

PARLIAMENT OF INDIA
RAJYA SABHA

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

HUNDRED THIRTY EIGHTH REPORT

ON

**DEMANDS FOR GRANTS 2003-2004 (DEMAND NO. 56) OF
THE DEPARTMENT OF ELEMENTARY EDUCATION AND LITERACY
(MINISTRY OF HUMAN RESOURCE DEVELOPMENT)**

**(PRESENTED TO THE RAJYA SABHA ON 23RD APRIL, 2003)
(LAID ON THE TABLE OF LOK SABHA ON 23RD APRIL, 2003)**

RAJYA SABHA SECRETARIAT
NEW DELHI
APRIL, 2003/VAISAKHA, 1925 (SAKA)

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**COMPOSITION OF THE COMMITTEE
(2003)**

- | | | |
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6. Shri Eduardo Faleiro
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33. Smt. Nivedita Mane
34. Shrimati Jas Kaur Meena
35. Shri A.F. Golam Osmani

* Ceased to be Member *w.e.f.* 29th January, 2003.
(i)

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37. Smt. Kumudini Patnaik
38. Smt. Renu Kumari
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42. Dr. N. Venkataswamy
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45. Shri G.J. Javia
46. Shri Ali Mohammed Naik

SECRETARIAT

Shri H.K. Chanana, Joint Secretary
Shri N.K. Singh, Joint Director
Shri C.B. Rai, Under Secretary

Shri Vimal Kumar, Committee Officer
Smt. Meena Kandwal, Research Officer

** Nominated *w.e.f.* 7th April, 2003.

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-Thirty Eighth Report of the Committee on the Demands for Grants (Demand No.56) of the Department of Elementary Education and Literacy, Ministry of Human Resource Development for the year 2003-2004.

2. 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, 2003.

3. The Committee considered the Draft Report and adopted the same in its meeting held on 22nd April, 2003.

NEW DELHI

April 22, 2003

Vaisakha 2,

1925 (Saka)

ARJUN SINGH

Chairman,

*Department-related Parliamentary Standing
Committee on Human Resource Development*

REPORT

INTRODUCTION

Elementary education is the foundation upon which a modern society imbued with scientific temper and progressive outlook is built. In its strive to become a modern nation with healthy social indicators, the Parliament through 86th Amendment Act, 2002 has bestowed constitutional mandate in the form of Fundamental Right to free and compulsory education to every child of 6-14 years of age.

It is an established fact that basic education improves the level of human well-being. Unless we achieve the universalisation of elementary education we will be far away from the ideal goal of human well-being. In fact, social justice and equity, the two basic necessities to our march into modernity, are by themselves a strong argument for providing basic education for all.

The existing state of affairs in primary education clearly reveals that Universalisation of primary education by 2010 is an uphill task, yet attainable. It needs considerable and tremendous efforts with right insight and dedication to achieve the desired goal. Though the Government has made primary education compulsory under the Constitution and it is hoped that it will soon come up with the accompanying legislation, the Government should also take into account the inter related aspects which may hinder the progress *viz.*, growing population, child-labour, feasibility and relevance of primary education to the unprivileged, the community involvement as it envisaged under the programme and last but not least the proper implementation of the programme.

II LITERACY RATES

2.1 As per census 1951, literacy rate was only 18.33%. 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. [But it is still to reach the level of Census year of 1971.] 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 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 higher 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.

2.2 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 is, therefore, needed.

III BUDGETARY ALLOCATION

3.1 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 was Rs. 14,523.29 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. 650.97 crore and expenditure during the Plan was Rs. 521.20 crores. If the expenditure on Adult Education is taken into consideration, it appears that full utilization of the Ninth Plan allocation would not be possible. There is likely to be some saving under this head.

3.2 The Tenth Plan requirement based on Working Group Report for Elementary Education is Rs. 59,684.31 crore but the approved outlay for the Tenth Plan is Rs. 28,750.00 crore which is 48 % of the recommended allocation of the Working Group. However, total budget provision for 2003-2004 for Elementary Education is Rs. 4900.00 crore against the Department's projection of Rs 7096.15 crore. As regards Adult Education, Tenth Plan requirement based on Working Group Report is Rs. 6339.50 crores but the approved outlay for the Tenth Plan is Rs. 1250.00 crore which is approximately 20 % of the recommended allocation of the Working Group. However, Budget provision for 2003-2004 is Rs. 233.00 crores only.

3.3 The Committee notes that there is considerable gap between the projections made by the Working Group and the final allocations. The Committee observes that in order to achieve the plan targets in respect of Elementary Education as also Adult Education it is necessary to provide adequate Budgetary Support for the purpose. Alternatively, the Working Group Report may be reexamined to see whether the projections with regard to fund requirements can be brought to realistic levels. In any case budgetary support has to be provided without compromising with the goals set forth in regard to Universalisation of Elementary Education for 2003-2004.

3.4 The Committee deprecates the tendency reflected over the years for various schemes under Elementary Education under where budget projected at BE stage is quite high but it is considerably reduced at the RE stage. However, what is more distressing is that even this reduced allocation is not fully utilised.

3.5 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 other reason was that the utilization certificates from the States/UTs were not forthcoming due to which further releases of funds had to be stopped.

3.6 The Committee is of the view that successful implementation of a scheme can be undertaken with the partnership of both the Central 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 and 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.

IV OPERATION BLACK BOARD

4.1 In pursuance of the NPE, 1986, the Scheme of Operation Blackboard (OB) was launched in 1987-88 with the aim of improving the human and physical resources available in the primary schools of the country.

4.2 The Scheme provided for at least two classrooms in each primary school with facilities of separate toilets for boys and girls apart from provision of additional teacher to single teacher primary school and of teaching learning equipment (TLE); including blackboards, maps, charts, and small library, toys and some equipment for work experience.

4.3 During the Eighth Five- Year Plan the scheme was revised in 1993-94 and was expanded to provide a third classroom and a third teacher to primary schools where enrolment exceeded 100 students. It was also extended to cover upper primary schools to provide financial assistance for procurement of TLE and payment of salaries to additional teachers.

4.4 The Committee has been informed that provision for construction of school building was made under programmes of rural employment like Jawahar Rozgar Yojana (JRY) and Employment Assurance Scheme (EAS).

4.5 Under the Scheme of OB financial assistance for procurement of Teaching Learning Equipment (TLE), funds have been provided to 5.23 lakhs primary schools and 1.38 lakhs upper primary schools so far. About 1.49 lakhs posts of additional teachers for single teacher primary schools, 0.83 lakhs posts of third teachers in primary schools where enrolment exceeds 100 and 0.77 lakhs of additional teachers for upper primary schools have been sanctioned. 1.85 lakhs classrooms have also been constructed under the scheme by State/UTs.

4.6 The OB scheme has been subsumed under the SSA with effect from 1 April 2002. The Budget Estimate 2002-03 for the scheme has been kept at Rs. 65 crore only for making the residual liabilities towards payment of salary of teachers appointed during the Ninth Plan period.

4.7 The Committee notes that against Ninth Plan allocation of Rs.1955.04 crore under Operation Blackboard, utilization figures were only Rs.1745.34 crore which is 89.2 per cent of total allocation. Trend of underutilization of funds was due to unspent balances lying with various State Governments due to one reason or other. The Committee hopes that such situations have been taken into account and would not recur in the Sarva Shiksha Abhiyan into which OB have been subsumed.

4.8 The Committee also takes note of the study of NIEPA which in collaboration with various experts and institutions in the country conducted the evaluation study on the implementation of the scheme of OB in primary schools in the country. The findings of the study *inter-alia* indicate that the minimum facilities visualized in the scheme in terms of provisions of rooms, teachers, TLM, etc. have been provided. In operational terms, however, at the national level zero and single classrooms continue

to exist in most of States/UTs. The Committee expresses concern over the dismal state of affairs on operational level and recommends that the Department take steps to ensure that life is infused in the skeleton.

4.9 The Committee is also aware that large number of posts of teachers are still vacant and funds have remained unutilized for various components of Operation Blackboard.

4.10 The Committee has been informed that liability of teacher's salary appointed during Ninth Plan under Operation Blackboard in North Eastern states is proposed to be met from the funds of Sarva Shiksha Abhiyan during the Tenth Plan keeping in view the circumstances of North-East.

4.11 The Committee feels that there are many other States placed in situations like NE States which do not have the requisite funds to carry out the salary liability of teachers appointed under Operation Blackboard. In fact, this has been a major factor in non- appointment of teachers in many States. The Committee, therefore, recommends that the action plan for NE States be extended to other States also. This is all the more necessary as many states in India have poor literacy rate than those in North-Eastern region.

V SARVA SHIKSHA ABHIYAN (SSA)

5.1 Sarva Shiksha Abhiyan is an ambitious project to redeem the constitutional pledge of giving free and compulsory education to every child of 6-14 years. It is an attempt to pursue universal elementary education in a mission mode.

5.2 The programme covers the entire country and addresses the needs of 192 million children in 11 lakh habitations. Nearly 8.5 lakh existing primary and upper primary schools and 33 lakh existing teachers would be covered under the scheme. The programme seeks to open new schools in habitation which do not have schooling facilities and strengthen existing school infrastructure through provision of additional grant and school improvement grant. Existing schools with inadequate teacher strength would be provided additional teachers under the programme. The capacity of existing teacher would be built by extensive training, provision of grant for developing teaching-learning material and development of academic support structure. The SSA has a special focus on girls and children of weaker sections. A number of initiatives, including the provision of free textbooks, target these children under the programme. The SSA also seeks to provide computer education in rural areas to bridge the digital divide.

5.3 The SSA aims to involve the community in this effort towards UEE. The local village community is responsible for the following specific activities under the programme:

- Preparation of need-based habitation level plans based on detailed household survey.
- Implementation of the approved habitation plan, including civil construction
- Monitoring of the functioning of school to ensure regular quality teaching.

The involvement of the community is ensured through the participation of the Village Education Committee(VEC), Panchayati Raj institutions and women's groups in the above tasks.

5.4 The goals of the Sarva Shiksha Abhiyan are:

- All children in the 6-14 age group in school/EGS centre/bridge course by 2003;
- All children in the 6-14 age group complete five years of primary education by 2007;
- All children in the 6-14 age group complete eight years of schooling by 2010;
- Focus on elementary education of satisfactory quality with emphasis on education for life;

- Bridging of all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010;
- Universal retention by 2010.

5.5 The Committee appreciates the goals to which Sarva Shiksha Abhiyan is committed. But the Committee is concerned about the funds to run the scheme after noticing financial crunch in the very initial years of the programme. This is visible as the BE of SSA during 2002-03 was Rs. 1680 crore but this amount was reduced to Rs. 1369 crore by the Ministry of Finance despite the request by the Department of Elementary Education and Literacy to keep the amount at the BE level. The Committee also notes that during 2002-03, the Department of Education has approved an outlay of Rs. 3080 crore for 592 districts in 27 States and 3 UTs and Central share at 75% of this comes to Rs. 2308.5 crore. The first instalment at 50% of the Central share amounting to Rs. 1154.25 crore has already been released. Besides the above, second instalment at Rs. 1154.25 has also been released. Besides, second instalment of the previous year (2001-02) amounting to Rs. 186.62 crore was also released during 2002-03. Thus, the Department have almost exhausted the entire provision available at RE stage. They are, however, yet to pay the 2nd instalment of Central share for the current year to several States which have fulfilled the requirements for this release. Thus while the requirement of Rs. 1680 crores remains, the Department is not in a position to release the amount due to reduction in allocation at RE stage.

5.6 The Committee has also been apprised that during 2002-2003, the size of the DEEPs were likely to increase and it was expected that the total Government of India allocation required to meet its commitment would be Rs. 3600 crore. However, even if the size of the DEEPs is kept at current year level of Rs. 3000 crore, the Government's allocation would be Rs. 2250 crore which is more than the Rs. 1951 crores allocated in BE 2003-2004. The Committee recommends that the Department pursue the matter of deficient funding with the Ministry of Finance vigorously and suggests that it take recourse to external aid as well as get some funds earmarked from the divestment proceeds apart from ensuring that there was no leakages whatsoever during the implementation of the Scheme. It also recommends that atleast 40 per cent of the contributions to Bharat Shiksha Kosh be earmarked for the Sarva Shiksha Abhiyan. The Committee also feels distressed with the unplanned launching of the Scheme as it appears that the Department did not take into account the financial requirements of the Scheme *vis-à-vis* the availability of funds.

5.7 The Committee is concerned about the drop-outs and it feels that the goal of universal retention by 2010 should be given special emphasis. In fact, the Committee believes that universal retention is only possible if the students and their parents/guardians believe that the education that is being imparted would help the students lead a self-sufficient life. The Committee would like the Department to do its best to ensure that causes behind the drop-outs are remedied.

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 Colleges of Teacher Education (CTEs)/Institute of Advanced Study in Education (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 Scheme also envisages strengthening of SCERTs; orientation of school teachers in the use of Operation Blackboard (OB) materials and implementation of MLL strategy with focus on teaching of languages, mathematics and environmental studies.

6.3 The Central government provides financial assistance to states for setting up of DIETs, CTEs and IASEs. DIETs are established either by upgrading existing Elementary Teacher Education Institution or by setting up new institutions. The land for the purpose is provided by the state governments free of cost. The IASEs and CTEs are set up by upgrading existing Secondary Teacher Education Institutions offering B.Ed courses. IASEs are also set up by upgrading Colleges and University Departments of Education offering M.Ed courses.

6.4 DIET have an important and critical role to play for the development of teacher education at the elementary level and are participating in the educational initiatives like the DPEP and SSA. The progress of implementation of the scheme is being monitored through progress reports furnished by the States. Information received from the States is analysed and they are suitably advised to take necessary action, wherever warranted, for expediting construction works, filling up of posts and organization of pre-service and in-service training programmes for elementary school teachers. States have been requested to take appropriate action to make all the DIETs fully operational as early as possible.

6.5 The Planning Commission has approved continuation of the scheme in the Tenth Five Year Plan. The focus during the Tenth Plan would be on making Teacher Education Institutes functional, productive and catering to the improvement in quality of teacher education. In operating the scheme, the States would be encouraged to take initiative and flexibility would be allowed but with increased accountability on their part.

6.6 The budgetary provision of Rs. 207.00 crore in BE 2002-2003 for the Teacher Education Programme was reduced to Rs. 164.90 crore in RE in view of the general cut in the Budget provision for Elementary Education Bureau. The Committee notes the actual expenditure incurred upto 21.3.2003 is Rs.162.26 crore. The Committee notes with satisfaction the utilisation of expenditure and observes that the cut in the Budget provision for Elementary Education Bureau should not have been made.

6.7 The Committee is also constrained to observe that the trend of under utilization of funds has been reflected during the entire Ninth Plan period. Against total Ninth Plan allocation of Rs. 976.53 crore, expenditure reported upto 21.3.03 is only Rs.763.06 crore i.e, only 78 % of allocation has been utilised. The main reason advanced for funds not being released was 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 for setting up 100 new DIETs, 125 CTEs and 15 IASEs, only 39 DIETs, 9 CTEs and 4 IASEs could be set up. The Committee also notes with concern that against 492 DIETs sanctioned, only 431 were reported to be functional.

6.8 However, the Committee notes with satisfaction the flexibility offered to the States as to their specific needs and priorities in the revised guidelines of the scheme. The Committee further notes that all State Governments are required to prepare a State Perspective Plan for the entire Plan period for Teacher Education keeping in view the needs and requirement of the States and grants would be released after appraisal of the plans at the national level. At the same time, States would be required to put in place basic conditions for success of the scheme such as a proper recruitment/deployment policy; facilitating linkages of DIETs with schools etc.

6.9 The Committee observes that despite there being a huge infrastructure for teacher's training, it is yet to see a fraternity of quality teachers dedicated to their profession. It appreciates the measures being taken to strengthen teacher's training but apprehends that appraisal of State's Perspective plan at national level, as provided in the revised guidelines to the programme would take away the flexibility being offered to the States to strengthen their teacher training activities as per their requirements.

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

7.1 The programme aims to cover 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 by increasing enrolment, attendance and retention and simultaneously impacting on nutritional status of children in primary classes. During the current year, the programme has also been extended to children of EGS centres which were being opened in the school-less habitation. It is expected that about 13 lakh children would benefit from the programme.

7.2 The programme aims to provide wholesome cooked/processed food through local bodies/authorities such as Panchayats and Nagar Palikas who were expected to develop institutional arrangements for the purpose. Where such arrangement has not taken place, foodgrains (wheat/rice) at the rate of 3 kg per student per month are distributed to the targeted children, subject to a minimum attendance of 80 per cent.

7.3 The central support under this programme provides foodgrains free of cost to children through the Food Corporation of India. The cost is being reimbursed at BPL rate. The year-wise details of children targeted for coverage and quantity of foodgrains allocated and lifted by state agencies and expenditure incurred is as follows:

Year	No. of children (in crores)	Qty. Foodgrains MTs) allocated	of (in	Qty. Foodgrains MTs) Lifted	of (in	Expenditure incurred
1995-96	3.34	713223		536016		441.21
1996-97	5.57	1585388		1112489		800.00
1997-98	9.10	2567372		1810164		1070.38
1998-99	9.79	2706274		1147917		1600.15
1999-2000	9.90	2767251		1401765		1500.00
2000-01	10.54	2480692		1517816		1300.00
2001-02	10.35	2862475		2076764		1030.27
2002-03	10.26	2826248		901756 (upto Sept. 2002)		952.44

7.4 The Committee notes with concern the poor offtake of foodgrains as also the trend of declining expenditure since 1999-2000. The Committee would like the Department to analyse the factors responsible for this and see the extent to which these can be removed. More so because the Committee feels concerned with the welfare and future of children and would like to see more and more children to turn up in schools and are provided with nutritious meals because a starved child cannot concentrate on education even in its elementary form.

7.5 The Committee has been informed that the programme has been successful in attracting children to school in those areas where a cooked meal programme has been implemented. In fact, the Supreme Court has recently in its order dated 29 November 2001 directed that under the Scheme, cooked meals be provided in a time bound manner by those States/UTs which are not providing the same. But, only 10 States/UTs have fully implemented the Scheme so far in accordance with the direction contained in the orders of the Court. In 8 States/UTs, the programme is being implemented partially. The problem in the non serving of cooked meal in other States have been the lack of funds to meet the conversion cost and other peripheral requirements by the concerned State/local Governments. The Committee has also been informed that the Ministry of Rural Development have agreed to Ministry of HRD (Department of Elementary Education and Literacy)'s proposal to construct kitchen sheds. About 4 lakhs schools in the rural areas were expected to benefit from this decision.

7.6 Further, the Committee has been given to understand that for National Programme of Nutritional Support to Primary Education (Mid-day Meal Scheme) Rs. 1175 crore was allocated during 2002-03.

This allocation was meant for reimbursing the cost of foodgrains supplied by FCI to State/District agencies at BPL rate and admissible transportation charges for movement of the foodgrains from the nearest FCI's depot to the school/distribution points. The Department had proposed for allocation of Rs. 1371 crore at the RE 2002-03 keeping in view the overall requirement. However, due to the budgetary cut imposed by Ministry of Finance, the RE has been reduced to Rs. 1101.50 crore. This has resulted in accumulation of arrears for payment both to FCI as well as to the agencies incharge of transportation of foodgrains. Till date the Department has utilized Rs. 1100.08 crore leaving Rs. 1.42 crore unspent from the allocation of NER, there being no proposal in hand. The Committee has also been informed that in so far as the BE 2003-04 is concerned, against a demand of Rs. 1600 crore, only Rs. 1175 crore has been allocated because the overall demand for elementary education sector has not been provided by the Ministry of Finance.

7.7 The Committee feels that the allocation for MDM Scheme is not sufficient for which the Department has already approached Planning Commission/Ministry of Finance for enhancement.

VIII MAHILA SAMAKHYA

8.1 The Mahila Samakhya Programme was launched in 1989 with Dutch assistance to translate the goals enshrined in the National Policy on Education (NPE), 1986 and the Programme of Action (POA), 1992 into a concrete programme for the education and empowerment of women in rural areas, particularly women from socially and economically marginalized groups.

8.2 The underlying theme of the programme is to use education as an agent of basic change in the status of women and empower them to achieve equality. Mahila Samakhya has adopted an innovative approach which emphasises the process rather than mere fulfilment of targets. It seeks to bring about a change in women's perception about themselves and the perception of society with regard to women's traditional role. Under this programme, education is understood as a process of learning to question, critically analysing issues and problems and seeking solutions. The Mahila Samakhya endeavours to create an environment for women to learn at their own pace, set their own priorities and seek knowledge and information to make informed choices. This involves enabling women (especially from socially and economically disadvantaged and marginalised groups) to address and deal with problems of isolation and lack of self-confidence, oppressive social customs and struggle for survival, all of which inhibit their learning. It is in this process that women become empowered.

8.3 The Mahila Samakhya programme has generated a demand for literacy and education for women and girls. It has thereby strengthened women's abilities to effectively participate in village-level educational processes. The Mahila Samakhya provide specialised inputs for vocational and skill development as well as for the educational needs of girls in general and adolescent girls in particular. It endeavours to develop gender- sensitive pedagogical and learning material.

8.4 The Ninth Plan outlay for the Mahila Samakhya Scheme was Rs. 35.00 crore, out of which a sum of Rs. 31.41 crore was spent. The Tenth Plan outlay for the scheme is Rs. 100 crore. The Scheme is poised for expansion in the Tenth Plan period (2002-03 to 2007 -08).

8.5 Currently, the Mahila Samakhya programme is operating in 60 districts covering more than 9000 villages in 10 States of Uttar Pradesh, Karnataka, Gujarat, Andhra Pradesh, Kerala, Bihar, Madhya Pradesh, Assam, Jharkhand and Uttaranchal. The effectiveness of the Mahila Samakhya strategy has resulted in its being adopted by other basic education project like DPEP. Several evaluation studies have shown that the Mahila Samakhya programme has been highly successful in design and implementation. It has helped generate a demand for literacy, increased women's recognition and visibility both within the family and the community, given women the strength and ability to demand accountability from Government delivery systems, increased women's participation in Panchayati Raj bodies, created an awareness of the need to struggle for a gender just society.

8.6 The Committee notes that Plan allocation for the current financial year 2002-03 was proposed at

Rs. 20.00 crores but this Plan allocation has been reduced to Rs. 9.00 crores at the RE stage. This was because a major expansion planned under the Mahila Samakhya Programme to new districts and States and also expansion within the existing districts could not take place as the mandatory clearances of the EFC and CCEA could not be obtained. The allocation for 2003-04 has been enhanced to Rs. 30.00 crores because of the anticipated expansion.

8.7 The Committee is, however, of the view that there has been a continuous reduction at RE stage and this too has been coupled with under-utilization of funds in 2000-01, 2001-02, 2002-03 for various reasons like non-filling of vacant posts in MS society, non-spread to the targeted districts, etc. The Committee recommends that such tendency of under-utilization be curbed and it suggests that all the constraints in complete utilization of funds be done away with by filling the vacant posts and granting due honoraria to its office bearers as well as by taking other necessary measures.

8.8 At the same time the Committee appreciates the outcome of the Mahila Samakhya Programme which is seen in an increase in demand for literacy among women and through the vehicle of education, their recognition and visibility within the family and the community has increased. The Committee recommends that the programme may be extended across the nation without any undue delay but with all preparations and monitoring system in place beforehand.

IX DISTRICT PRIMARY EDUCATION PROGRAMME

9.1 The DPEP is a centrally sponsored scheme providing special thrust to achieve Universalisation of Primary Education (UPE). The programme takes a holistic view of primary education development and seeks to operationalise the strategy of UPE through district-specific planning with emphasis on decentralised management, participatory processes, empowerment and capacity building at all levels.

9.2 The programme is structured to provide additional inputs over and above the provisions made by the state governments for elementary education. The programme fills in the existing gaps in the development of primary education and seeks to revitalise the existing system. The DPEP is contextual and has a marked gender focus. The programme components include construction of classrooms and new schools, opening of non-formal/alternative schooling centres, appointment of new teachers, setting up Block Resource Centres/ Cluster Resource Centres, teacher training, development of teaching learning material, research-based interventions, special interventions for education of girls, SCs/STs, etc. The components of integrated education to children with disability and a distance education component for improving teacher training have also been incorporated in the programme.

9.3 The programme mainly aims at providing access to primary education for all children, reducing primary drop out rates to less than 10 per cent, increasing large 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.

9.4 The district which is the Unit of programme implementation is selected on the basis of the following criteria, viz., educationally backward districts with female literacy below the national average and districts where Total Literacy Campaigns (TLCs) have been successful, leading to enhanced demand for elementary education.

9.5 The DPEP is an externally aided project. 85 per cent of the project cost is met by the Government of India and the remaining 15 per cent is shared by the concerned State government. The Government of India share is resourced through external assistance. At present, external assistance of about Rs. 6938 crore, comprising Rs. 5137 crore as credit from IDA and Rs. 1801 crore as grant from the European Commission (EC), Department for International Development of UK (DFID), UNICEF and Government of the Netherlands has been tied up for the DPEP.

9.6 During Ninth Plan there has been 93 per cent utilization of funds. In 26 districts of Madhya Pradesh and Chhattisgarh the project closed on 31.12.2002. In 118 districts of DPEP phase- I & II, the project will close on 30.6.2003. Thereafter the project will continue in 129 districts of 9 States namely: Andhra Pradesh, Bihar, Gujarat, Orissa, Uttar Pradesh, West Bengal, Rajasthan, Jharkhand and

Uttaranchal upto their respective closing dates. In fact, the Committee have been informed that confinement of the programme to lesser number of states is the reason for reduced allocation in BE 2003-2004 at Rs. 1200.00 crore in comparison to previous year i.e. 2002-2003 release of Rs. 1287.00 crore.

9.7 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.

9.8 The Committee is perturbed over the drop out rates and recommends that in order to check such a tendency the Department should try to involve the parents/guardians of the children in school in the gainful employment under JRY and other similar schemes. The assurance of employment under different employment schemes to a family member of those who are in school would be an incentive for the people to send their children to the schools. The Committee is also surprised that even after three years of the above survey, the Department has not yet come out with the final diagnosis of the reasons for high drop-out rate and its remedial prescriptions.

9.9 The Committee also takes note of the fact that about 1,77,000 teachers, including para-teachers/shiksha karmis are involved in teaching activities. The Committee believes that such teachers do not fit in the pedagogical calculus of a great education system. The Committee would like that these para teachers/shiksha karmis should be given necessary training by Teachers Training Institutes before they make forays into the novel and pristine field of teaching the young minds.

X ADULT EDUCATION

10.1 Literacy as a qualitative attribute of the population is one of the most important indicators of the socio-economic and political development of a society. It is a major component of human resource development (HRD) and is thus basic to any programme of social and economic progress. It is a basic step towards adult education, which is a process of lifelong learning and an entry point into the world of communication and information.

10.2 The stride of the nation towards literacy and adult education is being made mainly under the aegis of National Literacy Mission (NLM). New life and vigour has been infused into the NLM to meet the new challenges. On 30 November 1999, the government approved the extension of the Mission, stressing on life-long learning and decentralisation, adopting integrated literacy campaign approach, devolution of authority to State and district-level institutions. The parameters and norms of financial assistance of schemes under the NLM have been enhanced. The main features of the revised schemes are as follows:

- An integrated approach to literacy was adopted to amalgamate all the features of the earlier literacy and post-literacy phases.
- Zilla Saksharta Samitis (District Literacy Societies) to continue to oversee and run literacy programmes. They have been given freedom to synergise their strengths with those of local youth clubs, Mahila Mandals, voluntary agencies, panchayati raj institutions, small scale industries, cooperative societies, etc.
- Scheme of continuing education encompassing removal of residual illiteracy, individual interest programmes, skill development, rural libraries, etc., is given due priority.
- The role of NGOs has been expanded to impart vocational/skill development programmes and also to run continuing education centres in addition to their present activities -imparting training, material development, innovative and impact studies etc.

- Devolution of financial and administrative powers to State Literacy Mission Authorities for sanctioning of projects.
- The Scheme of Rural Functional Literacy Projects is subsumed under the Scheme of Literacy Campaigns and Operation Restoration. .

10.3 It is hoped that the revised mission would continue to consolidate the gains of previous years and accelerate the growth of literacy movement.

10.4 After experimenting with successive and alternative models of adult literacy, the NLM adopted the Total Literacy Campaign (TLC) approach as its principal strategy for eradication of illiteracy. TLCs which provide basic literacy skills to the non-literate population primarily in the age group 15-35 years, have been launched in almost all the districts of the country. The TLC has certain positive characteristics: area-specific, time-bound, participative, delivery through voluntarism, cost-effective and outcome oriented. The campaigns are implemented through Zilla Saksharata Samitis as independent and autonomous bodies, having due representation of all sections of society.

10.5 On conclusion of a TLC, Post Literacy Programme is there to enable the neo-literates to learn the application of literacy skill as problem solving tool, so that learning becomes relevant to living. Similarly, the Government of India had approved a new scheme of Continuing Education for Neo literates in December, 1995. Main thrust under it was 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 was provided 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, organizing 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.

10.6 Out of 600 districts in the country, 587 have since been covered under adult education programmes; 174 under TLCs, 212 under post-Literacy programme and 201 under the Continuing Education Programme. About 96.69 million persons have been made literate as on 31 March,2002. About 60 percent of the beneficiaries are women, while 22 percent and 12 percent belong to Scheduled Castes and Scheduled Tribes respectively.

10.7 The Committee, while appreciating the progress made towards literacy, also expresses its serious concern over the functioning of various schemes of Adult Education. At the end of Ninth Plan, NLM was expected to achieve around 70% literacy but as per census 2001, literacy rate is 65.38%. The Committee notes with dismay the cut in allocation in the Ninth Plan outlay in priority schemes of adult education viz., Literacy Campaigns and Operation Restoration which have been reduced to Rs. 32.00 crore from 140.00 crore. Even this allocation has been underutilized by 26 per cent. However, for Continuing Education for Neo-literates there was an increase in the allocation to Rs. 261.57 crore from Rs. 229.39 crore. But, the funds under the scheme remained unutilized to the extent of 11 per cent. The Committee takes these underutilization seriously and feels that these underutilization has come in the way of attainment of 70 per cent literacy by the end of Ninth Plan. The Committee hopes that the Department would make concerted efforts for optimum utilization of allocated funds under the various components/projects of Adult Education Programme.

XI GENERAL OBSERVATION

11.1 The Committee notes that the Budget allocation for the current year has been kept almost at the

same level as it was in the previous year. The Committee also takes note of the fact that consequent to the amendment of the Constitution to provide for free and compulsory education to children in the age group of 6 to 14 years, it would be necessary to create infrastructure and implement the programme which would, no doubt, require considerable amount of funds. The Committee feels that this allocation would hardly be sufficient for sustaining the ongoing activities of the Department, particularly the Universalisation of Elementary Education, not to speak of starting new activities by the Department. The Committee, therefore, recommends that the allocation of the Department needs to be increased suitably.

11.2 After considering the Demands for Grants of the Department of Elementary Education and Literacy and assessing the progress of various programmes and projects administered by it, the Committee recommends that the Demands for Grants of Rs. 4904.63 crore as sought by the Department of Elementary Education and Literacy for the year 2003-2004, under Demand No. 56 may be approved.

OBSERVATIONS/RECOMMENDATIONS AT A GLANCE

III BUDGETARY ALLOCATION

The Committee deprecates the tendency reflected over the years for various schemes under Elementary Education under where budget projected at BE stage is quite high but it is considerably reduced at the RE stage. However, what is more distressing is that even this reduced allocation is not fully utilised. (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 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 and 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 3.6)

IV OPERATION BLACK BOARD

The Committee notes that against Ninth Plan allocation of Rs.1955.04 crore under Operation Blackboard, utilization figures were only Rs.1745.34 crore which is 89.2 per cent of total allocation. Trend of underutilization of funds was due to unspent balances lying with various State Governments due to one reason or other. The Committee hopes that such situations have been taken into account and would not recur in the Sarva Shiksha Abhiyan into which OB have been subsumed. (Para 4.7)

The Committee feels that there are many other States placed in situations like NE States which do not have the requisite funds to carry out the salary liability of teachers appointed under Operation Blackboard. In fact, this has been a major factor in non- appointment of teachers in many States. The Committee, therefore, recommends that the action plan for NE States be extended to other States also. This is all the more necessary as many states in India have poor literacy rate than those in North-Eastern region. (Para 4.11)

V SARVA SHIKSHA ABHIYAN (SSA)

The Committee recommends that the Department pursue the matter of deficient funding with the Ministry of Finance vigorously and suggests that it take recourse to external aid as well as get some funds earmarked from the divestment proceeds apart from ensuring that there was no leakages whatsoever during the implementation of the Scheme. It also recommends that atleast 40 per cent of the contributions to Bharat Shiksha Kosh be earmarked for the Sarva Shiksha Abhiyan. The Committee also feels distressed with the unplanned launching of the Scheme as it appears that the Department did not take into account the financial requirements of the Scheme *vis-à-vis* the availability of funds. (Para 5.6)

The Committee is concerned about the drop-outs and it feels that the goal of universal retention by 2010 should be given special emphasis. In fact, the Committee believes that universal retention is only possible if the students and their parents/guardians believe that the education that is being imparted would help the students lead a self-sufficient life. The Committee would like the Department to do its best to ensure that causes behind the drop-outs are remedied. (Para 5.7)

VI TEACHERS' TRAINING PROGRAMME

The Committee notes with satisfaction the utilisation of expenditure and observes that the

cut in the Budget provision for Elementary Education Bureau should not have been made. (Para 6.6)

The Committee is also constrained to observe that the trend of under utilization of funds has been reflected during the entire Ninth Plan period. Against total Ninth Plan allocation of Rs. 976.53 crore, expenditure reported upto 21.3.03 is only Rs.763.06 crore i.e, only 78 % of allocation has been utilised. The main reason advanced for funds not being released was 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 for setting up 100 new DIETs, 125 CTEs and 15 IASEs, only 39 DIETs, 9 CTEs and 4 IASEs could be set up. The Committee also notes with concern that against 492 DIETs sanctioned, only 431 were reported to be functional. (Para 6.7)

However, the Committee notes with satisfaction the flexibility offered to the States as to their specific needs and priorities in the revised guidelines of the scheme. The Committee further notes that all State Governments are required to prepare a State Perspective Plan for the entire Plan period for Teacher Education keeping in view the needs and requirement of the States and grants would be released after appraisal of the plans at the national level. At the same time, States would be required to put in place basic conditions for success of the scheme such as a proper recruitment/deployment policy; facilitating linkages of DIETs with schools etc. (Para 6.8)

The Committee observes that despite there being a huge infrastructure for teacher's training, it is yet to see a fraternity of quality teachers dedicated to their profession. It appreciates the measures being taken to strengthen teacher's training but apprehends that appraisal of State's Perspective plan at national level, as provided in the revised guidelines to the programme would take away the flexibility being offered to the States to strengthen their teacher training activities as per their requirements. (Para 6.8)

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

The Committee notes with concern the poor offtake of foodgrains as also the trend of declining expenditure since 1999-2000. The Committee would like the Department to analyse the factors responsible for this and see the extent to which these can be removed. More so because the Committee feels concerned with the welfare and future of children and would like to see more and more children to turn up in schools and are provided with nutritious meals because a starved child cannot concentrate on education even in its elementary form. (Para 7.4)

The Committee feels that the allocation for MDM Scheme is not sufficient for which the Department has already approached Planning Commission/Ministry of Finance for enhancement. (Para 7.7)

VIII MAHILA SAMAKHYA

The Committee is, however, of the view that there has been a continuous reduction at RE stage and this too has been coupled with under-utilization of funds in 2000-01, 2001-02, 2002-03 for various reasons like non-filling of vacant posts in MS society, non-spread to the targeted districts, etc. The Committee recommends that such tendency of under-utilization be curbed and it suggests that all the constraints in complete utilization of funds be done away with by filling the vacant posts and granting due honoraria to its office bearers as well as by taking other necessary measures.(Para 8.7)

At the same time the Committee appreciates the outcome of the Mahila Samakhya Programme which is seen in an increase in demand for literacy among women and through the vehicle of education, their recognition and visibility within the family and the community has increased. The Committee recommends that the programme may be extended across the nation

without any undue delay but with all preparations and monitoring system in place beforehand. (Para 8.7)

IX DISTRICT PRIMARY EDUCATION PROGRAMME

The Committee is perturbed over the drop out rates and recommends that in order to check such a tendency the Department should try to involve the parents/guardians of the children in school in the gainful employment under JRY and other similar schemes. The assurance of employment under different employment schemes to a family member of those who are in school would be an incentive for the people to send their children to the schools. The Committee is also surprised that even after three years of the above survey, the Department has not yet come out with the final diagnosis of the reasons for high drop-out rate and its remedial prescriptions. (Para 9.8)

The Committee also takes note of the fact that about 1,77,000 teachers, including para-teachers/ shiksha karmis are involved in teaching activities. The Committee believes that such teachers do not fit in the pedagogical calculus of a great education system. The Committee would like that these para teachers/shiksha karmis should be given necessary training by Teachers Training Institutes before they make forays into the novel and pristine field of teaching the young minds. (Para 9.9)

X ADULT EDUCATION

The Committee, while appreciating the progress made towards literacy, also expresses its serious concern over the functioning of various schemes of Adult Education. At the end of Ninth Plan, NLM was expected to achieve around 70% literacy but as per census 2001, literacy rate is 65.38%. The Committee notes with dismay the cut in allocation in the Ninth Plan outlay in priority schemes of adult education viz., Literacy Campaigns and Operation Restoration which have been reduced to Rs. 32.00 crore from 140.00 crore. Even this allocation has been underutilized by 26 per cent. However, for Continuing Education for Neo-literates there was an increase in the allocation to Rs. 261.57 crore from Rs. 229.39 crore. But, the funds under the scheme remained unutilized to the extent of 11 per cent. The Committee takes these underutilization seriously and feels that these underutilization has come in the way of attainment of 70 per cent literacy by the end of Ninth Plan. The Committee hopes that the Department would make concerted efforts for optimum utilization of allocated funds under the various components/projects of Adult Education Programme. (Para 10.7)

XI GENERAL OBSERVATION

The Committee notes that the Budget allocation for the current year has been kept almost at the same level as it was in the previous year. The Committee also takes note of the fact that consequent to the amendment of the Constitution to provide for free and compulsory education to children in the age group of 6 to 14 years, it would be necessary to create infrastructure and implement the programme which would, no doubt, require considerable amount of funds. The Committee feels that this allocation would hardly be sufficient for sustaining the ongoing activities of the Department, particularly the Universalisation of Elementary Education, not to speak of starting new activities by the Department. The Committee, therefore, recommends that the allocation of the Department needs to be increased suitably. (Para 11.1)

After considering the Demands for Grants of the Department of Elementary Education and Literacy and assessing the progress of various programmes and projects administered by it, the Committee recommends that the Demands for Grants of Rs. 4904.63 crore as sought by the Department of Elementary Education and Literacy for the year 2003-2004, under Demand No. 56 may be approved. (Para 11.2)

MINUTES

X
NINTH MEETING

The Committee met at 11.00 A.M. on Thursday, the 27th March, 2003 in Committee Room 'A' Ground Floor, Parliament House Annexe, New Delhi.

MEMBERS PRESENT

1. Shri Arjun Singh ——— *Chairman*

**MEMBERS
RAJYA SABHA**

2. Shri Bachani Lekhraj
3. Prof. R.B.S. Varma
4. Shri Rama Shanker Kaushik
5. Shri Lalhmingliana
6. Smt. Chandra Kala Pandey
7. Smt. Vanga Geetha

LOK SABHA

8. Shri Kirti Jha Azad
9. Shri G. S. Basawaraj
10. Shri Ram Rati Bind
11. Shri Kanti Lal Bhuria
12. Shri Baliram Kashyap
13. Dr. Manda Jagannath
14. Smt. Kumudini Patnaik
15. Dr. N. Venkataswamy

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

1. Shri S.C. Tripathi, Secretary (EE&L)
2. Shri Sumit Bose, Joint Secretary (EE)
3. Shri Jagan Mathew, Joint Secretary (AE)
4. Shri C. Bala Krishnan, Joint Secretary (P)
5. Ms. Vrinda Sarup, Joint Secretary
6. Shri V.K. Pipersenia, Joint Secretary

SECRETARIAT

Shri H.K. Chanana, Joint Secretary
Shri N.K. Singh, Joint Director
Shri C.B. Rai, Under Secretary
Shri Vimal Kumar, Committee Officer
Smt. Meena Kandwal, Research Officer

2. At the outset, the Chairman welcomed the Secretary and other representatives of the Department of Elementary Education and Literacy and asked the Secretary to make brief presentation on Demands-

for-Grants (2003-2004) of the Department. The Secretary made a presentation on the activities and achievements of the Department of Elementary Education and Literacy and briefly explained the budgetary allocation on different heads as also the functioning of the Department. The Members then sought clarification, which the Secretary and the officials of the Department replied.

The witnesses then withdrew.

3. The Committee, thereafter, adjourned at 1.15 P.M. and reassembled at 3.00 P.M. to hear the Secretary, Department of Family Welfare.

4. The Chairman welcomed the Secretary and other representatives of the Department of Family Welfare and asked the Secretary to make brief presentation on Demands-for-Grants (2003-2004) of the Department. The Secretary made a presentation of the activities and achievements of the Department of Family Welfare and briefly explained the budgetary allocation on different heads as also the functioning of the Department. The Members then sought clarifications, which the Secretary and the officials of the Department replied.

The witnesses then withdrew.

4A. A verbatim record of the proceedings was kept.

5. The Committee then adjourned at 4.30 P.M. to meet again at 11.00 A.M. on Friday, the 28th March, 2003.

XIII
THIRTEENTH MEETING

The Committee met at 3.00 P.M. on Tuesday, the 22nd April 2003, in Committee Room 'A' Ground Floor, Parliament House Annexe, New Delhi.

MEMBERS PRESENT

- 1 Shri Arjun Singh ——— *Chairman*

MEMBERS
RAJYA SABHA

2. Shri Bachani Lekhraj
3. Shri Eduardo Faleiro
4. Shri Lalhmingliana
5. Smt. Chandra Kala Pandey
6. Shri M.P. Abdussamad Samadani

LOK SABHA

7. Shri Ram Rati Bind
8. Shri Kanti Lal Bhuria
9. Shri Ramdas Rupala Gavit
10. Shri Y.G. Mahajan
11. Smt. Nivedita Mane
12. Smt. Kumudini Patnaik
13. Shri S.B.P.B.K. Satyanarayana Rao
14. Shri Sunil Dutt
15. Shri .G. J. Javia
16. Shri Ali Mohd. Naik

SECRETARIAT

Shri H.K. Chanana, Joint Secretary
Shri N.K. Singh, Joint Director
Shri C.B. Rai, Under Secretary
Shri Vimal Kumar, Committee Officer
Smt. Meena Kandwal, Research Officer

2. The Committee took up for consideration the 135th to 141st draft Reports on the Demands for Grants for 2003-2004 of Departments of Health, Family Welfare, Indian Systems of Medicine and Homoeopathy, Elementary Education and Literacy, Secondary and Higher Education, Women and Child Development and Ministry of Youth Affairs and Sports and adopted the same after certain modifications.

3. The Committee decided that the Reports may be presented to the Rajya Sabha and /laid on the Table of the Lok Sabha on Wednesday, the 23rd April 2003. The Committee authorized the Chairman, and in his absence, Shri Eduardo Faleiro and Shri Bachani Lekhraj to present the Reports in the Rajya Sabha and Shri Sunil Dutt and Shri G.J. Javia to lay the Reports in the Lok Sabha.

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