

PARLIAMENT OF INDIA

RAJYA SABHA

DEPARTMENT-RELATED PARLIAMENTARY STANDING COMMITTEE ON HUMAN RESOURCE DEVELOPMENT

HUNDRED FIFTY EIGHTH REPORT

ON

DEMANDS FOR GRANTS 2005-2006 (DEMAND NO. 57) OF THE DEPARTMENT OF ELEMENTARY EDUCATION AND LITERACY (MINISTRY OF HUMAN RESOURCE DEVELOPMENT)

(PRESENTED TO THE RAJYA SABHA ON 21ST APRIL, 2005)

(LAID ON THE TABLE OF LOK SABHA ON 21ST APRIL, 2005)

RAJYA SABHA SECRETARIAT
NEW DELHI

APRIL, 2005/ VAISAKHA, 1927 (SAKA)

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COMPOSITION OF THE COMMITTEE (2005)

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3. Shri Dwijendra Nath Sharmah
4. Shri Ravi Shankar Prasad
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28. Shri A.R. Shaheen
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30. Shri K. Virupaxappa
31. Shri Devendra Singh Yadav

SECRETARIAT

Shri N.C. Joshi, Additional Secretary
Smt. Vandana Garg, Joint Secretary
Shri N.K. Singh, Director
Shri J. Sundriyal, Under Secretary
Shri Swarabji, B., Committee Officer
Smt. Meena Kandwal, Research 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 Fifty- Eighth Report of the Committee on the Demands for Grants (Demand No. 57) of the Department of Elementary Education and Literacy, Ministry of Human Resource Development for the year 2005-2006.

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 31st March, 2005.

3. The Committee considered the Draft Report and adopted the same in its meeting held on 20th April, 2005.

New Delhi;
April 20, 2005

Vayalar Ravi
Chairman,
Department-related Parliamentary Standing Committee on
Human Resource Development

REPORT

Elementary education is the basic and critical input, which shapes the future structure as well as strength of a society. It ignites the young minds to its creative best and helps in turning them become capable and responsible citizens of a nation. Every investment in elementary education, in fact, has a cascading effect in all the areas of life.

Department of Elementary Education and Literacy of the Government of India formulates and implements various programmes/schemes for providing care as well as quality education to every child of the country with special emphasis on girls and those coming from the disadvantaged sections of society and backward areas. The Department also runs various programmes in non-formal category to attack the problem of illiteracy through its strategies of Adult Education.

I BUDGETARY ALLOCATION

1.1 The Committee notes that Plan allocation of Rs. 6000.00 crore made in BE 2004-05 for the Department of Elementary Education and Literacy was increased to Rs. 8000.00 crore at the RE stage. It has been further enhanced to Rs. 12531.76 crore in BE 2005-06. The Committee is happy to learn that about 98 percent of this fund had been utilized till 30 March, 2005 under 'Elementary Education'. Under the head 'Adult Education' the performance of the Department is not equally impressive as only 77.95% of allocated funds were utilized till 18.3.05. The Committee is, however, surprised to note that utilisation under Adult Education jumped to 92 per cent in a span of just 13 days, i.e., between 18 and 30 March, 2005.

1.2 When asked as to which schemes the enhanced allocation were mainly meant for, the Committee was informed that the increased allocation was mainly for the Sarva Siksha Abhiyan (SSA) and the Mid Day Meal Scheme (MDM) and that the allocation for 2005-06 should substantially meet the needs of the two schemes.

1.3 The Committee was further informed that after imposition of the 'Education Cess', following additional amounts have been allocated for the schemes of SSA and MDM.

(i) For Sarv Shiksha Abhiyan (SSA) <i>[Allocated to the Department of EE&L]</i>	Rs. 2000 crores
(ii) For Mid-Day Meal Scheme to meet expenditure on the newly introduced component of assistance to meet cooking cost. <i>[Allocated to the Ministry of Finance for being given to States as Additional Central Assistance]</i>	Rs. 1232 crores

Total	Rs. 3232 crores
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1.4 The Committee is happy to note that elementary education had been accorded high priority, which is reflected in its allocations for the year 2005-06. The Committee is of the opinion that since the Department has been given adequate funds specially from the 'Education Cess' collected from the tax-payers of the nation, it is the responsibility of the Department to ensure that the programmes/schemes, especially the SSA and MDM, were implemented in the right earnest, with utmost sincerity and above all with a missionary zeal. The Committee calls upon the Department to take every possible step for the optimum and judicious utilisation of the enhanced allocation in 2005-06.

II SARVA SHIKSHA ABHIYAN

2.1 The main goals of Sarva Shiksha Abhiyan (SSA) are as follows: -

- (i) All 6-14 year old age children in school/EGS center/bridge course by 2003,
- (ii) All 6-14 year old age children complete five year primary education by 2007 and
- (iii) All 6-14 years old age children complete eight years of schooling by 2010.
- (iv) Focus on elementary education of satisfactory quality with emphasis on education for life.
- (v) Bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010;
- (vi) Universal retention by 2010.

2.2 Expenditure under Sarva Shiksha Abhiyan is shared between the Central Government and State Governments in the ratio 85:15 during the IX Plan; it is 75:25 during the X Plan, and would be 50:50 sharing thereafter.

2.3 The Programme covers the entire country and addresses the needs of 192 million children in 11 lakh habitations. 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 habitations which do not have schooling facilities and strengthen existing school infrastructure through provision of additional class rooms, toilets, drinking water, maintenance grant and school improvement grant. The approach is community-owned and village education plans are prepared in consultation with Panchayati Raj Institutions, which forms the basis of District Elementary Education Plans. Project Approval Board (PAB) approved Annual Plans during 2004-05 under Sarva Shiksha Abhiyan (SSA) to cover 598 out of 600 districts.

2.4 The Committee was informed that as against Rs. 3057 crores in BE 2004-05, the allocation for SSA was enhanced to Rs. 5079 crores at RE 2004-05. Out of the RE allocation, Rs. 5072 crores had been released to implementing agencies till March, 2005. Rs. 7156 crores have been allocated in BE 2005-06 for the SSA.

2.5 The Committee, however, observes some disturbing aspects in the utilization of funds under SSA last year. Figures regarding state-wise expenditure provided to the Committee under this head included unspent balances also. On a query, the Secretary of the Department clarified that in the year 2003-04, some States came very late for approval of their Plans, so whatever amount was sanctioned to them was to meet the unspent balance at the beginning of April 2004. The Central Government could release its share only after analyzing the performance of the States. As per the existing procedure, if there is an unspent balance of the previous year, it is accounted for in the next financial year. The money does not lapse, but the spill over amount is adjusted.

2.6 The Committee does not find the clarification given by the Department convincing. Position was the same during 2002-03 also. As per the information available with the Committee, expenditure details include not only unspent balance but State share also. Information regarding 2002-03, 2003-2004 and 2004-2005 is self-revealing: -

2002-2003		2003-04		2004-05	
Grants released	Expenditure including U.B and state share	Grants	Expenditure	Grants	Expenditure (31.12.04)
1558.28	1305.65	2698.38	3604.25	5006.52	36.55

2.7 With the enhancement in allocation, expenditure is also increasing. However, in the absence of information about actual utilisation figures, assessment about achievement level, both in the terms of physical and financial targets, cannot be made. It is also not clear whether the States are contributing their due under SSA. Availability of unspent balance with the States can be justified for one year. However, its continuance can only create doubts about the ability of the States to utilize the allocated funds. The Committee observes that there is another aspect of this situation. Under the present funding pattern, States are supposed to contribute 25% of central release. With the increase in Central funding, State share also

becomes higher. It is not known whether the States are in a position to bear the additional burden, which would increase further after Tenth Plan. The Committee, therefore, is of the opinion that for real evaluation of all Schemes including SSA, it is very essential to have separate details about state share, utilisation and unspent balances. The Committee would like to be apprised about the utilisation of funds during the first three years of Tenth Plan.

2.8 The second aspect of expenditure which the Committee is concerned about is that 74 per cent of allocation was released upto the 18th March 2005 and the Secretary during her evidence on the 31st March 2005, informed about 97 per cent utilization of money. This means 24 per cent of the total allocation was released within a span of only 13 days. The Secretary clarified that they received an additional allocation of Rs. 2000 crore in the month of January this year and as such the release of money could gain momentum in the month of March 2005 only.

2.9 The Committee feels that SSA being an essential programme should run smoothly. The Government should ensure that the release of money to the States is not withheld for a long time. The Department must find some way out for this. The Committee has been given to understand that a proposal for change in the sharing arrangement between the Centre and the States has been sent to the Planning Commission for consideration. The Committee feels that this issue should be resolved at the earliest for better implementation of the programme.

2.10 The Committee is concerned about the status of SSA in Goa. Goa is at present outside the ambit of SSA. The Committee feels that Goa being presently under President's Rule, Central Government can play a pro-active role in the implementation of SSA in the State.

2.11 The Committee also notes that States/Uts like Bihar, J&K, Sikkim, Chandigarh, Dadra and Nagar Haveli and Pondicherry could not take the benefit of the funds released in March 2005 out of the additional corpus. Committee's attention has also been drawn by the trend of allocation and utilisation of funds under SSA by Delhi. Against an allocation of Rs. 1.61 crores in 2002-2003, expenditure was nil. In 2003-2004, although enhanced allocation of Rs. 19.59 crores was made, the NCT could utilize only Rs. 5.15 crores. In 2004-2005, again no allocation was made, and as on 31st December 2004, it showed an expenditure of Rs. 6.3 lakhs. The Committee also notes that small States like Manipur, Nagaland, Dadar & Nagar Haveli, Daman & Diu and Lakshadweep have simply failed to utilize the funds allocated so far. The Committee, therefore, feels that there is an urgent need for ascertaining the problems/constraints being faced by them so that removal thereof enables them to take benefit of SSA.

2.12 The Committee notes that the scheme of Sarva Shiksha Abhiyan is a centrally sponsored scheme for universalizing elementary education in the Mission Mode with holistic and convergent approach. It is a noble scheme in the sense that almost every aspect of primary education has been included in its ambit with a view to have a focused as well as integrated approach in universalising primary education. Due to significant priority accorded to SSA, fund allocated to it has been doubled in the year 2005-06. About two-third of the allocation to the Department of Elementary Education is spent on this one scheme alone. But the Committee feels that the physical performance in the past under various components of the scheme inspires little confidence. Following Table provides items approved under SSA during 2001-2005 and progress achieved.

S.N.	Components	Target	Achieved
1.	New School Sanctioned	1,37,747	1,09,642 (as on Dec. 2004)
2.	New Teachers appointed	6,68,478	3,10,506

2.13 The Committee notes that progress in filling up of Elementary Teacher posts sanctioned under SSA varies from State to State. While in some States like Assam, Arunachal Pradesh and Jammu & Kashmir, all sanctioned posts of teachers have been filled up, in States like Bihar, against 91,653 sanctioned posts, no progress has been made. In Uttaranchal, the progress in the appointment of teachers is approximately 67%, in Chattisgarh it is 60%, in Karnataka and West Bengal it is 25% and

20% respectively. Method of recruitment of teachers is also not uniform. Whereas some States are appointing only regular teachers, many States have started appointing contract teachers.

2.14 The Committee was informed that another hurdle in recruiting teachers was that 'para-teachers' has gone to the Court. The Committee is of the opinion that instead of waiting for usual course of verdict by the Courts, Department should adopt a pro-active attitude and impress upon the Courts about the urgency and significance of the SSA.

2.15 The Committee also observes that although 1,09,642 new schools have been opened, only 17,454 new school buildings have been constructed so far. Besides opening of new schools, another component under SSA is strengthening of existing school infrastructure through provision of additional class rooms. Committee's attention has been drawn to the findings of the 7th All India Educational Survey conducted by NCERT in all the 35 States/UTs consisting of 599 districts as on 30.9.2002. Out of 6,513,82 primary school as many as 17,777 schools were functioning without building and 27, 898 schools were in *kachcha* building. The Committee feels that things would not have improved since then. The Committee wonders whether there exists any provision for utilization of SSA funds for strengthening of existing school buildings. If not, feasibility of utilisation of SSA funds for this purpose could be explored. Participation of community should also be encouraged in providing various facilities such as more class room, toilets, drinking water etc. in the schools.

2.16 Similarly, the achievement with regard to construction of toilets and providing drinking water facilities is as low as 30.13% and 50.43% respectively as against their targets.

2.17 The Committee was informed that targets for the 2005-06 were expected to be finalized during the first quarter of the 2005-06 only as the appraisals of district-wise annual work plans were yet to be received from the State/UTs. The Committee is at a loss to see that despite quantum jump in the allocation of funds and good utilization shown thereof, targets fixed are not being achieved. So much so, no targets could be fixed for the year 2005-06 till now and the same are not expected before the end of first quarter of 2005. It is strange that the financial year has begun and we are yet to have the targets fixed. The Committee does not appreciate the idea of implementing such an important scheme without fixing the targets and a time-schedule. The Committee is of the view that the scheme should be implemented with the seriousness that it deserves.

2.18 The scheme, even after four years of its implementation has not made any visible impact on the ground. Data from NIEPA has shown that most of the facilities claimed to being provided under the SSA are non-existent in the schools in rural areas. Lack of toilets and drinking water is a common problem in the schools. As per 2003-04 figures, drinking water was not available in 49% schools in Andhra and 33% in Karnataka. In Bihar and Jharkhand nearly 20% children did not enjoy the facility of a blackboard. About 62% primary schools in Assam, 34% in Andhra, 30% in Meghalaya had only one classroom. These figures are, of course, for the year 2003-04, but the Committee feels that nothing revolutionary might have happened since then to dramatically alter this situation. Some of significant findings brought out in the NIEPA reports give an indication about the ground realities about primary schools:-

- Highest percentage of single classroom schools	- 62.7% in Assam
- Highest percentage of single teacher schools	- 38.6% in Rajasthan
- Highest pupil teacher ratio	- 71 in Bihar
- Lowest percentage of female teachers	- 17.1% in Bihar
- Lowest percentage of schools with girl toilets	- 3.4% in Tripura
- Lowest percentage of schools with drinking water facility	- 36.8% in Nagaland
- Highest % of no. of female teacher schools	- 70.3% in Punjab
- Lowest average no. of teachers per schools	- 1.9 in Jharkhand

- Highest no of schools without building - 5890 in Rajasthan

2.19 The Committee is of the view that data brought out in the Report weaknesses in the implementation of SSA. Based on the findings, State specific weak areas can be identified and corrective measures can be easily initiated. Only effort required would be constant monitoring by Centre/State in active co-ordination with implementing agencies and local community. The Committee would like to know the follow up action taken, if any, in this regard.

2.20 Further, a cursory look at the summary of quarterly reports received from independent monitoring institutions during 2003-04 supplied to the Committee basically confirms the fears of the Committee. The Committee notes contradictions in the reports of progress made under SSA after a comparison between the official monitoring channels and the independent external audit organizations. While the official version indicates tremendous improvement, the independent agencies point out that there is still a significant difficulty in mainstreaming of children of minority communities, SC/ST and other backward communities and those living in urban slums. Assessment of quality of teaching-learning process is a cause for special concern for the Committee. Teacher absenteeism, lack of teachers and teacher training, need for strengthening DIETs are some of the problem areas cited. The handicaps suffered by the EGS Centres, poor progress of construction works, which is further marked by use of low quality material, lack of suitable school building and other facilities, electricity, boundary wall and furniture are the factors that have adversely affected the implementation of the SSA. Besides delay in release of matching share by State Governments, delay in flow of funds from State to district level and below pointed out in these reports has serious implications for the success of SSA.

2.21 The Committee was informed that as in August 2004, completion rate of new School buildings improved from 8.7% to 12.5%, while another 36% were under construction. Progress was being regularly monitored and pursued with State Governments. The Committee is not impressed with the pace of completion of new school buildings *i.e.* 8.7 to 12.5% as claimed by the Department. The Committee feels that this dismal rate of progress in the construction of school buildings amply indicates the low level of coordination between Central and State Government, and State Government and implementing agencies. The Committee is surprised to note that no information on the status of additional classrooms to be constructed has been given by the Department. The Committee emphasizes that the Department must take all necessary steps to expedite the construction so that the noble purpose envisaged in the SSA was not defeated.

2.22 The Committee notes that the shortcomings/hindrances as pointed out in quarterly reports of the independent agencies are not new ones. In fact, the Committee has been commenting on these aspects in past also. The Committee would again caution the Department for such lacunae and recommend that concrete efforts be made to remove the bottlenecks in case the goals of universal elementary education are to be achieved in time. Time has come to really act on field in active co-ordination with the implementing agencies, lest the flagship SSA scheme would remain on paper only.

2.23 The Committee is of the considered view that by paying the 'Education Cess' from their hard-earned income, every citizen would watch with concern the performance of this scheme. It, therefore, places greater responsibility on the Department as well as the State Governments for ensuring that the Abhiyan was taken up as a peoples' movement with the do or die spirit.

2.24 The Committee recognizes that primary education is a State subject and the State Governments are the principal implementing agency with regard to SSA. The Committee feels that the success of the Scheme, therefore, largely depends on the active participation of the States. However, the data indicate that the attitude of the State Governments has not been encouraging and in some cases like Bihar, Jharkhand, West Bengal, Assam etc., it has been somewhat grossly indifferent. Such an approach has certainly blocked the much desired pace and momentum under SSA. The Committee would urge

upon the State Governments to play a more responsible and pro-active role in successful implementation of the Abhiyan.

2.25 The Committee welcomes the idea of providing computer education even in rural areas under SSA to bridge the existing digital divide. This capital-intensive scheme requires proper planning for providing necessary infrastructure and services in the schools in remote villages/clusters. The Committee would only hope that this Scheme also should not remain on paper only.

2.26 In view of the proposal for providing schools in every village/cluster under the SSA, the Committee is of the opinion that it would be appropriate if atleast one school is developed as a model school in every Panchayat area so that others are motivated to follow the suit.

2.27 The Committee finds that though the SSA aims at augmenting teacher's strength as well as their quality, position becomes grave in face of the fact that the NCTE is still in the process of according permission to increase the intake of DIETs upto 200 seats. The Department should complete the procedural formalities in this regard on urgent basis. The Committee also notes that the States like Assam, Meghalaya, Bihar and the UTs of Chandigarh and Daman and Diu are yet to release their matching share under SSA for 2004-05. All these developments must have created serious bottlenecks in recruitment of teachers in these States apart from causing other handicaps in the successful completion of the SSA. The Committee is also of the view that the Department exercise has failed to persuade the defaulting states to release their respective share.

2.28 9134 NGOs have been funded so far under the Education Guarantee Scheme and Alternative and Innovative Education (EGS & AIE), a component of SSA. The Committee notes that maximum number of NGOs, i.e. 2711 are working in Maharashtra followed by 390 in Tamil Nadu. As per the information made available to the Committee, Rs. 38.45 crores have been granted to these NGOs during the last three years. The Centres being run under this component of SSA are meant to provide an alternative to normal schools. The Committee would like to have an idea about the work done by large number of NGOs in certain States.

III KASTURBA GANDHI BALIKA VIDYALAYA (KGBV)

3.1 The objective of the scheme is to ensure access to quality education for girls by setting up upto 750 residential schools with boarding facilities at elementary level for girls. The schools are proposed to be set up in identified Educationally Backward Blocks (EBBs) where the female literacy is below the national average and gender gap in literacy is more than the national average. In particular, areas with concentration of tribal population, SC, ST, OBC and minority populations, or areas with a large number of small, scattered habitations that do not qualify for a school, will be covered. The scheme shall be implemented until the year 2010, where after the need for its continuation will be reviewed. The SSA pattern of financing with a 75:25 ratio of sharing between the Centre and the States during the Tenth Five Year Plan, and 50:50 thereafter, will be adopted.

3.2 The KGBV Plans for opening of residential schools will be approved in meeting of Project approval Board of SSA. All the 750 KGBV Schools are proposed to be opened in the current year only and they will be made fully operational in the year 2005-06.

3.3 A provision of Rs. 489 crores has been made for the Scheme during the Tenth Plan. The Committee notes that during the first two years of Tenth Plan, provision of Rs. 7.65 crores and Rs. 8.50 crores had to be reduced drastically at the RE stage and expenditure reported at the end of the year was nil. The main reason was the delay in the revision of the scheme. Revised guidelines could be disseminated to 21 eligible States only on 2nd August, 2004. The Committee has been

informed that by 17th December, 2004, approvals for 525 KGBV schools had been accorded. As per the latest figures, 717 schools for 20 States have been approved. Allocation of Rs. 92.28 crores has been certified upto 4th March 2005. The Committee notes that maximum number of schools, 94, have been sanctioned for Andhra Pradesh with funds approved for release being Rs. 18.23 crores. The Committee also observes that although 38 schools have been sanctioned for Bihar, 14 in J&K and 74 in Jharkhand, no funds have been approved so far. This clearly indicates State's inability in matching their share. The Committee, therefore, expresses its reservation over the pattern of financing under the Scheme in the ratio of 75:25 between the Centre and the States during the Tenth Five Year and 50:50 thereafter. Only two years are left of the Tenth Plan and not even a single school has become functional so far. In the circumstances, the Committee has, its own doubts about the achievement of the target of opening of 500 to 750 residential schools during the Tenth Plan. Our experience in other schemes shows that States' financial constraints find the burden of sharing even 50 percent of the expenditure quite heavy. The Committee would like the Department to have a re-look at this aspect in most practicable manner. The Committee finds it deplorable that this scheme meant for girls belonging to the disadvantaged section - SC/ST has not taken off so far. The Committee recommends that all the schools be made functional during the Tenth Plan itself.

3.4 The Committee also takes note of the fact that initially the proposed schools shall be opened in rented or other available Government buildings. The Committee would like the Department to ensure that there is no laxity in the construction of school buildings and hostels within the scheduled time otherwise it will not take-off at all. The Committee also desires that the Department should provide heavy penalty clause in the contract for construction agencies. All the clearances required must also be obtained in time.

IV MID DAY MEAL SCHEME

4.1 The Scheme covers children of primary stage (classes I to V) in Government, local body and government-aided schools as also children studying in Education (EGS) and Alternative & Innovative Education (AIE) Centres. The Committee was informed that the scheme has benefited about 11 crore children in 2004-2005. It is expected that by January, 2005, almost all children of the country will be covered under the cooked Mid Day Meal.

4.2 The Committee notes that in comparison to hundred percent utilisation in 2003-2004, the Department could manage to spend only Rs. 1562.70 crores against the allocation of Rs. 1675.00 crores till 30.3.2005 for the year 2004-2005. It is seven per cent point less than the previous year. Although the extent of under-utilization is not big, the Committee feels strongly about any under-utilisation of funds particularly for such an important scheme as MDM.

4.3 The Committee is little baffled to note that while the number of children covered under the MDM scheme during Xth Plan had increased consistently from 10.36 crores in 2002-03 to 10.56 crore in 2003-04 to 10.88 crore in 2004-05, the allocation of foodgrains has declined from 2837467 MT to 2684067 MT to 2666922 MT respectively. How could there be a continuous decline in allocation of food grains when the enrolment figure is reportedly on the rise? Not only this, even the lifting of food grains has also shown continuous decline during the first three years of the Xth Plan from 2176830 MT to 2130652 MT to 152877 MT (upto 31.12.04).

4.4 This aspect was pointed out by the Committee in its 149th Report and reiterated in 156th Report also. It seems that Department could not take corrective measures in this regard. Such indifference, the Committee feels, does not augur well for the future of the MDM scheme. The Committee reiterates that the Department must take urgent measures to check this tendency.

4.5 The Committee is happy to note that the remaining five states, viz. Bihar, Jharkhand, Assam, J&K and Goa also have since decided to provide complete cooked meal programme. The Committee feels that since these States were unable to universalize cooked meal and have decided to do it only recently, they might not be able to sustain and continue their efforts. The Department should, therefore, pay special attention on these States to facilitate implementation of the MDM by them.

4.6 The Committee is of the view that transportation of cereals from the FCI godowns is still a major problem in smooth implementation of the Scheme. The Committee has been informed that due to shortage of Plan allocation at the end of Ninth Plan, there were unsettled claims of about Rs. 435 crores due to FCI, which had to be carried over to the Tenth Plan. Only two years are left for the Tenth Plan to be over. The Committee would like to emphasise that the Department will have to take corrective measures so that lifting of grains is not affected.

4.7 Moreover, there are complaints of low quality of cereals being released by the FCI godowns. The quality of the meals being served is something the Committee is very concerned about. The Committee feels that the scheme has fallen short of its goal of providing meal of required quality with an eye on enhancing the nutritional status of the children. As per the guidelines, 100 gm. grain is to be given per child per day. Other requirement is that the meal should have 800 calorie and 8-12 gm. proteins. In view of mostly rice and wheat being provided, the Committee cannot say if 100 gm. of these cereals have the required nutritional value. Nutritional deficiency being what it is in rural areas, the Committee feels that giving additional items also, must be considered. It may be possible to do with the recent enhancement of financial assistance for mid-day meals. Besides, enhancing the amount of Re. 1 per child per day, currently being provided, may also be considered. There are many ways of upgrading the quality and variety of the food being provided.

4.8 There are a number of Ministries/Departments implementing other schemes for providing nutritious food to our children; still our children suffer from massive nutritional deficiency. Convergence and close coordination is required amongst all the agencies at the Centre and State level in this regard. Committee recommends that quality; hygiene and nutritional aspects of the meals served need to be strictly monitored and no leniency should be shown in the event of any lapse on these aspects.

4.9 The Committee notes that funds are available for construction of kitchen sheds in rural areas under Sampurna Gramin Rozgar Yojana (SGRY) and in urban areas under National Slum Development Programme (NSDP) and Urban Wage Employment Programme (UWEP), for creation of drinking water facility under SSA and Accelerated rural Water Supply Programme (ARWSP) and *Swajaldhara* Programme of the Department of Drinking Water Supply, and for purchase of utensils under SSA for annual school grant of Rs. 2000/- per school. The Committee desires that the Department must ensure that the funds under various Centrally – assisted Schemes are released for MDM on time and also that every Village Education Committee (VEC) was aware about these provisions so that there was no delay or confusion in getting these facilities.

4.10 The Committee is happy to note that seemingly an elaborate monitoring mechanism has been devised which provides for the establishment of Steering-cum-Monitoring Committee (SMCs) at National, State, District and Block levels. SMC at national level has already been established and action to establish other SMCs is being taken by State Government. The Committee, in view of experience in past, has a word of caution in this regard. The Department will have to make extra efforts to ensure that State Governments do establish SMCs on priority basis. The Department would do better to remember that the responsibility to monitor the implementation of the Scheme should essentially lie with the Central Government. It is

also true that States have to play crucial role in this scheme. Therefore, overall it should be a joint effort particularly in view of the 'Education Cess', being collected at national level, a big share of which has gone into financing the MDM Scheme.

4.11 Despite the problems/drawbacks noticed in implementing the MDM scheme, the Committee wants to put on record its appreciations for Department's efforts which has brought about some increase in the enrolment figure and the scheme is certainly bringing a difference on educational spectrum. However, the Committee's only fear is that with the rise in enrolment of students, strain on resources and infrastructure might also increase. The Committee cautions that the Department should take all measures to meet the situation which may arise in future.

V. STRENGTHENING OF TEACHERS TRAINING INSTITUTIONS.

5.1 This Centrally Sponsored Scheme has been launched to create sound institutional infrastructure for pre-service and in-service training of elementary & secondary school teachers and for making provision of academic resource support to elementary and secondary schools.

5.2 The Committee notes the laudable aims of the programme not only for strengthening but also creating sound institutional infrastructure for both pre-service and in-service training of elementary as well as secondary school teachers in the country. This Committee in the past also has been expressing its concern about the poor performance of this scheme during the 9th Plan. The Committee notes that even during the 10th Plan, the programme does not appear to have taken off.

5.3 To a query regarding less expenditure under the "strengthening of teachers training" head during the last years, the Department informed that it was mainly due to the fact that approval for revision of teacher education scheme for the 10th Plan period was accorded in November, 2003 and the revised guidelines for the scheme could be issued only in January, 2004. "Therefore, implementation of the revised scheme could take place in 2004-05 for all practical purposes". The Committee was further informed that during the first two years of the Xth Plan (2002-2003 and 2003-2004) Central assistance was released for recurring grants only viz. salaries and some programme funds. No major non-recurring grants for establishment of new institutions were sanctioned except for Mizoram and Nagaland, as the approval for revised scheme of Teacher Education was awaited.

5.4 The Committee observes that against a target of setting up of 100 new DIETs and 125 CTEs & IASEs, during the Ninth Plan, only 39 DIETs and 9 CTEs and 4 IASEs could be set up. As a result, allocated funds for the strengthening of Teacher Training Institutions also remained under-utilised. The Committee is disappointed to know that the implementation of the scheme during the 10th Plan could take off only in the year 2004-05 *i.e.* during its third year. As per the revised guidelines issued in January 2004, the Committee notes that the main objective of the scheme during the 10th Plan was to make up for the shortages in completion as well as operationalisation of the sanctioned institutions/projects during the 9th Plan. Therefore, currently, the emphasis of this scheme is not on expansion but on clearing the backlogs of yester years. This scenario reflects the poor performance of the scheme crystal clear. The Committee fails to understand as to how the Department will be able to fulfill its objectives of this scheme in remaining just two years of the 10th Five Year Plan. Trend of under-utilisation of allocated funds during 2003-2004 and 2004-2005 and also delay in the revision of Teacher Education Scheme indicates that there may not be any noticeable improvement in Tenth Plan also. The Committee appreciates certain practical problems *vis-a-vis* formulation and finalization of a State plan which is dependent upon State Implementing Reform Agencies such as recruitment, placement, etc. for teachers education. The Committee notes that target for 2005-

2006 is setting up of 15 DIETs, 10 CTEs and 3 IASEs. The Committee hopes that these Training Institutes would be set up during 2005-2006. The Committee would also like to be apprised about the status of 52 new DIETs, 10 CTEs/IASEs approved in 2004-2005 after the revision of the Scheme.

5.5 The Committee observes that against 550 sanctioned DIETs and 102 sanctioned CTEs, only 436 DIETs and 91 CTEs are operational at present. Short-fall is mainly there in 4-5 States. In Madhya Pradesh, against 45 sanctioned DIETs, only 38 are operational. Similarly, only 13 DIETs are operational in Orissa, against sanctioned 30 DIETs. The Committee would like to understand the constraints being faced in making sanctioned DIETs/CTEs operational. The Committee is more worried about the status of these bodies in Bihar and Jharkhand. In Bihar, out of 37 districts, DIETs have been sanctioned only in 24 districts, and out of these 24 sanctioned DIETs, only 18 are operational. Similarly, in Jharkhand, out of 22 districts, only 10 DIETs have been sanctioned and 9 are operational. While giving the statewise break-up of DIETs and CTEs, the Department has, however, informed that their status in Bihar and Jharkhand is being verified. The Committee, is constrained to observe that the Department has its own doubts about the functional status of DIETs in Bihar and Jharkhand.

5.6 The Committee would also like to be apprised about the monitoring mechanism for these institutes. Findings of latest survey done about the functioning of these institutes may also be conveyed to the Committee.

5.7 The Committee has been informed that dispensing with the requirement of NOC for B.Ed courses by NCTE has been done with a view to meet additional requirement of trained teachers at elementary level in the context of SSA. The Committee understands that NCTE has been requested to furnish state-wise details about the number of teacher-training colleges set up during 2003-2004 and 2004-2005. The Committee may be apprised about the same alongwith the functional status of such colleges.

5.8 The Committee feels that since trained teachers are indispensable for the training of young minds, the Department must take all steps to persuade those States, who have failed to initiate appropriate reforms for making themselves eligible for central funding. In fact, the Department needs to play a more pro-active role by facilitating the States and other agencies to come forward with their plans.

VI. DISTRICT PRIMARY EDUCATION PROGRAMME (DPEP)

6.1 The District Primary Education Programme (DPEP) is a centrally sponsored scheme for holistic development of primary education covering class I to V. The programme includes construction of classrooms, new schools, opening of Alternative Schooling Centres, appointment of new teachers, setting up early childhood education centers, strengthening of State Councils of Educational Research and Training (SCERTs) / District Institute of Educational Training (DIETs), setting up of Block Resource Centres / Cluster Resource Centres, teacher training, development of Teaching Learning Material, special interventions for education of girls, SC/ST, working children etc. Initiatives for providing integrated education to disabled children and distance education for teacher training have also been incorporated in the DPEP Scheme.

6.2 The Committee was informed that the reviews and various evaluatory studies of the programme have shown significant increase in enrolment, improvement in learning achievement, reduction in repetition rates/drop-outs with increased community involvement, improvements in classroom processes, etc. The Committee does not agree with these at all because the facts in certain respects do not support these conclusions. Despite the increase in enrolments over the years, the average Student Class Ratio (SCR) for schools covered under DPEP has come down from nearly 50 in 1996-97 to 42 in 2002-2003. Also, the dropout rate of children between grade I to V, has been found to be between 10-20 per cent in one third of the districts covered under the programme. The Committee desires that the Department should look into the factors for dropouts and remedy the situation by making schools attractive to the child. The Committee is not ready to buy the off-

repeated argument that poverty and illiteracy of the parents are the main factors for dissuading child from studies. In fact, The Committee is of the considered view that the poor and uneducated today, in fact, are more eager to send their children to schools.

6.3 As regards fiscal performance, the Committee notes that out of the total release of Rs. 777.61 crores in 2003-2004, Rs. 693.16 crores only have been utilized. The Committee further notes that the utilization of funds by the States particularly Bihar, West Bengal and Orissa, as per the following table, has been particularly low *i.e.* 37.7%, 71.90% and 61.07% respectively.

Statement of fund allocation and utilization under DPEP for the last 3 years

Name of the States	2001-02		2002-03		2003-04	
	GOI releases	Utilization	GOI releases	Utilization	GOI releases	Utilization
Bihar	45.00	49.36	64.00	40.53	128.33	48.37
West Bengal	42.00	43.59	78.50	66.37	81.40	58.53
Orissa	55.00	4.62	73.00	25.63	61.38	37.49

6.4 The Committee notes that at present DPEP is operational in 133 districts of 9 States. The project period is to end in Andhra Pradesh, Uttar Pradesh, Jharkhand, Gujarat and ten districts of Rajasthan by June/September/December, 2005. For the remaining districts of Rajasthan, West Bengal and Orissa, DPEP is operational till 2006/2008. Total external assistance tied up with DPEP is approximately Rs. 6938.00 crores.

Number of districts covered at present under DPEP is as follows:

States	Total Districts	DPEP Districts
Andhra Pradesh	23	19
Bihar	37	20
Gujarat	25	6
Orissa	30	8
Jharkhand	22	9
Uttar Pradesh	70	36
Uttaranchal	13	6
West Bengal	18	10

6.5 The Committee is not in agreement with the conclusions of the assessing agencies about achievements of DPEP, which do not go with the ground realities in respect of various components of this programme. In view of the present coverage of DPEP and project period yet to be over, the Committee strongly feels that vigorous monitoring by independent teams should be undertaken by the Department. State data will not be sufficient in view of various education indicators for these DPEP covered districts. The Committee is also of the view that involvement of public representatives about the implementation of DPEP in a particular district will prove helpful in arriving at the right conclusion about the effectiveness of this programme.

6.6 The Committee notes that most of the components of the DPEP are the same, which have been provided in the SSA also. The Committee feels that this aspect should have been seen while formulating/launching the SSA in the year 2001-2002 with a view to avoid overlapping in the objectives.

6.7 The Committee also would like to point out that the main objectives of the DPEP like reducing dropout rate to less than 10% and reducing gender associated disparities regarding enrolment etc., to less than 5%, were set without fixing any time frame, as has been done in the case of the SSA. The Committee disapproves of such an open-ended approach. That is why, perhaps these goals have remained elusive. In the light of this, the Department should see that the scheme produce better results in the remaining period.

VII. MAHILA SAMAKHYA

7.1 The Mahila Samakhya (MS) Programme launched in 1989, as a 100% Dutch assisted project, is a concrete programme for the education and empowerment of women in rural areas, particularly women from socially and economically marginalized groups.

7.2 The Committee was informed that from 2004-2005, the Programme is being funded from domestic resources. It is currently being implemented in nine States viz. Andhra Pradesh, Assam, Bihar, Jharkhand, Karnataka, Kerala, Gujarat, Uttar Pradesh & Uttranchal covering more than 14000 villages spread over 60 districts.

7.3 The Committee was informed that the BE for the MS scheme was reduced from Rs. 30.00 crores in BE 2004-2005 to Rs. 15.00 crores at RE stage. Rs. 30 crores have been allocated for the year 2005-2006. The Department explained that the reduction in 2004-05 was because the two States, viz. Bihar and Jharkhand, which were expected to be funded directly under the MS Scheme will come under direct MS funding only from the financial year 2005-2006, since DPEP funding has been extended till September 2005. It is not clear to the Committee as to why direct funding to Bihar and Jharkhand was not allowed on the plea that DPEP funding to these States was extended till September, 2005. But the Committee notes that objectives of this Scheme and the DPEP are quite different. Besides, the Committee fails to understand as to why this situation was faced only in the case of Bihar and Jharkhand particularly when States like Andhra Pradesh, U.P. and Uttranchal are also covered under MS Scheme as well as DPEP. Funding under DPEP has also been extended upto September, 2008 in these States. The Committee would like to have further information in this regard.

7.4 The Committee is dismayed to note that the BE allocations for the MS Scheme had been reduced at RE during the last three years. The Department has failed to utilize even its reduced allocation in the years, 2003-2003, 2003-2004 and 2004-2005. It is also disappointed to note that the post of Consultants in the National Office of Mahila Samakhya could be filled only in February 2004, which remained vacant for a long time. The Committee would like the Department to ensure that all the resource persons were appointed in time for the successful implementation of the Scheme.

7.5 To a question regarding the targets fixed for the Xth Plan period and the achievements thereof in respect of Mahila Samakhya, the Department had stated the following:

"No targets are fixed under the Mahila Samakhya scheme as the MS scheme adopts an innovative approach, which emphasizes the process rather than mere fulfillment of targets. Education in Mahila Samakhya is not merely acquiring basic literacy skills but is a process of learning to question, critically analyzing issues and problems and seeking solutions. It allows the women to learn at their own pace, set their own priorities and seek knowledge and information to make informed choices."

7.6 The Committee is not inclined to agree with the contentions of the Department given above, which appears to be an attempt to mystify the whole thing. After all, basic aim of the programme is to enable our women, most of whom are in

rural areas, illiterate, poor, with little powers either in their family or in the society. The Committee fails to comprehend as to how the Department proposes to enable such target groups to learn to question critically, analyzing issues and programmes and seeking solutions, set their own priorities, seek knowledge and information, to make informed choices, etc. The Committee feels that there has to be some kind of enabling activities for achieving these objectives. The Committee is of the firm opinion that it is possible to fix targets in respect of those activities both in terms of number as well as time-schedule. The Committee is surprised to see that it has not been done. The Committee reiterates, as it has done in this report in the case of DPEP, that such kind of open -ended approach without fixing targets would lead us nowhere. It, therefore, recommends that targets and time-schedule may be fixed for this scheme also.

VIII. ADULT EDUCATION

8.1 The Total Literacy Campaign (TLC) has been the principal strategy of National Literacy Mission for eradication of illiteracy. The TLC is area-specific, time-bound, participative, delivery through voluntarism, cost-effective and outcome oriented. The campaigns are implemented through Zilla Saksharata Samities (district level literacy committees) as independent and autonomous bodies, having due representation of all sections of society.

8.2 It is noted that out of 600 districts in the country, 596 have since been covered under Adult Education Programmes – 167 under Total Literacy Campaigns, 191 under Post Literacy Programme and 238 under Continuing Education Programme. During last 5 years, about 3.5 crore persons were made literate. About 60% of the beneficiaries are women, while 22% and 12% belong to Scheduled Castes and Scheduled Tribes respectively.

8.3 The Committee has been informed that approximately 4.0 crore persons are required to be made literate in the age group 15-35 years to attain the NLM target by 2007, and now priority would be given to cover the districts having female literacy rate below 30 percent and focus on those belonging to disadvantaged groups.

8.4 The Committee appreciates that allocation for Adult Education has been increased from Rs. 250 crore in BE 2004-2005 to Rs. 261 crore in BE 2005-2006, which is exclusive of the amount available for Adult Education for NE and Sikkim. The Committee, however, believes that there should have been a little more allocation because we cannot afford to lose the pace for want of funds. Moreover, the expenditure under Total Literacy Campaigns and Operation Restoration has outrun the allocation or showed 100 per cent utilisation during the last two years. Also, the scheme of continuing Education is spreading its wing as an additional 55 districts are to be covered in 2005-06. In the light of these developments and the proposed launching of the special literacy drive in 150 districts of the country, the Committee desires that Adult Education Schemes should be given the required funds.

8.5 The Committee, however, takes note of the under-utilisation of the allocated funds of Rs. 157.24 crore under the Scheme of Continuing Education as only Rs. 123.36 core was spent till 21.3.2005. The Committee recommends that the Department must ensure that similar situation does not arise in future.

8.6 NGOs play an active promotional role in the literacy movement. These NGOs are provided 100 per cent financial assistance for imparting literacy to adult neo-literates in the age-group of 15-35, conducting evaluation and impact studies etc. NGOs are also associated in the Continuing Education Programme as per the Annual Report (2004-2005) of the Department. The Committee notes that during 2003-04, 40 NGOs were sanctioned funds amounting to Rs. 13.28 crores for various basic literacy programmes and 117 NGOs in Orissa and 97 NGOs in UP were sanctioned Rs. 11.16 crores. **The Committee would like to have an idea about the work done by these NGOs in 2003-04 and 2004-05.**

IX. JAN SHIKSHAN SANSTHAN

9.1 The Scheme of Jan Shikshan Sansthan aims at improving the vocational skill and quality of life of the socio-economically backward and educationally disadvantaged groups of urban/rural population particularly neo-literates, semi-literates, SCs, STs, women and girls, slum dwellers, migrant workers etc.

9.2 The scope of activities of the JSS has since been enlarged and infrastructure strengthened to enable it to function as a district repository of vocational/technical skills. The JSSs are classified in three categories, depending on the nature of the city/town and their performance. The performance of the JSS is evaluated by reputed institutions and accordingly, the JSS can be upgraded or downgraded on the basis of the evaluation report. 80 JSS have so far been evaluated by the empanelled evaluating agencies. The findings of the evaluation reports indicate that:

- The coverage of women was over 70 per cent;
- A wide range of courses suited to the needs of the target group with a flexible curriculum and duration have been designed;
- Courses taken up are need-based, job oriented and open good avenues for self and wage employment; and
- The level of awareness of the beneficiaries has increased through value oriented inputs and life enrichment education.

9.3 The Committee appreciates that more than 250 types of courses and activities are offered by JSS but the Committee expresses its concern over the fact that out of an allocation of Rs. 28.00 crores for 2004-05, a total of Rs. 21.87 crores only had been sanctioned till 28.2.2005. The Committee feels that the Department ought to have utilized the funds well in time than going for the last minute rush. It should be strictly avoided in future.

9.4 The Committee notes that the allocation for 2005-06 has been enhanced to Rs. 39.55 crores. It desires that the Department ensure the proper and timely utilisation of the funds.

9.5 The Committee learns that persons benefited under the Scheme have been increasing and in 2003-04, it was 16.66 lakhs compared to 14.74 lakhs in 2002-2003. The Committee feels that though there are no fixed quantitative targets to be achieved, yet the quantum of beneficiaries should have been more than what it is today. It hopes that the Department with the enhanced allocations would take necessary measures to cover more people within the ambit of JSS. Moreover, the Committee does not know the level of absorption in industry, of the beneficiaries of the vocational courses run by these Sansthans or those going for self-employment. It desires that the Department should undertake some kind of survey to find out this fact, which would give a clear picture about the utility as well as success of this programme.

XII. PROBLEM OF DROPOUTS

10.1 The Committee notes that various schemes, particularly its flagship scheme SSA, are being run by the Department of Elementary Education & Literacy with the ultimate aim of achieving 100% enrollment so that no children in the country remained out of school. Not only that efforts are also being made to retain them as also to provide quality education to all the children between 6-14 by the 2007. The aims of innovative schemes under SSA can particularly be mentioned in this regard. **The Committee is concerned that high dropouts rates are still persisting-43.89% from class I to V and 52.8% from class I to VIII.** It is noted that Andhra Pradesh, Assam, Bihar, Orissa and Rajasthan have the highest dropout rates at primary level. Also Bihar, West Bengal, Uttar Pradesh, Jharkhand, Mahhya Pradesh and Rajasthan still have a large number of out of school children.

10.2 The Committee is anguished to take note of the fact that the above-mentioned States are the ones where the DPEP is still functioning, besides the SSA and MDM Scheme. It feels that the Department should take some concrete and hard

measures to improve the situation.

10.3 Comparative analysis of State wise trends in drop-out rates in 1991-92 and 2003-03 of the Ministry level reveals very disturbing development in respect of North-East States as indicated below.

State	1991-92	2002-03
Assam	56.96	61.17
Meghalaya	26.68	56.51
Nagaland	33.20	51.80
Sikkim	46.43	52.06
India	41.96	34.84

10.4 In the case of Mizoram, there is no decrease in the drop-out rate of 56.76 in 1991.92. The Committee views this with serious concern and feels that there has to be a specific intervention under SSA to monitor the drop-out rates in NE States.

10.5 A study undertaken under the DPEP has highlighted that both home background and school-related factors are responsible for children dropping out from school. The parents of dropouts, in general were poor and uneducated who could provide little help to child in studies. The prominent school related factors were shortage of teachers, their inability to provide remedial teaching, lack of facilities and incongenial atmosphere in schools that make schools unattractive to the children. The Committee finds it strange and paradoxical that objectives of all our schemes are removal of the same, which are also the factors responsible for dropouts. It is, in fact, a sad commentary on all our efforts/schemes meant for universalization of elementary education. In other words, there are no results commensurate with our resources invested for this purpose.

10.6 Besides dropouts, the Committee notes that a large number of our children are still out of schools. It appears that we have not been able to bring the children of poor parents to schools, despite most of the Department's programmes on primary education having particular focus on children from disadvantaged sections of the society. Similarly, under SSA, strategies have been chalked out to educate first generation learners.

10.7 The MDM scheme, no doubt, has not only attracted children to the schools but also in retaining them but the Committee feels that this scheme has not had the desired impact in attracting children from poor families, which is one of its main objectives. In such a scenario, sustained efforts will now to be made for achieving the two main objectives of the SSA (i) universalizing primary schooling by 2007 and (ii) elementary education by 2010, otherwise it might remain elusive.

10.8 The Committee, no doubt, is aware of some inherent and practical limitation in achieving hundred per cent enrolment as well as retention of the students in schools. Factors responsible for this are many and complex. However, in view of successes achieved in this regard by States like Kerala and Tamil Nadu, which have very low dropout, our efforts should be to imitate their example and apply those strategies for poorly performing States.

10.9 The Committee is of the opinion that the children who have dropped out can be integrated with the Continuing Education Programmes of Adult Education so that they are able to undertake activities relating to income generation providing skills in area specific activities.

10.10 The Committee feels that a 'Learn while you Earn' scheme could be an effective measure for retaining the students in the schools. It therefore, recommends that the Government should consider the proposal of providing suitable vocational education to desirous children at the upper primary stage so that those who cannot for any reason pursue education beyond

class VIII, enter the world and earn their livelihood.

OBSERVATIONS/RECOMMENDATIONS AT A GLANCE

I BUDGETARY ALLOCATION

The Committee is happy to learn that about 98 percent of this fund had been utilized till 30 March, 2005 under 'Elementary Education'. Under the head 'Adult Education' the performance of the Department is not equally impressive as only 77.95% of allocated funds were utilized till 18.3.05. The Committee is, however, surprised to note that utilisation under Adult Education jumped to 92 per cent in a span of just 13 days, i.e., between 18 and 30 March, 2005. (Para-1.1)

The Committee is happy to note that elementary education had been accorded high priority, which is reflected in its allocations for the year 2005-06. The Committee is of the opinion that since the Department has been given adequate funds specially from the 'Education Cess' collected from the tax-payers of the nation, it is the responsibility of the Department to ensure that the programmes/schemes, especially the SSA and MDM, were implemented in the right earnest, with utmost sincerity and above all with a missionary zeal. The Committee calls upon the Department to take every possible step for the optimum and judicious utilisation of the enhanced allocation in 2005-06. (Para-1.4)

II SARVA SHIKSHA ABHIYAN

The Committee does not find the clarification given by the Department convincing. Position was the same during 2002-03 also. As per the information available with the Committee, expenditure details include not only unspent balance but State share also. (Para-2.6)

With the enhancement in allocation, expenditure is also increasing. However, in the absence of information about actual utilisation figures, assessment about achievement level, both in the terms of physical and financial targets, cannot be made. It is also not clear whether the States are contributing their due under SSA. Availability of unspent balance with the States can be justified for one year. However, its continuance can only create doubts about the ability of the States to utilize the allocated funds. The Committee observes that there is another aspect of this situation. Under the present funding pattern, States are supposed to contribute 25% of central release. With the increase in Central funding, State share also becomes higher. It is not known whether the States are in a position to bear the additional burden, which would increase further after Tenth Plan. The Committee, therefore, is of the opinion that for real evaluation of all Schemes including SSA, it is very essential to have separate details about state share, utilisation and unspent balances. The Committee would like to be apprised about the utilisation of funds during the first three years of Tenth Plan. (Para 2.7)

The Committee feels that SSA being an essential programme should run smoothly. The Government should ensure that the release of money to the States is not withheld for a long time. The Department must find some way out for this. The Committee has been given to understand that a proposal for change in the sharing arrangement between the Centre and the States has been sent to the Planning Commission for consideration. The Committee feels that this issue should be resolved at the earliest for better implementation of the programme. (Para 2.9)

The Committee is concerned about the status of SSA in Goa. Goa is at present outside the ambit of SSA. The Committee feels that Goa being presently under President's Rule, Central Government can play a pro-active role in the implementation of SSA in the State. (Para 2.10)

The Committee, therefore, feels that there is an urgent need for ascertaining the problems/constraints being faced by them so that removal thereof enables them to take benefit of SSA. (Para 2.11)

But the Committee feels that the physical performance in the past under various components of the scheme inspires little confidence. (Para 2.12)

The Committee was informed that another hurdle in recruiting teachers was that 'para-teachers' has gone to the Court. The Committee is of the opinion that instead of waiting for usual course of verdict by the Courts, Department should adopt a pro-active attitude and impress upon the Courts about the urgency and significance of the SSA. (Para 2.14)

The Committee feels that things would not have improved since then. The Committee wonders whether there exists any provision for utilization of SSA funds for strengthening of existing school buildings. If not, feasibility of utilisation of SSA funds for this purpose could be explored. Participation of community should also be encouraged in providing various facilities such as more class room, toilets, drinking water etc. in the schools. (Para 2.15)

Similarly, the achievement with regard to construction of toilets and providing drinking water facilities is as low as 30.13% and 50.43% respectively as against their targets. (Para 2.16)

The Committee was informed that targets for the 2005-06 were expected to be finalized during the first quarter of the 2005-06 only as the appraisals of district-wise annual work plans were yet to be received from the State/UTs. The Committee is at a loss to see that despite quantum jump in the allocation of funds and good utilization shown thereof, targets fixed are not being achieved. So much so, no targets could be fixed for the year 2005-06 till now and the same are not expected before the end of first quarter of 2005. It is strange that the financial year has begun and we are yet to have the targets fixed. The Committee does not appreciate the idea of implementing such an important scheme without fixing the targets and a time-schedule. The Committee is of the view that the scheme should be implemented with the seriousness that it deserves. (Para 2.17)

The scheme, even after four years of its implementation has not made any visible impact on the ground. Data from NIEPA has shown that most of the facilities claimed to being provided under the SSA are non-existent in the schools in rural areas. Lack of toilets and drinking water is a common problem in the schools. As per 2003-04 figures, drinking water was not available in 49% schools in Andhra and 33% in Karnataka. In Bihar and Jharkhand nearly 20% children did not enjoy the facility of a blackboard. About 62% primary schools in Assam, 34% in Andhra, 30% in Meghalaya had only one classroom. These figures are, of course, for the year 2003-04, but the Committee feels that nothing revolutionary might have happened since then to dramatically alter this situation. (Para 2.18)

The Committee is of the view that data brought out in the Report weaknesses in the implementation of SSA. Based on the findings, State specific weak areas can be identified and corrective measures can be easily initiated. Only effort required would be constant monitoring by Centre/State in active co-ordination with implementing agencies and local community. The Committee would like to know the follow up action taken, if any, in this regard. (Para 2.19)

Further, a cursory look at the summary of quarterly reports received from independent monitoring institutions during 2003-04 supplied to the Committee basically confirms the fears of the Committee. The Committee notes contradictions in the reports of progress made under SSA after a comparison between the official monitoring channels and the independent external audit organizations. While the official version indicates tremendous improvement, the independent agencies point out that there is still a significant difficulty in mainstreaming of children of minority communities, SC/ST and other backward communities and those living in urban slums. Assessment of quality of teaching-learning process is a cause for special concern for the Committee. Teacher absenteeism, lack of teachers and teacher training, need for strengthening

DIETs are some of the problem areas cited. The handicaps suffered by the EGS Centres, poor progress of construction works, which is further marked by use of low quality material, lack of suitable school building and other facilities, electricity, boundary wall and furniture are the factors that have adversely affected the implementation of the SSA. Besides delay in release of matching share by State Governments, delay in flow of funds from State to district level and below pointed out in these reports has serious implications for the success of SSA. (Para 2.20)

The Committee was informed that as in August 2004, completion rate of new School buildings improved from 8.7% to 12.5%, while another 36% were under construction. Progress was being regularly monitored and pursued with State Governments. The Committee is not impressed with the pace of completion of new school buildings *i.e.* 8.7 to 12.5% as claimed by the Department. The Committee feels that this dismal rate of progress in the construction of school buildings amply indicates the low level of coordination between Central and State Government, and State Government and implementing agencies. The Committee is surprised to note that no information on the status of additional classrooms to be constructed has been given by the Department. The Committee emphasizes that the Department must take all necessary steps to expedite the construction so that the noble purpose envisaged in the SSA was not defeated. (Para 2.21)

The Committee notes that the shortcomings/hindrances as pointed out in quarterly reports of the independent agencies are not new ones. In fact, the Committee has been commenting on these aspects in past also. The Committee would again caution the Department for such lacunae and recommend that concrete efforts be made to remove the bottlenecks in case the goals of universal elementary education are to be achieved in time. Time has come to really act on field in active co-ordination with the implementing agencies, lest the flagship SSA scheme would remain on paper only. (Para 2.22)

The Committee is of the considered view that by paying the 'Education Cess' from their hard-earned income, every citizen would watch with concern the performance of this scheme. It, therefore, places greater responsibility on the Department as well as the State Governments for ensuring that the Abhiyan was taken up as a peoples' movement with the do or die spirit. (Para 2.23)

The Committee recognizes that primary education is a State subject and the State Governments are the principal implementing agency with regard to SSA. The Committee feels that the success of the Scheme, therefore, largely depends on the active participation of the States. However, the data indicate that the attitude of the State Governments has not been encouraging and in some cases like Bihar, Jharkhand, West Bengal, Assam etc., it has been somewhat grossly indifferent. Such an approach has certainly blocked the much desired pace and momentum under SSA. The Committee would urge upon the State Governments to play a more responsible and pro-active role in successful implementation of the Abhiyan. (Para 2.24)

The Committee welcomes the idea of providing computer education even in rural areas under SSA to bridge the existing digital divide. This capital-intensive scheme requires proper planning for providing necessary infrastructure and services in the schools in remote villages/clusters. The Committee would only hope that this Scheme also should not remain on paper only. (Para 2.25)

In view of the proposal for providing schools in every village/cluster under the SSA, the Committee is of the opinion that it would be appropriate if atleast one school is developed as a model school in every Panchayat area so that others are motivated to follow the suit. (Para 2.26)

The Department should complete the procedural formalities in this regard on urgent basis. The Committee also notes that the States like Assam, Meghalaya, Bihar and the UTs of Chandigarh and Daman and Diu are yet to release their

matching share under SSA for 2004-05. All these developments must have created serious bottlenecks in recruitment of teachers in these States apart from causing other handicaps in the successful completion of the SSA. The Committee is also of the view that the Department exercise has failed to persuade the defaulting states to release their respective share. (Para 2.27)

9134 NGOs have been funded so far under the Education Guarantee Scheme and Alternative and Innovative Education (EGS & AIE), a component of SSA. The Committee notes that maximum number of NGOs, i.e. 2711 are working in Maharashtra followed by 390 in Tamil Nadu. As per the information made available to the Committee, Rs. 38.45 crores have been granted to these NGOs during the last three years. The Centres being run under this component of SSA are meant to provide an alternative to normal schools. The Committee would like to have an idea about the work done by large number of NGOs in certain States. (Para 2.28)

III KASTURBA GANDHI BALIKA VIDYALAYA (KGBV)

The Committee, therefore, expresses its reservation over the pattern of financing under the Scheme in the ratio of 75:25 between the Centre and the States during the Tenth Five Year and 50:50 thereafter. Only two years are left of the Tenth Plan and not even a single school has become functional so far. In the circumstances, the Committee has, its own doubts about the achievement of the target of opening of 500 to 750 residential schools during the Tenth Plan. Our experience in other schemes shows that States' financial constraints find the burden of sharing even 50 percent of the expenditure quite heavy. The Committee would like the Department to have a re-look at this aspect in most practicable manner. The Committee finds it deplorable that this scheme meant for girls belonging to the disadvantaged section - SC/ST has not taken off so far. The Committee recommends that all the schools be made functional during the Tenth Plan itself. (Para 3.3)

The Committee would like the Department to ensure that there is no laxity in the construction of school buildings and hostels within the scheduled time otherwise it will not take-off at all. The Committee also desires that the Department should provide heavy penalty clause in the contract for construction agencies. All the clearances required must also be obtained in time. (Para 3.4)

IV MID DAY MEAL SCHEME

Although the extent of under-utilization is not big, the Committee feels strongly about any under-utilisation of funds particularly for such an important scheme as MDM. (Para 4.2)

How could there be a continuous decline in allocation of food grains when the enrolment figure is reportedly on the rise? Not only this, even the lifting of food grains has also shown continuous decline during the first three years of the Xth Plan from 2176830 MT to 2130652 MT to 152877 MT (upto 31.12.04). (Para 4.3)

This aspect was pointed out by the Committee in its 149th Report and reiterated in 156th Report also. It seems that Department could not take corrective measures in this regard. Such indifference, the Committee feels, does not augur well for the future of the MDM scheme. The Committee reiterates that the Department must take urgent measures to check this tendency. (Para 4.4)

The Committee is happy to note that the remaining five states, viz. Bihar, Jharkhand, Assam, J&K and Goa also have since decided to provide complete cooked meal programme. The Committee feels that since these States were unable to universalize cooked meal and have decided to do it only recently, they might not be able to sustain and continue their efforts. The Department should, therefore, pay special attention on these States to facilitate implementation of the MDM by them. (Para 4.5)

The Committee is of the view that transportation of cereals from the FCI godowns is still a major problem in smooth implementation of the Scheme. The Committee has been informed that due to shortage of Plan allocation at the end of Ninth Plan, there were unsettled claims of about Rs. 435 crores due to FCI, which had to be carried over to the Tenth Plan. Only two years are left for the Tenth Plan to be over. The Committee would like to emphasise that the Department will have to take corrective measures so that lifting of grains is not affected. (Para 4.6)

Moreover, there are complaints of low quality of cereals being released by the FCI godowns. The quality of the meals being served is something the Committee is very concerned about. The Committee feels that the scheme has fallen short of its goal of providing meal of required quality with an eye on enhancing the nutritional status of the children. As per the guidelines, 100 gm. grain is to be given per child per day. Other requirement is that the meal should have 800 calorie and 8-12 gm. proteins. In view of mostly rice and wheat being provided, the Committee cannot say if 100 gm. of these cereals have the required nutritional value. Nutritional deficiency being what it is in rural areas, the Committee feels that giving additional items also, must be considered. It may be possible to do with the recent enhancement of financial assistance for mid-day meals. Besides, enhancing the amount of Re. 1 per child per day, currently being provided, may also be considered. There are many ways of upgrading the quality and variety of the food being provided. (Para 4.7)

There are a number of Ministries/Departments implementing other schemes for providing nutritious food to our children; still our children suffer from massive nutritional deficiency. Convergence and close coordination is required amongst all the agencies at the Centre and State level in this regard. Committee recommends that quality; hygiene and nutritional aspects of the meals served need to be strictly monitored and no leniency should be shown in the event of any lapse on these aspects. (Para 4.8)

The Committee desires that the Department must ensure that the funds under various Centrally – assisted Schemes are released for MDM on time and also that every Village Education Committee (VEC) was aware about these provisions so that there was no delay or confusion in getting these facilities. (Para 4.9)

The Committee, in view of experience in past, has a word of caution in this regard. The Department will have to make extra efforts to ensure that State Governments do establish SMCs on priority basis. The Department would do better to remember that the responsibility to monitor the implementation of the Scheme should essentially lie with the Central Government. It is also true that States have to play crucial role in this scheme. Therefore, overall it should be a joint effort particularly in view of the 'Education Cess', being collected at national level, a big share of which has gone into financing the MDM Scheme. (Para 4.10)

Despite the problems/drawbacks noticed in implementing the MDM scheme, the Committee wants to put on record its appreciations for Department's efforts which has brought about some increase in the enrolment figure and the scheme is certainly bringing a difference on educational spectrum. However, the Committee's only fear is that with the rise in enrolment of students, strain on resources and infrastructure might also increase. The Committee cautions that the Department should take all measures to meet the situation which may arise in future. (Para 4.11)

V. STRENGTHENING OF TEACHERS TRAINING INSTITUTIONS.

The Committee notes the laudable aims of the programme not only for strengthening but also creating sound

institutional infrastructure for both pre-service and in-service training of elementary as well as secondary school teachers in the country. This Committee in the past also has been expressing its concern about the poor performance of this scheme during the 9th Plan. The Committee notes that even during the 10th Plan, the programme does not appear to have taken off. (Para 5.2)

The Committee observes that against a target of setting up of 100 new DIETs and 125 CTEs & IASEs, during the Ninth Plan, only 39 DIETs and 9 CTEs and 4 IASEs could be set up. As a result, allocated funds for the strengthening of Teacher Training Institutions also remained under-utilised. The Committee is disappointed to know that the implementation of the scheme during the 10th Plan could take off only in the year 2004-05 *i.e.* during its third year. As per the revised guidelines issued in January 2004, the Committee notes that the main objective of the scheme during the 10th Plan was to make up for the shortages in completion as well as operationalisation of the sanctioned institutions/projects during the 9th Plan. Therefore, currently, the emphasis of this scheme is not on expansion but on clearing the backlogs of yester years. This scenario reflects the poor performance of the scheme crystal clear. The Committee fails to understand as to how the Department will be able to fulfill its objectives of this scheme in remaining just two years of the 10th Five Year Plan. Trend of under-utilisation of allocated funds during 2003-2004 and 2004-2005 and also delay in the revision of Teacher Education Scheme indicates that there may not be any noticeable improvement in Tenth Plan also. The Committee appreciates certain practical problems *vis-a-vis* formulation and finalization of a State plan which is dependent upon State Implementing Reform Agencies such as recruitment, placement, etc. for teachers education. The Committee notes that target for 2005-2006 is setting up of 15 DIETs, 10 CTEs and 3 IASEs. The Committee hopes that these Training Institutes would be set up during 2005-2006. The Committee would also like to be apprised about the status of 52 new DIETs, 10 CTEs/IASEs approved in 2004-2005 after the revision of the Scheme. (Para 5.4)

The Committee observes that against 550 sanctioned DIETs and 102 sanctioned CTEs, only 436 DIETs and 91 CTEs are operational at present. Short-fall is mainly there in 4-5 States. In Madhya Pradesh, against 45 sanctioned DIETs, only 38 are operational. Similarly, only 13 DIETs are operational in Orissa, against sanctioned 30 DIETs. The Committee would like to understand the constraints being faced in making sanctioned DIETs/CTEs operational. The Committee is more worried about the status of these bodies in Bihar and Jharkhand. In Bihar, out of 37 districts, DIETs have been sanctioned only in 24 districts, and out of these 24 sanctioned DIETs, only 18 are operational. Similarly, in Jharkhand, out of 22 districts, only 10 DIETs have been sanctioned and 9 are operational. While giving the statewise break-up of DIETs and CTEs, the Department has, however, informed that their status in Bihar and Jharkhand is bring verified. The Committee, is constrained to observe that the Department has its own doubts about the functional status of DIETs in Bihar and Jharkhand. (Para 5.5)

The Committee would also like to be apprised about the monitoring mechanism for these institutes. Findings of latest survey done about the functioning of these institutes may also be conveyed to the Committee. (Para 5.6)

The Committee has been informed that dispensing with the requirement of NOC for B.Ed courses by NCTE has been done with a view to meet additional requirement of trained teachers at elementary level in the context of SSA. The Committee understands that NCTE has been requested to furnish state-wise details about the number of teacher-training colleges set up during 2003-2004 and 2004-2005. The Committee may be apprised about the same alongwith the functional status of such colleges. (Para 5.7)

The Committee feels that since trained teachers are indispensable for the training of young minds, the Department

must take all steps to persuade those States, who have failed to initiate appropriate reforms for making themselves eligible for central funding. In fact, the Department needs to play a more pro-active role by facilitating the States and other agencies to come forward with their plans. (Para 5.8)

VI. DISTRICT PRIMARY EDUCATION PROGRAMME (DPEP)

The Committee does not agree with these at all because the facts in certain respects do not support these conclusions. Despite the increase in enrolments over the years, the average Student Class Ratio (SCR) for schools covered under DPEP has come down from nearly 50 in 1996-97 to 42 in 2002-2003. Also, the dropout rate of children between grade I to V, has been found to be between 10-20 per cent in one third of the districts covered under the programme. The Committee desires that the Department should look into the factors for dropouts and remedy the situation by making schools attractive to the child. The Committee is not ready to buy the off-repeated argument that poverty and illiteracy of the parents are the main factors for dissuading child from studies. In fact, The Committee is of the considered view that the poor and uneducated today, in fact, are more eager to send their children to schools. (Para 6.2)

As regards fiscal performance, the Committee notes that out of the total release of Rs. 777.61 crores in 2003-2004, Rs. 693.16 crores only have been utilized. The Committee further notes that the utilization of funds by the States particularly Bihar, West Bengal and Orissa, as per the following table, has been particularly low *i.e.* 37.7%, 71.90% and 61.07% respectively. (Para 6.3)

The Committee is not in agreement with the conclusions of the assessing agencies about achievements of DPEP, which do not go with the ground realities in respect of various components of this programme. In view of the present coverage of DPEP and project period yet to be over, the Committee strongly feels that vigorous monitoring by independent teams should be undertaken by the Department. State data will not be sufficient in view of various education indicators for these DPEP covered districts. The Committee is also of the view that involvement of public representatives about the implementation of DPEP in a particular district will prove helpful in arriving at the right conclusion about the effectiveness of this programme. (Para 6.5)

The Committee notes that most of the components of the DPEP are the same, which have been provided in the SSA also. The Committee feels that this aspect should have been seen while formulating/launching the SSA in the year 2001-2002 with a view to avoid overlapping in the objectives. (Para 6.6)

The Committee also would like to point out that the main objectives of the DPEP like reducing dropout rate to less than 10% and reducing gender associated disparities regarding enrolment etc., to less than 5%, were set without fixing any time frame, as has been done in the case of the SSA. The Committee disapproves of such an open-ended approach. That is why, perhaps these goals have remained elusive. In the light of this, the Department should see that the scheme produce better results in the remaining period. (Para 6.7)

VII. MAHILA SAMAKHYA

It is not clear to the Committee as to why direct funding to Bihar and Jharkhand was not allowed on the plea that DPEP funding to these States was extended till September, 2005. But the Committee notes that objectives of this Scheme and the DPEP are quite different. Besides, the Committee fails to understand as to why this situation was faced only in the case of Bihar and Jharkhand particularly when States like Andhra Pradesh, U.P. and Uttranchal are also covered under MS Scheme as well as DPEP. Funding under DPEP has also been extended upto September, 2008 in these States. The Committee would like to have further information in this regard. (Para 7.3)

The Committee is dismayed to note that the BE allocations for the MS Scheme had been reduced at RE during the last three years. The Department has failed to utilize even its reduced allocation in the years, 2003-2003, 2003-2004 and 2004-2005. It is also disappointed to note that the post of Consultants in the National Office of Mahila Samakhya could be filled only in February 2004, which remained vacant for a long time. The Committee would like the Department to ensure that all the resource persons were appointed in time for the successful implementation of the Scheme. (Para 7.4)

The Committee is not inclined to agree with the contentions of the Department given above, which appears to be an attempt to mystify the whole thing. After all, basic aim of the programme is to enable our women, most of whom are in rural areas, illiterate, poor, with little powers either in their family or in the society. The Committee fails to comprehend as to how the Department proposes to enable such target groups to learn to question critically, analyzing issues and programmes and seeking solutions, set their own priorities, seek knowledge and information, to make informed choices, etc. The Committee feels that there has to be some kind of enabling activities for achieving these objectives. The Committee is of the firm opinion that it is possible to fix targets in respect of those activities both in terms of number as well as time-schedule. The Committee is surprised to see that it has not been done. The Committee reiterates, as it has done in this report in the case of DPEP, that such kind of open -ended approach without fixing targets would lead us nowhere. It, therefore, recommends that targets and time-schedule may be fixed for this scheme also. (Para 7.6)

VIII. ADULT EDUCATION

The Committee, however, believes that there should have been a little more allocation because we cannot afford to lose the pace for want of funds. Moreover, the expenditure under Total Literacy Campaigns and Operation Restoration has outrun the allocation or showed 100 per cent utilisation during the last two years. Also, the scheme of continuing Education is spreading its wing as an additional 55 districts are to be covered in 2005-06. In the light of these developments and the proposed launching of the special literacy drive in 150 districts of the country, the Committee desires that Adult Education Schemes should be given the required funds. (Para 8.4)

The Committee, however, takes note of the under-utilisation of the allocated funds of Rs. 157.24 crore under the Scheme of Continuing Education as only Rs. 123.36 core was spent till 21.3.2005. The Committee recommends that the Department must ensure that similar situation does not arise in future. (Para 8.5)

The Committee would like to have an idea about the work done by these NGOs in 2003-04 and 2004-05. (Para 8.6)

IX. JAN SHIKSHAN SANSTHAN

The Committee appreciates that more than 250 types of courses and activities are offered by JSS but the Committee expresses its concern over the fact that out of an allocation of Rs. 28.00 crores for 2004-05, a total of Rs. 21.87 crores only had been sanctioned till 28.2.2005. The Committee feels that the Department ought to have utilized the funds well in time than going for the last minute rush. It should be strictly avoided in future. (Para 9.3)

The Committee notes that the allocation for 2005-06 has been enhanced to Rs. 39.55 crores. It desires that the Department ensure the proper and timely utilisation of the funds. (Para 9.4)

The Committee learns that persons benefited under the Scheme have been increasing and in 2003-04, it was 16.66 lakhs compared to 14.74 lakhs in 2002-2003. The Committee feels that though there are no fixed quantitative targets to be achieved, yet the quantum of beneficiaries should have been more than what it is today. It hopes that the Department with the enhanced allocations would take necessary measures to cover more people within the ambit of JSS. Moreover, the Committee does not know the level of absorption in industry, of the beneficiaries of the vocational courses run by these Sansthans or those going for self-employment. It desires that the Department should undertake some kind of survey to find out this fact, which would give a clear picture about the utility as well as success of this programme. (Para 9.5)

XII. PROBLEM OF DROPOUTS

The Committee is concerned that high dropouts rates are still persisting-43.89% from class I to V and 52.8% from class I to VIII. (Para 10.1)

10.2 The Committee is anguished to take note of the fact that the above-mentioned States are the ones where the DPEP is still functioning, besides the SSA and MDM Scheme. It feels that the Department should take some concrete and hard measures to improve the situation. (Para 10.2)

The Committee finds it strange and paradoxical that objectives of all our schemes are removal of the same, which are also the factors responsible for dropouts. It is, in fact, a sad commentary on all our efforts/schemes meant for universalization of elementary education. In other words, there are no results commensurate with our resources invested for this purpose. (Para 10.5)

Besides dropouts, the Committee notes that a large number of our children are still out of schools. It appears that we have not been able to bring the children of poor parents to schools, despite most of the Department's programmes on primary education having particular focus on children from disadvantaged sections of the society. Similarly, under SSA, strategies have been chalked out to educate first generation learners. (Para 10.6)

The MDM scheme, no doubt, has not only attracted children to the schools but also in retaining them but the Committee feels that this scheme has not had the desired impact in attracting children from poor families, which is one of its main objectives. In such a scenario, sustained efforts will now to be made for achieving the two main objectives of the SSA (i) universalizing primary schooling by 2007 and (ii) elementary education by 2010, otherwise it might remain elusive. (Para 10.7)

The Committee, no doubt, is aware of some inherent and practical limitation in achieving hundred per cent enrolment as well as retention of the students in schools. Factors responsible for this are many and complex. However, in view of successes achieved in this regard by States like Kerala and Tamil Nadu, which have very low dropout, our efforts should be to imitate their example and apply those strategies for poorly performing States. (Para 10.8)

The Committee is of the opinion that the children who have dropped out can be integrated with the Continuing Education Programmes of Adult Education so that they are able to undertake activities relating to income generation providing skills in area specific activities. (Para 10.9)

The Committee feels that a 'Learn while you Earn' scheme could be an effective measure for retaining the students in the schools. It therefore, recommends that the Government should consider the proposal of providing suitable vocational education to desirous children at the upper primary stage so that those who cannot for any reason pursue education beyond class VIII, enter the world and earn their livelihood. (Para 10.10)

MINUTES
XXII
TWENTY SECOND MEETING

The Committee on Human Resource Development met at 10.30 a.m. on Thursday, the 31st March 2005, in Committee Room 139, First Floor, Parliament House Annexe, New Delhi.

MEMBERS PRESENT

1. Shri Vayalar Ravi ¾ *Chairman*

RAJYA SABHA

2. Shri Dwijendra Nath Sharmah
3. Shri Ravi Shankar Prasad
4. Shrimati Chandra Kala Pandey
5. Shri Uday Pratap Singh
6. Prof. Ram Deo Bhandary

LOK SABHA

7. Shri Basudeb Barman
8. Shri Hari Sinh Chavda
9. Shri G.V. Harsha Kumar
10. Shri Ramswarup Koli
11. Shri Manjunath Kunnur
12. Shri Y.G. Mahajan
13. Shri Manoj Kumar
14. Dr. Thokchom Meinya
15. Shri Krishna Murari Moghe
16. Shri Tukaram Ganpatrao Rengepatil
17. Prof. Rasa Singh Rawat
18. Shri Tufani Saroj
19. Smt. P. Satheedeви
20. Shri A.R. Shaheen
21. Smt. Jyotirmoyee Sikdar
22. Shri K. Virupaxappa
23. Shri Devendra Singh Yadav

SECRETARIAT

Smt Vandana Garg, Joint Secretary
Shri N.K. Singh, Joint Director
Shri J. Sundriyal, Under Secretary
Shri Swarabji, B., Committee Officer

WITNESSES

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

1. Smt. Kumud Bansal Secretary,
2. Shri K.M. Acharya Joint Secretary
3. Ms. Vrinda Sarup Joint Secretary
4. Shri Jagan Mathew Joint Secretary

5.	Shri C. Balakrishnan	Joint Secretary, Planning
6.	Shri S.K. Ray	Joint Secretary & Financial Adviser
7.	Prof. Krishna Kumar	Director, NCERT
8.	Prof. M. Mukhopadhyay	Director, NIEPA
9.	Sh. Shardindu	Director, NCTE
10.	Smt. Madhu Pant	Director, National Bal Bhawan
11.	Shri M.C. Sharma	Director, School Education, IGNOU
12.	Shri S.K. Sharma,	Director, Finance
13.	Smt. Prerna Gulati	Director
14.	Shri Dhir Jhingran	Director
15.	Smt. Anuradha Mall	Director
16.	Shri P.K. Mohanty	Dy. Education Adviser
17.	Shri Satish Loomba	Director, AE
18.	Shri Suresh Kumar	Director, AE
19.	Km. Irina Garg	Director, AE
20.	Shri V. Mohan Kumar	Director, AE

2. At the outset, the Chairman welcomed the Secretary and other representatives of the Department of Secondary and Higher Education and asked the Secretary to make brief presentation on Demands for Grants (2005-2006) of the Department. The Members then sought clarifications, which the Secretary and the officials of the Department replied.

The witnesses then withdrew.

3. The Committee, thereafter, adjourned at 3.30 p.m.

 *** relates to other matters.

4. The Committee reassembled at 3.45 p.m. and heard the Secretary, Department of Elementary Education and Literacy in connection with the examination of Demands for Grants for the year 2005-2006. The Secretary made a presentation on the activities and achievements of the Department. He also briefly explained the budgetary allocation on different heads as also the functioning of the Department. Members put queries which the Secretary and the officials of the Department replied.

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

5. The Committee then adjourned at 6.30 p.m.

XXIV

TWENTY FOURTH MEETING

The Committee on Human Resource Development met at 10:00 a.m. on Wednesday, the 20th April 2005, in Room no. 63, First Floor, Parliament House, New Delhi.

MEMBERS PRESENT

1. Shri Vayalar Ravi $\frac{3}{4}$ *Chairman*

RAJYA SABHA

2. Shri Dwijendra Nath Sharmah

3. Shri Ravi Shankar Prasad
4. Shrimati Chandra Kala Pandey
5. Shri Uday Pratap Singh

LOK SABHA

6. Shri Basudeb Barman
7. Shri Hari Sinh Chavda
8. Shri G.V. Harsha Kumar
9. Shri Ramswarup Koli
10. Shri Manjunath Kunnur
11. Shri Y.G. Mahajan
12. Dr. Thokchom Meinya
13. Prof. Rasa Singh Rawat
14. Smt. P. Satheedevi
15. Shri A.R. Shaheen
16. Smt. Jyotirmoyee Sikdar
17. Shri K. Virupaxappa

SECRETARIAT

Smt Vandana Garg, Joint Secretary
Shri N.K. Singh, Joint Director
Shri J. Sundriyal, Under Secretary
Shri Swarabji,B., Committee Officer

2. The Committee took up for consideration the draft Reports on the Demands for Grants (2005-2006) of the Department of Elementary Education and Literacy. The Committee adopted the same with certain modifications. The Committee then decided to meet again at 3.00 p.m., the same day to consider and adopt the draft reports on the Demands for Grants (2005-2006) of the Department of Secondary and Higher Education and Women and Child Development.

3. The Committee thereafter reassembled at 3.00 p.m. in Committee Room 'D', Parliament House Annexe, New Delhi. The Committee took up for consideration the draft Reports on the Demands for Grants (2005-2006) of the Department of Secondary and Higher Education and the Department of Women and Child Development. Both the Reports were adopted with some modifications.

4. The Committee, then, decided to present the Reports to the Rajya Sabha and lay on the Table of the Lok Sabha on Thursday, the 21st April 2005. The Committee authorized Shri Ravi Shankar Prasad and in his absence, Smt. Chandra Kala Pandey to present the Reports in the Rajya Sabha and Shri Hari Sinh Chavda, and in his absence, Shri Basudeb Barman to lay the Reports in the Lok Sabha.

5. The Committee, then, adjourned at 4.30 p.m.
