance. (Para 8.9)

The Committee had earlier been given to understand that the States, due to their poor financial condition, are not in a position to bear the conversion cost and hence cooked food is not supplied by most of them. The Committee finds that implication of the Hon'ble SC order is that States which currently do not have a cooked meal programme are seeking additional assistance towards conversion costs. The Committee fails to understand, in view of provision of only Rs.1175.00 crores for 2002-03, sufficient only for cost of foodgrains and transportation charges, how States will be in a position to implement the Supreme Court Orders. Now, with the recent order of the Supreme Court, for distribution of only cooked meal the Central Government will have to come to rescue of the State Governments though the Committee had been recommending to this effect from the very beginning. The Committee, therefore, recommends that the Ministry should apprise the Committee within a period of three months the manner in which it intends to implement the Supreme Court (SC) directive. (Para 8.12)

IX Sarva Shiksha Abhiyan (SSA)

The Committee observes that the funding pattern under SSA would be 75:25 in the Tenth Plan and 50:50 thereafter between the Centre and States. The Committee has been given to understand that this pattern was fixed through a consultative process after extensive discussion with the States. A large number of States have submitted their District Elementary Education Plans which indicates that these States have implicitly agreed to the above sharing pattern. The Committee, however, is not inclined to agree with the contention of the Department that States will be better placed under SSA as compared to Operation Blackboard under which liability of teachers salary was transferred to State Govt. at the end of the Plan period. This is evident from the fact that already three States-UP, Assam and Tripura have requested reconsideration of the sharing pattern. The Committee feels that more such requests are bound to follow. The Committee therefore, recommends that viability of this funding pattern may again be reviewed, particularly in the case of non-performing States as observed during the implementation of Operation Blackboard. (Para 9.8)

X DISTRICT PRIMARY EDUCATION PROGRAMME (DPEP)

The Committee has been given to understand that this trend has been noticed in other States also. The Committee is, therefore, of the view that steps should be taken to find out the reasons for high dropouts in other DPEP states and effective measures should be taken to check the high drop out rate. (Para 10.3)

XI SHIKSHA KARMI PROJECT (SKP)

The Committee observes that SKP has proved to be a unique instrument of human resource development which has enabled rural youth with inherent talent and potential to blossom into confident class room instructors. (Para 11.3)

XII ADULT EDUCATION

Observing the functioning of the various schemes under Adult Education, the Committee expresses its serious concern. At the end of Ninth Plan NLM expected to achieve around 70% literacy. However, as per Census 2001 literacy rate is 65.38% only. CAG report has also pointed about the mismanagement in inventory system i.e. infructious expenditure to the tune of Rs. 3,84,095 due to non distribution of literacy kits by SRC, Bhubaneswar and non-payment of Employees Provident Fund arrears amounting to Rs. 5,30,848 at Shramik Vidyapeeth, Hyderabad in 1998-99. The Committee also notes that as against the Ninth Plan allocation of Rs. 630.39 crores, only Rs. 517 crores could be spent on Adult Education upto 18th March, 2002. As per the information available with the Committee, out of total 600 districts in the country, only 152 districts have been covered under the Continuing Education Programme so far. The Committee observes that Rs. 145.00 crores are proposed for 2002-2003, while total allocation for this programme for the entire Ninth Plan was Rs. 229.39 crores only. The Committee hopes that the Department will make concerted efforts for optimum utilization of allocated funds under the various components/projects of Adult Education Programme. It also opines that the Department would take early steps to settle the audit objections and also evolve suitable mechanism to avoid such irregularities in future. (Para 12.3)

XIII GENERAL OBSERVATION WITH REGARD TO DELAY IN FURNISHING PAPERS

The Committee has taken a serious note of the fact that the Action Taken Note from the Department, which should have been furnished within three months of the presentation of the relevant Report, was received by it after 7-8 months and that too after repeated verbal reminders from the Secretariat. The Committee hopes that the Department will be guided by the above procedure in future. (Para 13)

MINUTES

V

FIFTH MEETING

The Committee met at 10.00 A.M. on Wednesday, the 27th March, 2002 in Committee Room `A`, Ground Floor, Parliament House Annexe, New Delhi.

MEMBERS PRESENT

1. Shri S.B. Chavan $\frac{3}{4}$ *Chairman*

RAJYA SABHA

2. Shri Eduardo Faleiro
3. Shri Karnendu Bhattacharjee
4. Shri Bachani Lekhraj
5. Shri B.P. Apte
6. Prof. R.B.S. Varma
7. Shri Bratin Sengupta
8. Smt. Vanga Geetha
9. Shri Rama Shanker Kaushik
10. Shri M.P. Abdussamad Samadani

LOK SABHA

11. Shri S.B.P.B.K. Satyanarayana Rao
12. Shri Kirti Jha Azad
13. Shri Baliram Kashyap
14. Shri Ramakant Angle
15. Shri Shankar Prasad Jaiswal
16. Dr. N. Venkataswamy
17. Shri R.L. Jalappa
18. Shri A.F. Golam Osmani
19. Dr. M. Jagannath
20. Shri Davendra Singh Yadav
21. Shri Ram Rati Bind
22. Smt. Renu Kumari
23. Dr. Ranjit Kumar Panja
24. Shri Ramesh C. Jigajinagi

(I) **REPRESENTATIVES OF THE DEPARTMENT OF ELEMENTARY EDUCATION AND LITERACY (MINISTRY OF HUMAN RESOURCE DEVELOPMENT)**

1. Shri S.K. Tripathi, Secretary (EE&L)
2. Shri Sumit Bose, Joint Secretary (EE)
3. Shri Jagan Mathew, Joint Secretary (AE)
4. Shri Bala Krishnan, Joint Secretary (P)
5. Prof. J.S. Rajput, Director, NCERT
6. Shri Jab Zakaria, Director
7. Ms. Rashmi Sharma, Director
8. Ms. Prerana Gulati, D.S.
9. Shri Amit Kaushik, Director
10. Shri Praveen Kumar, Director
11. Shri P.K. Mohanty, DEA
12. Ms. Somya T. Dane, Director
13. Ms. Shalini Prashad, Director

(II) X X X

SECRETARIAT

Shri Satish Kumar, Additional Secretary
Shrimati. Vandana Garg, Director
Shri C. B. Rai, Under Secretary
Shri Ratan Kumar Sahoo, Research Officer
Shri P. Narayanan, Committee Officer

2. The Committee heard the oral evidence of the Secretaries of the Department of Elementary Education and Literacy and Ministry of Youth Affairs and Sports, separately, in connection with the examination of Demands for Grants for the year 2002-2003. Members put queries which the representatives replied.

2A. A verbatim record of the proceedings was kept.

3. The Committee, then, adjourned at 12.30 P.M. for lunch break and then again adjourned at 4.30 P.M. to meet at 10.00 A.M. on Thursday, the 28th March, 2002.

X TENTH MEETING

The Committee met at 3.30 P.M. on Wednesday, the 24th April, 2002 in Committee Room No. 63, First Floor, Parliament House, New Delhi.

MEMBERS PRESENT

1. Shri Arjun Singh 3/4³/4 *Chairman*

RAJYA SABHA

2. Shri Eduardo Faleiro
3. Shri Bachani Lekhraj
4. Dr. Akhtar Hasan Rizvi
5. Shri M.P. Abdussamad Samadani

LOK SABHA

6. Shri Baliram Kashyap
7. Shri G.J. Javiya
8. Shri Punnu Lal Mohale
9. Shri A.F. Golam Osmani
10. Dr. M. Jagannath
11. Shri Ram Rati Bind
12. Kumari Bhavana Pundlikrao Gawali
13. Dr. Ranjit Kumar Panja
14. Shri Shrinivas Patil
15. Shri Ramesheth Thakur

SECRETARIAT

Shri Satish Kumar, Additional Secretary
Shrimati. Vandana Garg, Director
Shri C. B. Rai, Under Secretary
Shri Ratan Kumar Sahoo, Research Officer
Shri P. Narayanan, Committee Officer

2. At the outset the Chairman welcomed the new members Shri G.J. Javiya and Shri Punnu Lal nominated recently

to the Committee. The Committee then considered the Draft Reports on the Demands for Grants for 2002-2003 of Departments of Elementary Education and Literacy, Secondary Education and x x x adopted the same after some modifications.

3. The Committee decided that the Reports may be presented to Rajya Sabha and /laid in Lok Sabha on Tuesday, the 30th April, 2002. The Committee, in this connection, authorized the Chairman and

-----xxx Relates to other matters.

in his absence Dr. Akhtar Hasan Rizvi and Shri M.P. Abdussamad Samadani to present the Reports in the Rajya Sabha and Shri Baliram Kashyap and Shri A.F. Golam Osmani to lay the Reports in the Lok Sabha.

4. The Members of the Committee also discussed the need for making the recommendations of the Committee mandatory on the Government and urged the Chairman to take up this matter with the Hon`ble Speaker Lok-Sabha/Chairman Rajya Sabha.

5. The Committee also directed the Secretariat to obtain a Status Note on the Model National Policy on Curriculum from the Department for its consideration.

6. The Committee, then, adjourned at 4.30 P.M.