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**PARLIAMENT OF INDIA**

**RAJYA SABHA**

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

**THIRTY-SEVENTH REPORT  
ON  
DEPARTMENT OF EDUCATION  
(MINISTRY OF HUMAN RESOURCE DEVELOPMENT)**

**[Action taken by Government on the Recommendations/Observations contained in the  
Twenty-Second Report of the Standing Committee on Human Resource Development]**

**(Presented to the Rajya Sabha on 12.03.96)  
(Laid on the Table of Lok Sabha on 12.03.96)**



**RAJYA SABHA SECRETARIAT  
NEW DELHI**

**March, 1996/Phalguna, 1917 (Saka)**

PARLIAMENT OF INDIA

RAJYA SABHA

HOUSE OF THE STATES  
COMMITTEE ON HUMAN RIGHTS

THIRTY-SEVENTH REPORT

ON

THE PROTECTION OF HUMAN RIGHTS

IN INDIA

Presented to the Rajya Sabha on 15th July 1964  
by the Chairman of the Committee, Mr. B. S. P. Wadhwa

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NEW DELHI

1964

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**COMPOSITION OF THE COMMITTEE  
(1995-96)**

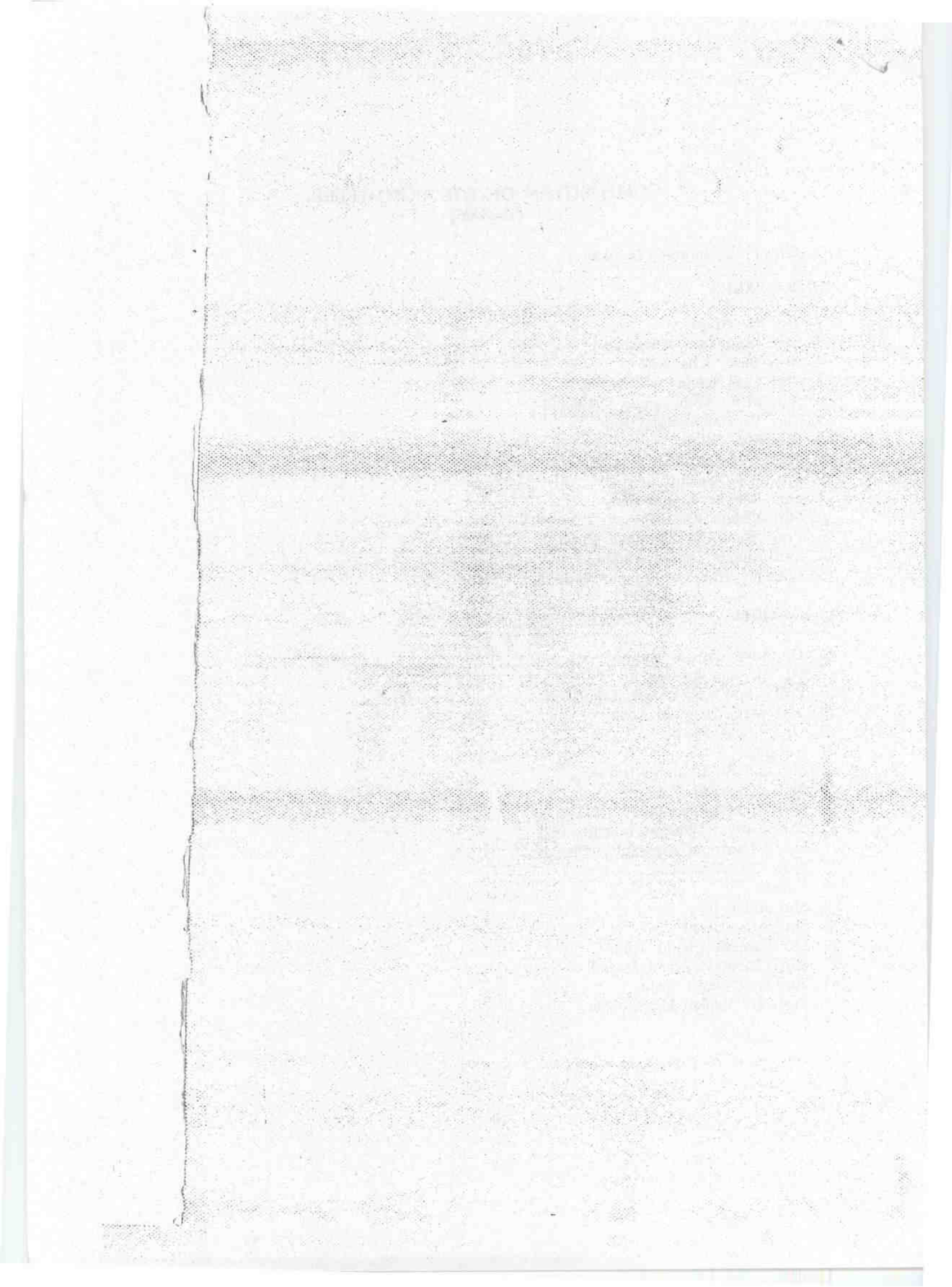
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**RAJYA SABHA**

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3. Smt. Renuka Chowdhury
4. Miss Saroj Khaparde
5. Shri O.P. Kohli
6. Shri M.P. Abdussamad Samadani
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9. Shri Pravat Kumar Samantaray
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11. Shri Ashoke Kumar Sen
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24. Shri Z. M. Kahandole
25. Shri Datta Raghobaji Meghe
26. Shri Ishwarbhai Khodabhai Chavda
27. Shri K.T. Vandayar
28. Vacant
29. Shri Inder Jit
30. Shri Anna Joshi
31. Dr. Ramesh Chand Tomar
32. Shri Chinmaya Nand Swami
33. Shri Dau Dayal Joshi
34. Prof. K. Venkatagiri Gowda



## INTRODUCTION

I, the Chairman, Department-related Parliamentary Standing Committee on Human Resource Development, having been authorised by the Committee to submit the report on its behalf, present this Thirty-seventh Report on Action Taken by the Government on the recommendations contained in its 22nd Report on "Demands for Grants" (1995-96) of Ministry of Human Resource Development (Department of Education).

2. The Twenty-second Report of the Department-related Parliamentary Standing Committee on Human Resource Development was presented to Rajya Sabha on 28th April, 1995 and laid on the Table of Lok Sabha on 28th April, 1995. Replies of Government on the recommendations contained in the report, received from the Department of Education were considered by the Committee and this report was adopted at its sitting held on 11th March, 1996.

NEW DELHI;  
11th March, 1996  

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Phalguna 1917 (Saka)

P. UPENDRA  
Chairman,  
Committee on Human Resource  
Development.

1911

The following is a list of the names of the persons who were present at the meeting of the Board of Directors of the National Association of Manufacturers, held at the Hotel New York, New York, on the 15th day of January, 1911.

Mr. J. P. Morgan  
Mr. C. P. Nease  
Mr. W. A. Rorer  
Mr. J. C. McLaughlin  
Mr. J. B. Connelley  
Mr. J. M. Doolittle  
Mr. J. W. Aldrich  
Mr. J. C. Carter  
Mr. J. B. Clark  
Mr. J. C. Galloway  
Mr. J. C. Hays  
Mr. J. C. Keith  
Mr. J. C. McLaughlin  
Mr. J. C. Nease  
Mr. J. C. Rorer  
Mr. J. C. Tamm  
Mr. J. C. Tracy  
Mr. J. C. Wood



## CHAPTER-I

### REPORT

The Report of the Committee deals with the Action Taken by the Government on the recommendations contained in its Twenty-second Report on Demands for Grants of the Ministry of Human Resource Development (Department of Education) for the year 1995-96, which was presented to Rajya Sabha on 28.4.95 and laid on the Table of Lok Sabha on 28.4.95.

2. Action Taken Notes have been received from the Government in respect of the recommendations contained in the Report. They have been categorised as follows:

- (i) Recommendations/Observations which have been accepted by the Government: Para 2.2, 2.5, 2.8, 2.10, 2.13, 2.14, 2.15, 2.19, 2.20, 2.21, 2.24, 2.25, 2.29, 3.1, 3.2, 3.8, 3.13, 3.17, 3.18, 3.19, 3.23, 3.24, 3.25, 3.26, 3.27, 3.33, 3.34, 3.35, 3.36, 3.37, 4.4, 4.7, 4.8, 5.1, 5.2, 5.3, 5.4, 5.6, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.8, 6.9. 46
- (ii) Recommendations/Observations which the Committee does not desire to pursue in view of the Government's replies: Para 2.1, 2.3, 2.9, 2.16, 2.18, 2.22, 2.23, 2.26, 2.28, 3.6, 3.7, 3.11, 3.12, 3.14, 3.15, 3.21, 3.22, 3.28, 3.30, 3.40, 4.1, 4.3, 4.5, 4.6, 4.11, 5.5, 7.2. 27
- (iii) Recommendations/Observations in respect of which replies of the Government have not been accepted by the Committee: Para 2.4, 2.6, 2.7, 2.11, 2.12, 2.17, 2.27, 2.30, 3.3, 3.4, 3.5, 3.9, 3.10, 3.16, 3.20, 3.29, 3.31, 3.32, 3.38, 3.39, 4.2, 4.9, 4.10, 4.12, 5.7, 6.7, 7.1. 27
- (iv) Recommendations/Observations in respect of which final replies of the Government are still awaited: nil

3. The Committee will now deal with some of its recommendations on which the Action Taken Note of the Government has not been accepted by the Committee:

Para No. of the Report	Text of the Para	Comments
1	2	3
<i>Elementary Education</i>		
2.4	The Committee notes that on one side we have States such as Kerala which have achieved Universal literacy as well as Universal Elementary Education (UEE) in terms of school participation, and on the other side we have States like Uttar Pradesh, Bihar, Orissa	The State Governments and Union Territories have initiated a number of steps to achieve the target of universalisation by the turn of this century. Massive enrolment drives are launched every year at the beginning of the academic session involving teachers, parents, Mahila

and Madhya Pradesh where the situation is highly unsatisfactory. The Committee feels that the efforts made so far are not sufficient to bring about the required change and to achieve targets of universal enrolment, incorporated in the 8th Five Year Plan. The Committee desires that steps need to be taken to increase enrolment.

Mandals, Gram Sevikas, Anganwadi workers and other village level functionaries. Mass media is being utilised to spread the message to every nook and corner. Incentive schemes such as supply of free uniforms, free text books, attendance scholarships etc. have been launched, specifically for children belonging to poor families. Micro Planning Surveys have been conducted to identify the need for opening new primary schools or upgrading primary schools to upper primary. Recruitment of teachers has been given impetus.

On 3rd and 4th April, 1995, Conference of Education Secretaries and Ministers was convened to deliberate upon the need to streamline the delivery system so that key Centrally Sponsored Schemes like Operation Blackboard, Non-formal Education, District Institutes of Education and Training are effectively implemented. The States were requested to address the problems of teacher absentism, and teacher motivation, and work towards improved curriculum, text books and child-friendly school environment. Emphasising a greater participation of local bodies and VECs, which might result in better enrolment and retention, Minister of Human Resource Development requested the Education Ministers of States and UTs to chalk out time-bound action plans and set up machinery to closely monitor implementation. Many State Governments have prepared these plans. Implementation of National Programme of Nutritional Support to Primary Education, which was launched on 15th August, 1995 would also provide necessary fillip to enrolment and retention.

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**Comments of the Committee**

The Committee does not find perceptible change in the gross enrolment ratio, particularly in respect of U.P., Bihar, M.P. and Orissa and the Secretary, Education, has agreed with this view. The Committee reiterates its recommendation for stepping up enrolment. All the State Governments should be persuaded to chalk out action plans and launch concerted drives to implement them.

**Drop-Outs**

2.6

The Committee feels that the issue of drop-outs is a very serious problem. The Committee observes with disappointment that the efforts made so far, particularly after the announcement of the New Education Policy, have not yielded the desired results. In this regard, the Committee suggests that a multi-pronged strategy be adopted and efforts should be made for integration of various schemes with those under implementation by the Department of Women and Child Development and the Ministry of Rural Development.

The Minister of Human Resource Development convened a special meeting of Education Ministers on 4th April 1995 in New Delhi to discuss the problem of drop-out and chalk-out specific time-bound action plans. There was a consensus in the meeting that the problem of drop out is a critical question which needs to be tackled immediately and effectively. A multi-pronged approach needs to be adopted with proper linkages and integration of various schemes. Firstly, it was decided that school environment needs to be improved further with better infrastructure facilities, through proper implementation of Operation Blackboard Scheme and further supplementation by local bodies. Secondly, there was a need to review curriculum and text books to bring about changes with specific purpose to reduce the content and academic burden making it more appropriate for the relevant age and grade in pursuance of reports of Professor Yashpal Committee and Dave Committee on MLLs. Thirdly, teacher orientation programmes in DIETs and introduction of Special Programme like SOPT (Special Orientation Programme for Primary Teachers) in order to improve teacher competency and empowerment of teachers for better child centred pedagogy. Fourthly,

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Centre should supplement the efforts of the State Government in provision of incentives for the children belonging to poor families or backward socio-economic communities. Introduction of National Programme of Nutritional Support to Primary Education has now been launched in pursuance of the deliberations of this meeting. Fifthly, State Governments and Union Territories would look into appropriate convergence between the schemes of women and child development and rural development for integrated child development.

#### **Comments of the Committee**

Reiterating its earlier recommendation for a multipronged strategy, the Committee desires that the Department should implement the strategies evolved meticulously. The Central Government should issue necessary guidelines to States for implementation of the strategies evolved.

#### *Resources*

- 2.7           The Committee feels that mobilisation of alternative resources in the elementary education sector needs to be further strengthened. This would not only reduce the burden on Government resources but also create an environment of responsibility and accountability within the educational system.
- General.

#### **Comments of the Committee**

The Committee's recommendation for strengthening alternative resources in elementary education sector has not been taken cognizance of in the reply. The Committee feels that mobilisation of alternative resources is the ultimate solution for the problem of resource crunch. The Committee reiterates its recommendation for identifying alternative sources.

*Operation Black Board*

2.11 The Committee, in its Fifth Report, recommended steps to lessen the weight of school bags at the primary level. The Department, while explaining the action taken on the recommendation, stated that wide-ranging discussions had taken place with Governments of States/Union Territories on the recommendations of the Yashpal Committee. The Department also stated that a consensus had already been reached. The Committee desires that suitable steps be taken for an early implementation of the recommendations of the Yashpal Committee.

In order to closely monitor the progress, Ministry of Human Resource Development constituted a Monitoring Committee, under the Chairmanship of Director, NCERT to watch over the implementation of the recommendations of the Yashpal Committee to reduce the academic burden on school children.

The first meeting of the Committee was held on August 24, 1995 under the Chairmanship of Prof. A.K. Sharma, Director, NCERT in his Chamber at 3 P.M. to:

- (a) Discuss and finalize the draft proforma prepared for the purpose of monitoring.
- (b) Suggest modalities for carrying out monitoring of implementation of recommendations both with Central and States agencies.

In this meeting the following decisions were taken:

- (i) In the draft proforma prepared for monitoring modifications suggested by the members should be incorporated.
- (ii) A letter should be sent to the State Secretaries of Education along with the proforma requesting them to identify a nodal person for the Committee. The identified person should be asked to collect and submit the information sought in the proforma within a period of 3 weeks.

1	2	3
		<p>(iii) The Central Agencies can be requested to submit their reports immediately to be included in the first report.</p> <p>(iv) Some short and quick research/evaluation studies can be undertaken to obtain some empirical data in the context of the status and impact <i>vis-a-vis</i> the recommendations.</p> <p>Action has already been taken on the decisions of the Committee by sending communications to all States/UTs and various agencies. Most of the agencies have also issued some instructions to the schools or initiated some action with respect to the recommendations. All efforts are being made for an early implementation of the recommendations of the Committee.</p>

#### Comments of the Committee

Sending communications to States/Union Territories is not sufficient. The Department should persuade them for early implementation of the recommendations of the Prof. Yash Pal Committee.

2.12 The Committee is also unhappy to note that only 55 percent of the school rooms, targeted to be built have been completed with major backlog in Tamil Nadu, Kerala, Assam, Gujarat, Orissa, Meghalaya and Maharashtra. The Committee recommends that the Department should take up the matter with the States concerned for early completion of the target.

In order to accelerate the pace of construction of school buildings, the Department of Education has worked out in consultation with Ministry of Rural Development a funding pattern under Jawahar Rozgar Yojana (JRY) wherein the cost is almost equally shared between the Centre and the States. Construction of School buildings has also been made a high priority item under the newly introduced employment assurance scheme and Intensive JRY programme. The States have drawn up the action plans to speed up construction programme. As on date 1.5 lakhs (57%) school rooms have been constructed against the target of 2.63 lakh. 21 States have utilised

1	2	3
		Rs. 181.00 crores from JRY funds for school building construction during the past five years.

#### Comments of the Committee

On a clarification as to whether the funds allocated under JRY for construction of school buildings are diverted to other purposes, the Secretary has stated that no such diversion was reported. However, the Committee is not happy to note that out of 2.63 lakh school rooms targeted for construction, only 1.5 lakhs have been constructed. The Committee desires that the target should be achieved at the earliest.

#### *Strengthening of Teacher Training Institutes*

#### *Comments*

2.17 This is one of the schemes suffering from the malady of underutilisation of funds. During 1992-93 out of the total allocation of Rs. 64.5 crores on plan side, only Rs. 1.16 crores could be utilised. Similarly, during 1994-95 out of Rs. 90 crores allocated, Rs. 83.75 crores was utilised. The Committee feels that this trend needs to be arrested. Explaining the shortfall in the sanction of District Institutes of Education and Training (DIETs) during 1994-95, the Department informed the Committee that the shortfall was due to lack of sufficient response from the State Governments of Arunachal Pradesh, Maharashtra and West Bengal, which were the only major States yet to be fully covered under DIETs. The Committee, in this regard, recommends that the Department should pursue the matter vigorously with these three State Governments.

There has been no shortfall in the actual expenditure incurred against the Budget allocation in respect of Teacher Education Scheme.

During 1992-93, against the Budget allocation of Rs. 64.50 crores, actual expenditure incurred was Rs. 82.96 crores and during 1993-94 the actual expenditure was Rs. 70.04 crores against plan allocation of Rs. 69.10 crores. There has been excess expenditure during 1992-93 and 1993-94 due to enthusiastic response from States/UTs.

As regards expansion of the scheme of DIETs to the States of Arunachal Pradesh, Maharashtra and West Bengal, as a result of constant persuasion, the State Governments of Arunachal Pradesh and Maharashtra have since formulated schemes and ten DIETs in Arunachal Pradesh and 15 in Maharashtra are likely to be sanctioned during 1995-96.

1995-96 Budget allocation of Rs. 118.00 crore is 31% more than previous year's allocation of Rs. 90 crores.

#### Comments of the Committee

The Committee has noted that 10 DIETs in Arunachal Pradesh and 15 DIETs in Maharashtra are proposed to be sanctioned in 1995-96. This target should be achieved before the end of the current financial year. The Department should persuade West Bengal also to fall in line.

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*Panchayati Raj Institutions and Elementary Education*

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2.27

The Committee has noted that some of the State Acts provide for selection and appointment of elementary school teachers, instructors, etc. by the village panchayats. However, many States do not provide for this. The Committee feels that atleast at the elementary education level, the role of Panchayats needs to be increased. Explaining the steps taken in this direction, the Secretary informed

the Committee that the Central Advisory Board of Education had constituted a Sub-Committee to suggest to the States to develop possible models at village and taluk levels, and its report was forwarded to the States. The Department should make all-out efforts, including extending fiscal support, to persuade the States to see that necessary changes are incorporated.

The Department of Education has been monitoring and receiving reports from the State Governments/UT Administrations with respect to the establishment of Panchayati Raj Institutions by them and the setting up of the Village Level Education Committees (VECS). 13 State Governments and 3 UT Administrations have reported that they have set up the Panchayati Raj Institutions which include provision for Education. 9 State Governments have established VECs and another five have made alternative arrangements. The Department of Education is continuing to inter-act with States/UTs in the matter further.

**Comments of the Committee**

The Committee is constrained to note that only 9 States have established village education Committees and another five States have made alternative arrangements. The Committee feels that all the States should follow a uniform pattern. The Committee also desires that the Department should pursue the matter vigorously and ensure that all the States agree to the proposal at the earliest.

*Mid-Day Meals*

2.30

When the Committee drew the attention of the Secretary, Education, to the Mid-Day Meals Scheme, the Secretary informed the Committee that in pursuance of the announcement made by the Finance Minister in his Budget Speech, a Committee was proposed to be set up. He further stated that modalities

A Committee under the chairmanship of Union Education Secretary was set up in April, 1995 to work out a scheme to operationalise the Central Government to participate in a phased expansion of the mid-day meal scheme. On the basis of the recommendation of this Committee

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would be worked out in consultation with various agencies for early operationalisation. The Committee takes note of the fact that Tamil Nadu has successfully implemented this scheme. Earlier, in some other states, this scheme used to be handled by teachers with the result that education suffered. The Committee feels that the scheme would better be handed over to voluntary organisations/local Mahila Mandals and Parent Teacher Associations for successful implementation.

which submitted their report in May 1995, approval of the Cabinet was sought for launching a programme of nutritional support to primary education to cover the entire country by 1997-98 in a phased manner. The Cabinet approved the programme on July 28, 1995.

The National Programme of Nutritional Support to Primary Education has been launched from 15 August 1995. Intended to give a boost to universalisation of primary education, by increasing enrolment, retention and attendance and simultaneously impacting on nutrition of students in primary classes (I-V), the programme is to be implemented through local bodies such as Panchayats and Nagarpalikas. The programme will cover children in primary classes (I-V) in all government, local bodies and government aided schools in all the States/UTs. Local bodies have the flexibility to organise the provision of cooked/pre-cooked wholesome food having a calorific value equivalent to hundred grams of Wheat/Rice per student per day by the schools or in association with the school parent-teacher committees, non government organisations, women/DWACRA groups and other organisations. Local bodies are expected to develop institutional arrangements for providing cooked/pre-cooked food within a period of two years from the date of commencement of the programme. However, in the interim period, as a prelude to the provision of cooked/pre-cooked food, food grains at the rate of 3 kg. per month per student may be distributed to all children in classes I-V subject to a minimum attendance of 80%.

In 1995-96, the programme will commence in all the 2368 Revamped

Public Distribution System (RPDS)/ Employment Assurance Scheme (EAS) blocks and 40 Low Female Literacy (LFL) blocks. In States like Punjab which do not have EAS/RPDS blocks the programme will commence in LFL blocks, i.e. blocks having female literacy rates lower than the national average. In states and UTs such as Goa, Delhi, Pondicherry and Chandigarh, which do not have RPDS or LFL blocks, primary schools in notified slums would be covered. In 1996-97, the programme will be extended to all the remaining 2005 LFL blocks, with female literacy lower than the national average. In 1997-98, the programme will be extended to all other primary schools.

Central support for this programme still consists of (i) supply of food grains free of cost, (ii) reimbursement, through District Rural Development Agencies (DRDAs), of transportation cost from the nearest godown of the Food Corporation of India at the rate of Rs. 25/- per quintal and (iii) coverage of remuneration for conversion of foodgrains cooked food and expenditure on construction of kitchen sheds wherever necessary, under the poverty alleviation schemes of Ministry of Rural Development. All the States and UTs have since started implementation of the Programme. While in 7 States cooked meals are being served, in rest of the States food grains are being distributed. In case of Delhi, processed food is being supplied. States and Union Territories like Tamil Nadu, Gujarat, Kerala, Karnataka and Pondicherry which have been implementing Mid-day Meals Programme in one form or

the other have agreed to dovetail the programmes with the central programme. The States/UTs have also been advised to shift the resultant savings to other programmes in elementary education.

#### Comments of the Committee

The Committee is of the view that distributing food grains would not serve the purpose for which the scheme has been started and a time-bound programme is needed. Cooked hot meals should be served in all schools. However, in the process of serving mid-day meals the teachers should not be involved as it may affect the teaching work. The Committee reiterates its earlier recommendation for involvement of voluntary and women's organisations in the implementation of this scheme.

#### Kendriya Vidyalaya Sangathan

3.3 The Committee expresses its serious concern that out of the total 818 Kendriya Vidyalayas, only 293 schools are presently in their permanent buildings.

The present number of Kendriya Vidyalayas is 838 after closure of one of the Project Kendriya Vidyalaya at Bhandaridah, Bihar. Out of 838 Kendriya Vidyalayas, 165 Kendriya Vidyalayas are in Project Sector where sponsoring agencies have to provide permanent buildings. The present factual position of the remaining 673 Vidyalayas which is the responsibility of Kendriya Vidyalaya Sangathan is as under:—

#### BREAK-UP

Kendriya Vidyalayas where permanent building already constructed by Kendriya Vidyalaya Sangathan.	310
Kendriya Vidyalaya where school building under construction.	92
Kendriya Vidyalaya where school building under planning.	87
Kendriya Vidyalaya where transfer of land/lease deed execution is pending.	184
	<hr/> 673

1	2	3
3.4	<p>The Committee desires that the construction of pucca buildings for the schools for which land has been allotted may be started expeditiously. For those schools, for which land has not yet been allotted by the sponsoring agencies, the Department should make vigorous and sincere efforts for early transfer of land. The Committee also suggests that infrastructure, including play grounds should be provided commensurate with the number of students.</p>	<p>In respect of Kendriya Vidyalaya where land was transferred, the construction of pucca buildings are under planning and the construction work will be initiated immediately subject to availability of funds. At present 87 school buildings are under planning. As regard transfer of land in pending cases, sponsoring agencies are being persuaded by Kendriya Vidyalaya Sangathan to honour their initial commitment. The progress is already being periodically reviewed in meeting with sponsors.</p>

#### Comments of the Committee

The Committee desires that the sponsoring agencies should be asked to provide permanent buildings immediately. In future, no school should be opened in the project sector unless the sponsoring agency provides permanent building.

3.5	<p>The Committee is happy to note that the Planning Commission has approved allocation of Rs. 10.50 crores for the Kendriya Vidyalaya Sangathan under plan budget for 1995-96 to meet the expenditure towards teacher training and creation of additional facilities in Kendriya Vidyalayas. This amount is meagre as compared to the number of schools, and, therefore, needs to be suitably increased.</p>	<p>The funds provided under Plan Budget for the year 1995-96 amounting to Rs. 10.5 crores against the projection of Rs. 50 crores are meagre. In view of short provision of Plan funds, sufficient funds could not be allocated to various activities such as construction of school buildings/staff quarters, development of play grounds, General Science laboratories, Computer Literacy Programmes, Computerisation of information systems at Headquarter, Regional Offices and Kendriya Vidyalayas, sufficient training facilities to the teachers through Training Institutes etc. There is an urgent need for enhanced allocation under Plan Budget.</p>
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#### Comments of the Committee

It is unfortunate that sufficient funds could not be provided for various activities, including teachers training, development of play-fields, laboratories, etc. The Department should convince the Planning Commission about the necessity of higher allocation for Kendriya Vidyalayas.

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*Navodaya Vidyalaya Samiti*

3.9 The pass percentage of students of Navodaya Vidyalaya Samiti at the CBSE Examination for the last two years is as given below:

Year	Class X	Class XII
1993	93.70%	66.80%
1994	93.80%	78.37%

Pass percentage of NVS in the CBSE public examination of 1995 are as follows:

Class XII 82% Class X 82.6%  
Both are above 80%

These are well above the Government schools such as Delhi Administration schools affiliated to CBSE and are at par with KVS results.

3.10 The Committee notes that even though the Navodaya Vidyalayas were set up with much fanfare and high ideals, the pass percentage in class XII has not yet crossed even 80% while ordinary schools are registering 90% to 95% results. The Committee feels that effective steps need to be taken to improve the performance in this regard.

**Comments of the Committee**

The Committee is concerned over the complacency of the Department regarding the results. Navodaya Vidyalayas were started as model schools in the country and they cannot be compared with Central schools and other Government schools by any stretch of imagination. The Department should ensure that these schools compete with the best public schools, in terms of results and show better performance as is expected of them.

*National Open School*

3.16 The Committee has also noted that the National Open School charges fees from the students. The Committee feels that the coaching from National Open School needs to be made free of charge to encourage more students.

National Open School admits students both under the general category as well as exempt categories, consisting of the SC/ST, ex-servicemen, handicapped and women students etc. About 60% of the students of National Open School received partial fee exemption. Fee concession ranges from 26% to 38% as compared to the general category. The subsidies granted by National Open School to these exempted categories in fees amount to around Rs. 100.00 lakhs per year at the present level of enrolment and fee structure. If the open school education is made free

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		<p>of charge, the Government would need to fully support the subsidy on this account. The National Open School is not an organisation fully funded by the Government. The National Open School gets from the Government only that amount by which its income falls short of its expenditure. The total of Plan and Non-Plan grants of National Open School from the Government is equal to the deficit <i>i.e.</i> the difference between total expenditure and total income. National Open School generates its own funds from fees etc. In case, free open education to all categories of students including general is to be provided, the quantum of government grants would have to be increased with the increasing trend of enrolment.</p>

The present fee structure of National Open School is inclusive of the cost of study material, personal contact programmes, facility of labs, access to video and audio magazine, establishment and infrastructure. It is felt that whereas the idea of making open school education free is laudable, it may be desirable to charge students the cost of study material to ensure their involvement and participation which is necessary for the successful implementation of the programme.

### Comments of the Committee

The Committee has noted the view of the Department that if the open school education is made free, the Government would need to fully meet the subsidy. However, the Committee reiterates its earlier recommendation for making open school education free and desires that the Government may provide subsidy on this account, if necessary.

### *Educational Technology*

3.20	The Committee feels that the schools could be supplied TVs, VCPs and Video Cassettes with	Under the Educational Technology Scheme States/Union Territories are being supplied with CTVs/RCCPs
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quality programmes on education. Such schemes may be implemented in other parts of the country on the pattern of the one implemented by Andhra Pradesh. The Committee agrees that provision of TVs, VCPs and VCRs would involve additional expenditure. The Committee recommends that the Department may work out the scheme and seek suitable additional funds at RE stage.

to Upper Primary and Primary schools respectively. There is no provision for VCPs and Video Cassettes and for new instrument of service the approval of Ministry of Finance is to be obtained. To comply with the recommendation of the Committee, the matter will be taken up with Finance.

The matter was taken up with Finance. The Finance observed that the proposal involves an additional expenditure of Rs. 124 crores and as such they wanted to know and as whether it is really necessary to provide VCPs. They further wanted to know as to who will prepare programmes to be used in VCPs on such a large scale.

Accordingly, the matter was taken up with the CIET to examine whether it is possible to produce programmes on such a large scale and if so, how much amount will be involved for production of these additional Programmes. The matter is being examined by CIET. The recommendations made by the Committee are being taken up for consideration while formulating requirements for the IXth Five Year Plan.

#### Comments of the Committee

In the modern era, TV and new technology are part and parcel of our life style and are easily acceptable, media of instruction. Besides curriculum, audio-visual programmes could also be prepared on national leaders and national integration etc. The Committee, therefore, strongly recommends that the matter be examined and a detailed proposal be prepared for consideration by the Planning Commission for funds in the 9th Five Year Plan.

*N.C.E.R.T.*

3.29

The Committee also desires that the final report of the Sixth All India Educational Survey should be completed at the earliest.

The 6th All India Educational Survey (AIES) is a joint endeavour of the NCERT, NIC and the State/UT Governments. The date of reference of 6th AIES is 30.9.93.

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The computer and NICNET facilities of the NIC are being used in the 6th AIES for efficient processing and tabulation of data and dissemination of information. In addition to assess the present position of educational facilities at various school stages and bring out the survey report in time, the Sixth All India Educational Survey aims to build up a database of school education at the District and State headquarters to facilitate annual updating necessary for planning and implementation of quantitative and qualitative improvement in variegated areas of school education at micro and macro levels by the Central and State/UT Governments.

The 6th AIES was to be completed by the end of 1995, but inspite of best efforts, various survey operations, like data scrutiny, data entry, error correction took more time than visualised initially. As per the information received from NCERT, the data validation is at the final stages in 18 States/UTs whereas the data validation may take more time in the remaining States/UTs. It is expected that the Survey will be completed by the middle of the 1996.

#### Comments of the Committee

The Committee is not happy to note that the All India Educational Survey could not be completed by the end of 1995 as scheduled. NCERT should stick to at least the revised schedule and complete it by the Middle of 1996.

#### *Vocationalisation of Secondary Education*

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| 3.31 | Explaining the funding procedure, the Department stated that under the centrally sponsored scheme of vocational education, funds are | The need for expeditious release of funds at various levels and its utilisation in a time bound manner has been emphasised upon the |
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	released to States/UTs on the basis of proposals received from them, alongwith details of utilisation of funds released in the earlier years.	States regularly during various review meetings and through constant reminders. Last such meeting was conducted in December, 1995 and January, 1996.
3.32	However, the Committee regrets that several States/UTs have large sums of unspent balance with them. Many of the posts sanctioned at different levels have not been filled up. The Committee desires that suitable measures be taken to ensure full utilisation of money allocated and filling up of vacant posts at the earliest.	As most of the States were finding it difficult to bear their part of the liability in creation of management structure at various levels, the States/UTs have been provided the option from this year to claim 100% Central assistance for core posts identified at each level.

#### Comments of the Committee

The Committee notes with concern that the extent of States' participation is not upto expectations. In view of the new offer of the Department for 100% Central assistance for core posts, the Committee hopes that the States would take the initiative, atleast now. The Department should stress upon the States to come forward with their proposals.

#### *Physical Education*

3.38	The Committee deeply regrets that not much is being done in the field of physical education in the schools. In fact, the Committee is surprised to learn that many States are considering as to whether physical education should be made compulsory component of Secondary Education or not. The Committee has noted that the Central Advisory Board of Education appointed a Sub-Committee, presided over by Shri K.P. Singh Deo, Minister of Information & Broadcasting, and its report has been accepted by the CABE. The important recommendations of the Sub-committee are:	A monitoring Committee to review the progress of implementation of the recommendations of the CABE Sub-Committee on Sports and Physical Education have been set up under the Chairmanship of Shri A.K. Pandya, Retd. Secretary of Government of India. The Committee has so far met twice and is scheduled to meet for the third time on 30.1.96 at Jawaharlal Nehru Stadium, sports Authority of India. Efforts are being made to implement the proposals in Kendriya Vidyalayas and Navodaya Vidyalayas first and thereafter to extend the facilities to other schools in the Country.
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“Every student and teacher should be subjected to a nationally determined physical fitness test and it should be a compulsory requirement that every student/teacher does indeed pass the fitness test every year; physical education and sports should be assigned atleast 40 minutes every day, preferably as the first period daily, under supervision of a trained teacher; every school should have facilities for a number of sports so that students can participate regularly in one or the other; and yoga practice should be given a great deal of emphasis in pre-service and in-service teacher training courses.”

The provision of Rs. 60.00 lakhs under the Centrally Sponsored Scheme of Introduction of Yoga in Schools is only for training of teachers in Yoga through Yoga Institutions of repute and for building infrastructure necessary for the purpose in those Institutions. The Scheme is not meant for providing facilities in schools for Physical Education.

The Committee desires that these recommendations of the Sub-Committee be conveyed to the States for early implementation.

3.39

The Committee feels that many schools do not have the basic facilities for physical education at all and this is the main reason for the failure of the scheme. The Committee recommends that the Department should make all-out efforts to provide the necessary facilities. The Committee also feels that the allocation of Rs.60 lakhs would, in no way, be sufficient for the purpose and needs to be suitably increased.

#### Comments of the Committee

The Committee is of the view that not much is being done under the head Physical Education. The Committee desires that the implementation of the recommendations of CABE Sub-Committee should be taken up with NCERT and the State Governments and other agencies for meticulous and early implementation.

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*University and Higher Education*


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4.2 When the Department was asked to explain the measures taken on the recommendations of Punnayya Committee, the Committee was informed that in pursuance of the recommendations thereof, the University Grants Commission had constituted another Committee to develop a specific formula in this regard. The Committee is of the opinion that there should be a wider discussion on Punnayya Committee's recommendations and an early decision be taken on the norms to be adopted.

The Pylee Committee has not yet submitted its report. UGC has been requested to advise the Committee to submit its report expeditiously.

**Comments of the Committee**

The Pylee Committee should be asked to submit its report expeditiously. The proposal to amend UGC Act to empower the Commission to regulate fee structure in higher educational institutions is a positive step. An early decision should be taken in the matter and the amendment be brought forward before the Parliament at the earliest.

*Indian Institute of Advanced Study*

4.9 The Plan allocation for this Institute has been increased from Rs.35 lakhs to Rs.93 lakhs in RE in 1994-95. The plan allocation for BE for 1995-96 is Rs.4 crores, when asked to explain this quantum jump in the allocation, the Department stated that the Institute was housed in the erstwhile Viceregal Lodge (now Rashtrapati Niwas) at Shimla, and the building developed cracks and was generally in need of special repairs. A programme for such repairs has been drawn up in consultation with the INTACH and the Central Public Works Department, and an amount of Rs. 3 crores was likely to be spent for the purpose during 1995-96, the Department added. The renovation

Indian Institute of Advanced Study, Shimla has informed that the preservation and restoration work of the Rashtrapati Niwas building has been planned to be executed in phases.

A Technical Committee was constituted by the Institute under the Chairmanship of Prof. T.R. Natesan, had a detailed discussion of (i) the INTACH'S proposal for consultancy fee and (ii) the revised estimates of Rs. 3 crores (approx.). In response to the IAS' request for defining the scope of the work and the services to be provided by them, the Indian National Trust of Art and Cultural Heritage (INTACH) conveyed a detailed schedule of services which include:

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	<p>work should be completed as early as possible to prevent further damage to the historic building.</p>	<ul style="list-style-type: none"> <li>(a) preparation of detailed drawings for internal relocation of spaces/rationalisation of the uses based on client's requirements;</li> <li>(b) submission of detailed solutions with working drawing for all aspects covered in the scope above;</li> <li>(c) identifying phases of work in the categories of "immediate", "urgent" and "necessary";</li> <li>(d) preparation of quantities and specifications of the same including preparations of tender of documents;</li> <li>(e) submission of tender documents to the Institute for implementation by CPWD.</li> </ul>

The replacement work of the sloped roof of the Rashtrapati Niwas building has already been undertaken and is likely to be completed by March, 1996.

4.10 The Committee has noted that on its recommendation made last year, a Performance Audit Committee under the Chairmanship of Prof. V.C. Anantha Murthy, has been appointed for proper evaluation of the Institute. The Committee desires that the evaluation may be completed expeditiously.

The Performance Audit Committee which was appointed by the Governing Body of the Institute in July, 1994 was to submit its report by 15th November, 1994 but the same has not been received so far. The directions of the Committee have been conveyed to the Indian Institute of Advanced Study.

The Committee has finalised its report which is under their consideration before submission to the Institute.

#### Comments of the Committee

The Committee is not happy with the routine reply that directions of the Committee have been conveyed to the Institute. The department should have got the Performance Audit Committee report by 15th November, 1994, which has not yet been received by it. The Department should expedite the matter.

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### *Dravidian University*

- 4.12 When the Secretary was asked to explain the latest position regarding the proposal for setting up of a Dravidian University, he informed the Committee that it was a joint proposal of all the four Southern States. As there was no consensus, there had been no progress in the matter, he added. The Committee feels that the Department should bring the concerned States together and put forward some solution acceptable to them. The Committee suggests that the Department may put a condition that the University should be located in that State which provides land and other infrastructure free of cost and other States could have sub-centres.
- A proposal for establishment of Indian Institute of Dravidian Studies at Kuppum is still under consideration in consultation with the Government of Andhra Pradesh, Kerala, Karnataka and Tamil Nadu. Department of Education had conveyed to the Chief Ministers of Andhra Pradesh, Karnataka, Kerala and Tamil Nadu that Rs.6.00 crores would be offered to set up the Institute provided that State Governments also agreed to contribute Rs. 6.00 crores. Andhra Pradesh Government have identified the land and sanctioned an amount of Rs.1.75 crores. The Chief Minister, Andhra Pradesh, has informed that the State Government would convene a meeting of concerned Secretaries of Andhra Pradesh, Karnataka, Kerala and Tamil Nadu. Government of Kerala has decided to grant an amount of Rs. 25 lakhs as a special contribution. This amount would be provided in the Budget for 1996-97.

### **Comments of the Committee**

The Committee has been given to understand that all the Southern States are not having uniform approach to the proposal. The Department should initiate dialogue with all the States so as to arrive at a consensus in regard to establishment of this university and all other modalities be worked out.

### *Scheme of Community Polytechnics*

- 5.7 When the Department was asked about the steps taken to strengthen the scheme, it was stated that a National Appraisal Committee had been constituted to review the implementation of the scheme and to suggest measures for National Appraisal Committee (NAC) will be tentatively submitting the report by March, 1996. Experts representatives representing these areas have been included as special invitees, since it was felt that Committee per se should not

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strengthening it. The Committee was also informed that the Appraisal Committee would look into the various aspects of strengthening the scheme including extension to other areas as well as for development of linkages with schemes of other departments having identical objectives. The Committee desires that National Appraisal Committee (NAC) may complete its work and submit the report without much delay. The Committee is of the view that this is a sensitive area where planning requires a special kind of expertise and grassroot experience which is quite different from what is needed in IITs. The Committee, therefore, recommends that the Appraisal Committee should include experts in indigenous technology, social activists, especially women, teachers and academicians with the desired orientation. There should also be similarly equipped mechanism for monitoring the achievements and difficulties. The Department should prepare a programme of action for the extension of the scheme to more areas and for developing linkages with scheme of other departments.

become unwieldy. The NAC will be asked to take into consideration these reservations. Further, extension of the programme will be taken up on the recommendations of NAC.

#### **Comments of the Committee**

The Committee desires that the National Appraisal Committee should complete its study immediately and submit its report as per schedule.

#### *Scheme of Assistance to Voluntary Organisations*

6.7

The Committee, in its Fifth report, had also recommended evaluation of the working of the voluntary agencies. Explaining the action taken, the Department informed the Committee that it had been getting the external evaluation of the projects of voluntary associations done in various States. The Committee has also noted that the

The findings of the evaluation studies of literacy projects in Uttar Pradesh have been communicated to the concerned voluntary agencies and they have been requested to take corrective measures with a view to improving implementation of their literacy projects. The agencies entrusted with the evaluation of Voluntary Agencies Projects in

Centre for Media Studies has submitted its evaluation report on the voluntary organisations in Uttar Pradesh. The Committee observes that suitable action may be taken on the findings of the Centre for Media Studies and the evaluation being undertaken in the other places may be expedited.

other States are being persuaded to expedite completion of the evaluation studies.

#### Comments of the Committee

The Committee is constrained to note that the evaluation of Voluntary Agencies' Projects in all the States has not yet been done. The Committee strongly recommends that it may be got done expeditiously.

### LANGUAGES

#### Modern Indian Languages

7.1

The Committee is anguished to note that allocations for various schemes under the Modern Indian Languages Division are not being fully utilised. Tarique-e-Board could not utilise the plan allocation fully during the last three years. Sindhi Vikas Board is languishing under gross under-utilisation. During last year out of Rs. 60 lakhs allocated on plan side only Rs. 5 lakhs were spent. The Schemes for grants to voluntary organisation for development of regional languages and that for appointment of teachers are also no exception to this malady. The Department does not appear to make a rational allocation on the basis of assessment of the requirement of each scheme. The Committee suggests that the Department should undertake a review of each scheme.

The reasons for non-utilisation of plan funds fully in respect of various schemes are as follows:—

1. Scheme of Appointment of Modern Indian Languages (MIL) teachers (other than Hindi) in Hindi speaking States.

The Scheme of appointment of Modern Indian Languages (MIL) teachers (other than Hindi) in Hindi speaking States of Bihar, Delhi, Haryana, Himachal Pradesh, Madhya Pradesh, Rajasthan and Uttar Pradesh was approved for implementation in the financial year 1993-94. Only two Hindi speaking States viz. Haryana and Himachal Pradesh have so far furnished concrete proposals. An amount of Rs. 8.61 lakhs has so far been released to Haryana during the year 1993-94, which has been carried forward to the year 1995-96 as the same have not been utilised in the previous financial year. Likewise, an amount of Rs. 3.36 lakhs has been released to the Govt. of Himachal Pradesh for the appointment of

teachers, which has also not been utilised as recruitment is yet to take place.

## 2. Schemes of appointment of Urdu teachers

The scheme of appointment of Urdu teachers has not so far been formulated as the Planning Commission advised that the comments of States/Union Territories be obtained. Responses from a majority of States are awaited. Based on the responses to be received from States, a view will be taken before the formulation of the scheme.

## 3. Financial assistance to voluntary organisations for Development of Regional Languages

The Central Institute of Indian Languages is administering the scheme. So far, an expenditure of Rs. 10 lakhs has been incurred under the Scheme. The primary reason for non-utilisation of funds under the grant is due to non-receipt of adequate proposals for financial assistance from Voluntary Agencies/Individuals.

## 4. Tarique-e-Urdu Board

The Bureau for Promotion of Urdu, a subordinate office under the Department, has been converted into an autonomous body, in deference to the recommendations of Gujral/Jafri Committees. The National Council for promotion of Urdu Language has accordingly been formed as a Society under the Societies Registration Act on 20.6.94. The Council has, however, not so far become functional as posts are yet to be created. The Bureau for Promotion of Urdu is looking after the work of the Council in the transitional period. Once the Council becomes fully functional and staff are in position, expenditure will pick up and they



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will be able to utilise the allocation(s) made.

#### 5. Sindhi Vikas Board

The work relating to promotion of Sindhi language, earlier handled by a small cell constituted in the Central Hindi Directorate, with an Advisory Board *viz.* Sindhi Vikas Board has been renamed and set up as an autonomous body *viz.* the National Council for Promotion of Sindhi Language (NCP SL) and registered as a Society under the Societies Registration Act, 1860 on 26th May, 1994. The first meeting of the Council was held on 17th November, 1995 under the Chairmanship of former Minister of Human Resource Development. The Council is yet to become fully functional as the posts are yet to be created. A Special Officer has since been appointed to expedite the process.

#### Comments of the Committee

The Committee takes a serious view of the fact that only two Hindi speaking States have given proposals under the scheme of appointment of teachers in Modern Indian Languages in their States. While all other States are asked to adopt Hindi, it is unfortunate that Hindi-Speaking States are not being insisted upon to introduce any one of the Modern Indian Languages in the school curriculum. Serious efforts should be made in this direction. As regards financial assistance to voluntary organisations, it is unfortunate that the under-utilisation of funds is due to non-receipt of the adequate number of proposals. The Committee is of the view that adequate publicity be given to the schemes so as to attract good response from voluntary agencies.

## CHAPTER-II

### Recommendations which have been accepted by the Government

Para No.	Recommendations/Observations	Reply
1	2	3
<i>Elementary Education</i>		
2.2	<p>The Percentage of expenditure by the Centre on Elementary Education has varied from 18.66 percent in 1951-52 to 0.00 percent in 1971-72 and 20.76 percent in 1993-94. This downward trend during the sixties, seventies and early eighties has severely affected Elementary Education. The Committee feels that priority to Elementary Education needs to be ensured.</p>	<p>The percentage expenditure on Elementary Education by the Centre which was insignificant in seventies increased from 5.1% in 1986-87 to 17.75% in 1987-88, when the funds for implementing National Policy on Education, 1986 were allocated for the first time. In 1995-96 the share of Elementary Education has recorded 24.11%, the highest so far. The priority assigned to Elementary Education is reflected by the steep step up of public expenditure on Elementary education in Eighth Five Year Plan (1992-97) by over 400% in comparison with plan expenditure during Seventh Plan (1985-90). The share of plan expenditure on Elementary Education has increased from 10.77% in 1986-87 to 35.70% in 1995-96.</p>
<i>Drop-Outs</i>		
2.5	<p>Drop-out is one of the factors which contributes to the derailment of the Education Policy. The Committee expresses its deep concern over the statistics relating to drop-out rate, which was 36.32% in Classes I-V and 52.8% in Classes I-VIII in 1993-94. While Manipur had the highest drop-out rate at primary stage (68.26%); Sikkim had the highest rate at the upper primary stage (82.65%). Drop-out rate in Classes I-VIII was more than 70% in the States of Bihar, Manipur and Sikkim. It was between 60 to 70%</p>	<p>Drop-outs are caused by a number of factors socio-economic compulsions as well as perceptions of schooling as dull and irrelevant process. The 42nd round of National Sample Survey (July 1986-June 1987) provides valuable information on the reasons for drop-outs. About one-fourth of all drop-outs in rural as well as urban India gave "not interest in education/further studies" as the reasons for discontinuation of education. 16.3% of rural and 20.3% of urban drop-outs gave 'failure' as the reason for</p>

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in 7 States, namely Andhra Pradesh, Arunachal Pradesh, Assam, Karnataka, Orissa, Rajasthan and Tripura.

discontinuation. The other major reason for discontinuation of studies is compulsion to participate in household economic activity or other economic reasons. However, after the introduction of National Policy on Education 1986 and consequently higher allocation for Elementary Education to States and UTs for implementation of Centrally Sponsored Schemes like Operation Blackboard, Non-Formal Education, Teacher Education etc., the drop-out has shown significant decline. In 1986-87, drop-out at primary stage (Classes I—V) was 48.60% and at upper primary stage (Classes I—VIII) 64.90%. In 1993-94 it was 36.32% in Classes I—V and 52.8% in Classes I—VIII.

#### *Gender Disparities*

2.8

The gender disparities are also conspicuous in respect of enrolment and retention. The girls' enrolment has grown at the primary stage from 5.4 million in 1950-51 to 16.4 million in 1993-94 and at the upper primary stage from 0.5 million to 15.7 million. The Committee is, however, constrained to note that girls still account for only 42.9 per cent of the enrolment at the primary stage. The drop-out rates of girls at the primary, as well as the upper primary stage, are higher than those of boys. The Committee feels that the programmes implemented so far have not yielded satisfactory results and desires that effective steps be taken in this regard. The Committee feels that voluntary organisations would be able to play a better role and the Department should very well explore this potential.

The ongoing initiatives like the total literacy campaign have generated awareness especially among women generated, as a consequence, increased demand for girls' education. The number of women volunteers outnumber men as also the women learners.

Under the Operation Blackboard it has been stipulated that half of the new teachers should be women. This is expected to provide a fillip to girls' education. The National Programme of Nutritional Support to Primary Education is likely to have an impact on the participation of girls. There are other interventions like Ashram Schools, Girls' hostels and educational complexes which have a specific focus on girls' education.

In order to encourage voluntary organisations, Non-formal education centres—run by voluntary agencies are being completely funded by the Central Government.

An ongoing women's Education and Employment programme like Mahila Samakhya has demonstrated effectively that in partnership with voluntary organisations, rural women can be mobilised for education and can themselves manage adult literacy, non-formal education and early childhood care facilities to support women's and girl's education.

Reduction of the gender gap is special focus in the project interventions of several basic education projects like the Bihar Education Project, Lok Jumbish and Shiksha Karmi in Rajasthan and the U.P. Basic Education Project. The most recent and largest primary education project covering seven States is the District Primary Education Programme which is chiefly targeted at districts with low female literacy rates where a specific focus on girl's education and women's development has been built.

The non-formal education programme is another Central intervention to reach out the girls who are unable to attend formal schools. The Central assistance is higher in the case of girl centres (90% as against 60% in the case of co-ed. centres).

#### *Operation Blackboard*

2.10 When the Department was asked to explain the steps taken for improving the monitoring mechanism, the Committee was informed that from 1995-96, a system of concurrent evaluation, with the help of external agencies, would be introduced. The Department further stated that around 40 agencies in the country were addressed to submit the

A few external agencies were identified and a workshop to work out the modalities and evaluation design for the concurrent evaluation of Operation Blackboard, Non-formal Education and District Institutes of Education and Training (DIETs) was organised in Central Institute of Educational Technology (CIET) on 17th and 18th May 1995. 18 external agencies participated in

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evaluation design. The Committee feels that evaluation by external agencies should be used as an additional source of information on the working of the Operation Blackboard and that the monitoring, presently being done through field officers, needs to be further strengthened.

the workshop. On the basis of the recommendation of the workshop, following two groups were constituted:

(i) A technical group headed by Prof. A.B.L. Srivastava to work out the sampling design.

(ii) A group of three agencies, viz. National Institute of Rural Development (NIRD), Hyderabad; Operations Research Group (ORG), New Delhi and Department of Public Administration, Lucknow University, Lucknow to design tools of evaluation for Operation Blackboard, Non-formal Education and District Institutes of Education and Training (DIETs) respectively. Those tools have since been designed, tried out and modified to the extent necessary. Further action to work out the cost parameters is being taken. Thereafter, agencies for undertaking evaluation of different schemes in different States will be identified and entrusted with the actual task of carrying out concurrent evaluation of these schemes. Meanwhile, the present system of monitoring is also being toned up.

2.13

The Committee is of the opinion that the problem of poor enrolment and high drop-out rates in schools can be overcome by improving the calibre of teachers and the quality of their teaching. Universalisation of primary education is a process which calls for right planning, with right priorities, with special inputs to attract children. The school atmosphere should be made more interesting and stimulating by introducing new and innovative methods, both for children and teachers. Operation Blackboard, to

The National Policy on Education, 1986 recognised the crucial role of the teacher in formulation and implementation of the educational programmes, and therefore, envisaged strengthening of teacher education system in the country to provide for continuing education of teachers. Under the Centrally Sponsored Scheme of Restructuring and Reorganisation of Teacher Education, District Institutes of Education and Training (DIETs) and Colleges of Teacher Education/Institutions of Advanced Study in

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be truly successful, should address to these issues also.

Education (CTEs/IASEs) are being set up to provide training and resource support to elementary education, secondary education and adult education systems at the grass-root level.

In addition to building an institutional frame-work for continuous and recurrent training of teachers in DIETs/CTEs/IASEs. A Special Orientation Programme for Primary Teachers (SOPT) has been taken up to provide training to teachers in making optimum use of Operation Blackboard (OB) materials and orienting them towards minimum levels of learning strategy which seeks to enable them to adopt activity-based, child centred and competency-based teaching learning process. In collaboration with ISRO, a project of training of teachers has been taken up using satellite technology in the States of Karnataka, Madhya Pradesh and Assam. IGNOU and NCERT also propose to launch a joint collaborative project to provide training (Diploma in Primary Education) to the large number of untrained teachers in the North-Eastern States and West Bengal through distance mode.

The National Council for Teacher Education has been set up in 1995 to achieve planned and coordinated development of teacher education system throughout the country. It will take measures for the upgradation of the quality of the teacher education through proper maintenance of norms and standards.

An innovative programme of teacher empowerment and joyful learning initially started with UNICEF assistance in Madhya Pradesh as "Shikshak Samakhya" has

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now been taken up in a number of States under different names like "Guru Mitra Yojana" (Rajasthan), "Ananddayji Shikshan" (Maharashtra).

An innovative project of "Shikshak Samakhya" has been taken up in 5 districts of Madhya Pradesh which projects the teacher as the key person in the implementation of educational strategy. In addition to working for teacher empowerment through improvement of their service conditions, settlement of all administrative and financial claims and ensuring promotional channels as well as opening for professional growth, measures are also being taken for improving the competence of the teachers through peer support, group discussions in Resource Centres etc. It also provides for making the class-room attractive and developing effective and relevant teaching learning materials through a participative process.

#### *Non-Formal Education (NFE)*

2.14 The Committee regrets to observe that the funds released for the scheme during 1992-93 and 1993-94 were not fully utilised. The Committee, however, finds that there is a 20% increase in allocation for this year, as compared to 1994-95. The Committee desires that the full utilisation of funds needs to be ensured.

The provision for NFE during 1992-93 and 1993-94 were made in anticipation of the revision of the scheme. However, the scheme could not be revised in 1992-93 due to which budget provision could not be fully utilised. In 1993-94 also the revised scheme became effective from 1.10.93. The expenditure in the first half of the year was, therefore, incurred at pre-revised rates. Moreover, the State Government of Bihar was not able to claim the second instalment of Central grant in 1993-94 due to non-utilisation of available funds,

resulting in savings of Rs. 1.93 crores in 1993-94. During 1994-95 the budget provision was fully utilised. During 1995-96, there is a budget provision of Rs. 153.50 crores against which an expenditure of Rs. 125.66 crores (82%) has already been incurred upto 5th February, 1996. The State Governments were requested to prepare time bound action plans to gear up implementation and expenditure position was closely monitored through QPRs and discussion with Education Secretaries/Directors. The State Governments have prepared time-bound action plans to ensure effective implementation of the scheme and full utilisation of the funds during the year. The budget provision in 1995-96 is, therefore, likely to be fully utilised.

- 2.15 The Committee, in its Fifth Report, recommended review of the scheme so as to increase the access of students from the non-formal to the formal stream. The Department informed the Committee that a National Workshop was organised in NCERT to review the position of implementation of the Non-Formal Education (NFE) Programme. The Committee is of the view that organising workshops would not be of any use unless these are translated into action. The Committee desires that an action plan may be prepared on the basis of the observations made in the workshop.

In pursuance of the deliberations held in the National Workshop, almost all the major States implementing NFE have drawn their action plans. Implementation of these action plans is being reviewed periodically.

*District Primary Education Programme*

- 2.19 The District Primary Education Programme (DPEP) is new Centrally Sponsored Scheme which

The World Bank has already agreed to provide US \$ 260 million for implementation of DPEP in first



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	<p>the Government of India provides 85% of the approved outlay of the District and State Plans to the State DPEP Societies. The allocation made for 1995-96 is Rs. 25 crores, as compared to Rs. 40 crores in 1994-95. Explaining the reasons for such a steep fall in the allocation, the Department informed that the requirement of plan funds for DPEP in 1995-96 was estimated at Rs. 230.94 crores, out of which Rs. 25 crores, representing domestic sources, had been provided in the Department's Plan outlay and the rest of Rs. 205.94 crores was expected to flow from external sources and as such it was to be provided as additionality to the Department's Plan outlay. The Committee, however, desires that, in the event of non-availability of external funds, alternative sources of funding should be explored by the Department.</p>	<p>phase. The necessary credit agreement with International Development Agency (IDA) for DPEP one has been signed. The expenditure is reimbursable from 1st April, 1994. A Financing Agreement was entered into with European Community. European Union will also provide programme assistance to the extent of ECU 150 million for implementation of DPEP in Madhya Pradesh. In view of the fact that external funding are available a Supplementary provision of Rs. 205.94 crores are available for implementation of DPEP during 1995-96 itself.</p>
2.20	<p>The Committee has noted that DPEP takes a holistic view of Elementary Education. It is a major and multifaceted programme seeking to overhaul the primary education system. The Committee, therefore, desires that it should be provided with adequate funds.</p>	<p>Necessary budget provision of Rs. 230.94 crores has been made for the District Primary Education Programme for 1995-96 in the Demands for Grants of this Ministry. In addition to Rs. 25 crores representing domestic sources, an amount of Rs. 205.94 crores have been obtained through supplementary grants. It is, therefore, felt that adequate budget provision exists for the programme in the Ministry's Demands for Grants.</p>
<i>Externally Aided Projects</i>		
2.21	<p>Six externally aided projects are presently being implemented in selected districts of certain States.</p>	<p>All the externally aided projects provide for mid-term evaluation. In addition, there is provision for</p>

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	<p>The Committee feels that some evaluation machinery should be set up through which the results of these projects could be communicated to other States and districts for their benefit.</p>	<p>concurrent evaluation on the major areas of interventions. The findings of these evaluations are shared with participating States and districts, NCERT has been requested to document the innovative practices and share the same with other States.</p>
<p><i>Mahila Samakhya</i></p>		
2.24	<p>The Committee has also noted that in the evaluation report on the M. Venkatarangaiya Foundation, Secunderabad, Andhra Pradesh; it has been observed "Although collectives were formed around issues of common concern, efforts need to be made to sustain the Sanghas". The Committee feels that suitable action needs to be taken in this regard.</p>	<p>Financial assistance to M. Venkatarangaiya Foundation has been continued during 1994-95 and the agency has initiated several programmes to sustain Mahila Sanghas like management of dairying as income generation scheme, development of thrift programme among rural women, management of labour co-operatives, strengthening all the existing co-operatives etc.</p>
<p><i>Lok Jumbish</i></p>		
2.25	<p>The Committee agrees that it is an innovative project with the objective of achieving education for all by 2000 A.D. through people's participation and mobilisation. The first phase was completed in June 1994 and the second phase has been started. The Committee is, however, constrained to note that out of the total allocation of Rs. 9.33 crores in RE in 1993-94 only Rs. 6.26 crores was utilised. The Committee desires that full utilisation of the allocated amount should be ensured.</p>	<p>The reason for low expenditure during 1993-94 was due to the fact that certain activities undertaken by Lok Jumbish Project have a larger gestation period for take off. However, during 1994-95, the entire allotted amount of Rs. 9.33 crores has been released.</p>
<p><i>Panchayati Raj Institutions and Elementary Education</i></p>		
2.29	<p>The Committee has also noted that the 10th Finance Commission has worked out certain allocation for</p>	<p>The recommendations of the Committee is noted and the State Governments are being requested to</p>

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	Panchayati Raj Institutions which would be given to them through State Governments. The Committee desires that 50% of that allocation may be earmarked to Elementary Education.	consider allocating the requisite amount of funds to Elementary Education.

### SECONDARY EDUCATION

#### *Kendriya Vidyalaya Sangathan*

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| 3.1 | The Committee, in its Fifth Report, took a serious note of the non-evaluation of the functioning of Kendriya Vidyalayas. The Department, informing the Committee of the steps taken, stated that they had set up a Committee under the Chairmanship of the Deputy Minister (Education & Culture) to undertake an in-depth and exhaustive review of the Kendriya Vidyalayas and their management. | The recommendations of the Review Committee were considered by the Ministry of Human Resource Development in a meeting held on 22nd May, 1995 under the Chairmanship of Minister of Human Resource Development. Based on the decisions of the Ministry of Human Resource Development, the Board of Governors of Kendriya Vidyalaya Sangathan in its meeting held on 20th July, 1995 have identified the recommendations/decisions which need to be implemented. |
| 3.2 | The Committee, in this regard, recommends that an Action Plan may be prepared for implementation of the recommendations to be made by the Committee.   | The Board of Governors have also accepted the recommendations of the Review Committee for monitoring the progress regarding implementation of the accepted recommendations. The progress will be intimated periodically to Board of Governors and Ministry of Human Resource Development.   |

#### *Navodaya Vidyalaya Samiti*

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| 3.8 | As far as migration is concerned, the Committee was informed that there was some reluctance among the students, as well as their parents, for migration to the schools in some States having law and order problems. Another problem had arisen due to the domiciliary requirement stipulated for admission in professional institutions, mainly in some Southern States. The Committee was informed that a Committee had been set up to review the present scheme of migration. The Committee desires | Modification to the existing migration scheme has been approved by the Executive Committee during its meeting held on the 9th November, 1955. The modified scheme will be implemented from the next academic session. |
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	that the Review Committee should complete its deliberations at the earliest and give its findings.	
3.13	The Committee is not convinced by the reasons given for the savings made in the funds for the years 1991-92, 1992-93 and 1993-94. The Committee desires that this trend should not repeat in future.	The recommendation is noted for future compliance.

#### *National Open School*

3.17	The Committee agrees that in order to reach out to the remote corners of the country, it would be necessary to set up State Open Schools. The Department informed that during 1994-95, financial support of Rs. 40 lakhs has been provided to two State Open Schools, and provision has been made to provide a token support of Rs. 80 lakhs to four more State Open Schools to be set up during 1995-96. The Committee, however, feels that in the process of setting up State Open Schools, the National Open School should not lose its identity.	The annual intake of students by National Open School in secondary and senior secondary courses at present is of the order of about 70,000. Even with the accelerated pace of enrolment by National Open School, it cannot at its own, meet the challenge of covering the target groups of out-of-the school children and adult illiterates. The networking of the State Open Schools is, therefore, necessary to reach out to the target groups for contributing to India's goal of Education For All by 2000 A.D. The National Open School would, however, not only keep its present level of enrolment but increases it further as well as play the lead role in setting up State Open Schools and serve as resource agency for the Open Schooling System in the country. National Open School will facilitate networking, defining standardisation, accreditation and maintenance of quality; and to maintain standards of equivalence with the formal system, while retaining its own distinct character. National Open School would continue to offer its programmes in Hindi, English and also introduce Urdu medium. There should be no misgivings about National Open School losing its identity in the process of setting up of State Open Schools. Rather, the National Open School would emerge as a national
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### *Educational Technology*

3.18 The Committee is of the view that the growing number of scientific advancements are not being utilised sufficiently in the educational arena. The educational programme made and telecast/broadcast are not reaching out to schools and children, particularly in the remote and rural areas. All the States are also not covered under the satellite programmes. The Committee feels that television is not being sufficiently utilised for educational purposes. When the country is having/going to have a plethora of channels on TV, provision of a separate channel for education should not be a problem. This step would go a long way in taking technology to the children/schools with more innovative programmes. The Committee recommends that the Department should take up the matter with the Ministry of Information and Broadcasting.

institution of open schooling with a greater and vital role to meet the emerging national challenges for significantly contributing to India's goal of Education For All by 2000 A.D.

In consultations with Ministry of Information and Broadcasting, Department of Space (DoS) has allocated one transponder on the INSAT Space-segment for operating a Training and Developmental Communications Channel. The modalities for using this facility for educational purposes is being examined by DoS through a Steering Committee set up for this purpose by Department of Space.

A Working Group with Dr. Kiran Karnik, the then Director of Development and Educational Communication Unit of Department of Space (DECU) was constituted in 1987 to draw up a perspective plan for use of satellite services for education. The Group submitted its report in 1989 suggesting capital outlay of Rs. 1200 crores and setting up of a dedicated channel for educational broadcasts. The report of the Working Group was sent to the Ministry of Information and Broadcasting for comments. Ministry of Information and Broadcasting *inter alia* informed that, (i) the scheme drawn up by the Working Group is an extremely ambitious one requiring substantial outlays which are unlikely to be made available; and (ii) a dedicated education service of the kind envisaged in the Report of the Working Group can become possible only when the second channel becomes available. Ministry of Information and Broadcasting

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further informed that due to huge finance, it would not be possible to process and finance the scheme for dedicated educational services through the use of satellite.

Subsequently, however, in November, 1995 a Working Group on Rapid Expansion of Open Learning/Distance Education has been constituted under the Chairmanship of Education Secretary. The Working Group in its first meeting constituted a Sub-Group to look into the various aspects and formalise the requirements for operationalisation of the Educational Channel. The report of the Sub-Group is awaited.

Meanwhile with the launching of the INSAT-2C satellite and the availability of transponders on the satellite there is every likelihood that DoS through Ministry of Information and Broadcasting will make available one of these transponders for the proposed educational channel.

- 3.19 The Committee is happy to note that the production of school T.V. Programmes has been taken over by the Central Institute of Educational Technology (CIET) and State Institutes of Educational Technology (SIET). SIETs are there only in six States and the Committee feels that they should be set up in each and every State.

During the Eighth Five Year Plan there is no budgetary provision for setting up of more SIETs. However, the recommendations made by the Committee have been noted and will be considered while formulating proposal for Ninth Five Year Plan.

*Scheme of Assistance for Strengthening Culture and Values in Education*

- 3.23 The Committee is of the view that there has been a steady and serious deterioration in the value system in our society during the last few decades. Several of the ethical principles of yesteryears, such as adherence to truth and non-

The matter regarding constitution of an Evaluation Committee to review the scheme and also to assess the benefits achieved during past 3 years by evaluating the project activities conducted by various agencies during that period under the existing

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	violence, temperance in speech and conduct, tolerance and a spirit of charity are losing their importance.	scheme is under consideration of this Department.
3.24	Value or moral education in schools will certainly do much to tone up the system but it has to be imparted with a sense of mission by dedicated people with a clear vision. In this connection, the Committee desires that the recommendations of the Sriprakash Committee on moral education should be considered afresh and action taken thereon.	
3.25	The Committee is surprised to find that even though it is such a vital subject, the Department has allocated just rupees one crore. The Committee desires that the allocation needs to be suitably increased.	
3.26	Since the question of cultural education is a sensitive one and does not consist simply in imparting information or a didactic approach, the scheme has to be worked out much more concretely and with a great deal of imagination to make it a success. The Department should take up the scheme with great vigour.	
<i>Scheme for Strengthening of Boarding/Hostel Facilities for Girl Students of Secondary/Higher Secondary Schools</i>		
3.27	The Committee desires that an evaluation of the functioning of the voluntary organisations, being assisted under this scheme, needs to be undertaken.	According to Para 11 of the scheme, it will be evaluated after a period of three years by an appropriate agency to be engaged by the Ministry of Human Resource Development. Hence the review is due in 1996-97. An evaluation of the functioning of some of the voluntary agencies will be taken up during the financial year <i>i.e.</i> 1996-97.
<i>Vocationalization of Secondary Education</i>		
3.33	The Committee feels that for making the scheme more effective it needs to be linked up with the	Industrial organisations are being associated in the design and conduct of vocational courses to a large ex-

industries/factories in a suitable manner. This is also necessary because this linkage would solve, to some extent, the employment problem of the students who come out of these schools. Linkage between school stage and university stage is also required to be strengthened.

The Committee is also of the opinion that while selecting schemes, attention should be paid to needs of the region and the predominance of any specific occupation of the area. The students trained in a particular stream of vocational education may be provided with opportunities for work in projects entrusted to Panchayati Raj Institutions.

- 5 The Committee is also of the view that availability of syllabus and other material in the regional languages would help students understand the subjects well in their own mother-tongue. The Committee, therefore, desires that these materials should be provided in the regional languages as early as possible.

*egrated Education for the Disabled Children*

- 36 This is one of the schemes suffering from resource crunch. The Committee is dismayed that the plan

tent. Also a number of courses are being run/developed in direct collaboration with the users like the Railway Commercial courses, Paramedical courses, etc.

A Synergy Group was set up with representatives from Government Institutions/industries/experts. This Group focussed on various aspects of the Programme including *inter alia* ways and means in which industry could be involved in a more meaningful manner, linkages between courses at various levels etc.

The scheme provides for introduction of need based vocational courses, based on the findings of District Vocational Surveys. These surveys are to be conducted to assess the manpower requirements of the area, the range of available occupations, trend of emerging vocations etc. for which 100% assistance is provided under the scheme.

The States/UTs have been requested to take necessary steps in this direction. The matter has also been taken up with the Ministry of Rural Areas and Employment.

100% assistance is provided to States/UTs for conducting workshops for development of text books/instructional material/curriculum of vocational courses. The Central Institute of Vocational Education has also developed a variety of exemplar curriculum/instructional material for a number of courses which the States can utilise by getting it translated in their regional languages as per their requirement.

Though the allocation for 1994-95 was Rs. 470.00 lakhs, the actual expenditure during 1994-95 under



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	<p>outlay allocated for 1994-95 was Rs. 470.00 lakhs as against Rs. 550.00 lakhs requested for. The Committee also noted that an additional coverage of 5000 disabled children over the previous year was expected during 1994-95. Again, Rs. 470.00 lakhs has been approved for 1995-96 against Rs. 600.00 lakhs requested for. Considering the fact that the number of children to be covered is 40,000, the Committee feels that the amount is wholly inadequate and needs to be suitably increased.</p>	<p>this scheme was Rs. 517.00 lakhs. Planning Commission has been addressed for approval to incur an additional expenditure of Rs. 2 crores under this scheme over and above the current year's budget allocation of Rs. 4.70 crores. Matching savings has been located under the 'Scheme of Vocationalisation of Secondary Education' and 'Promotion of Yoga in Schools'.</p>
3.37	<p>The Committee is also of the view that this scheme has not made much headway and it needs to be further expanded and popularised.</p>	<p>For 1996-97, a budget allocation of Rs. 7.60 crores was proposed. The scheme-wise allocations are yet to be finalised.</p> <p>At the time of transfer of the scheme to the Department of Education from the Ministry of Welfare in 1982-83, the scheme was being implemented in only 6 to 7 States. Presently it is being implemented in 24 States/UTs. States/UTs not implementing the Scheme were to be addressed in the matter.</p> <p>However, since the current year's allocations is not sufficient even to meet the existing requirement of States/UTs implementing the scheme at present, this can be done only if a higher allocation is made for this scheme. This could be looked into during the 9th Plan. Our priority now should be to meet the existing liability of the States.</p>
4.4	<p><i>Rural University</i></p> <p>When the Department was asked about the progress of the implementation of the scheme of Rural Universities / Institutes, the Committee was informed that the Government has taken the decision to implement the scheme and Rs. 3 crores has been provided in the Budget for 1995-96. The Committee welcomes the decision and expresses the hope that this</p>	<p>In pursuance of the commitment made in the National Policy on Education, NPE, 1986, to promote Rural Higher Education on the lines of Mahatma Gandhi's Revolutionary Ideas on Education, an apex body for this purpose, by the name of National Council of Rural Institutes (NCRI), was inaugurated at Hyderabad by the Prime Minister on December 3rd, 1995. The</p>

long pending programmes will become operational without any further delay.

#### *Grants Commission*

The Chairman, University Grants Commission, when asked to comment as to whether the allocation was sufficient, informed the Committee that the Grants released were short of requirement. It was also stated that as against the projection of Rs. 403.50 crores for the year 1995-96, the Ministry of Finance approved only Rs. 341.82 crores under Non-Plan. In view of the ever-increasing responsibilities of the University Grants Commission, particularly in the context of opening new central universities, the Committee feels that the amount allocated is not sufficient and needs to be suitable increased.

The Committee has noted that on its recommendations made in its Fifth Report, the University Grants Commission had engaged the services of Educational Consultants India Limited to verify the civil works undertaken by non-grant colleges during the Seventh Plan Period. The Committee desires that the study be completed expeditiously and after receiving the observation thereof, suitable action should be taken against such colleges as may have violated the norms.

#### *TECHNICAL EDUCATION*

##### *Institutes of Technology (IITs)*

The Plan allocation for the IITs has been reduced to Rs. 26 crores for 1995-96 from Rs. 31.88 crores in 1994-95. The Non-Plan allocation has also been reduced to Rs. 120.16 crores for 1995-96 from Rs. 134 crores in 1994-95. On being asked to

Council has started functioning.

University Grants Commission (UGC) has been provided an additional grant of Rs. 109.00 crores at the RE stage in 1995-96. The financial allocations of UGC under Non-Plan in the current financial year are as under:—

<i>(Rs. in crores)</i>	
B.E. 1995-96	R.E. 1995-96
341.82	450.82

The Educational Consultants India Limited has since submitted its report to the University Grants Commission. The matter is under examination. Necessary action would be taken in pursuance of the recommendations after an appropriate view has been on the subject by the UGC.

Rs. 26.00 crores was provided to IITs as BE. 1995-96. The Non-Plan allocation as BE 1995-96 was kept as Rs. 120.16 crores. The revised pattern of funding scheme has been introduced in all IITs except IIT Guwahati from the financial year

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	<p>comment on reduction in allocation, the Department informed the Committee that the plan allocation was reduced due to the financial crunch. As regards the Non-Plan allocation, the Committee was informed that from the year 1993-94 a revised pattern of funding was introduced. The Committee feels that the institutes should not be starved of funds as it would ultimately affect the standards of the institutes and recommends that suitable increase may be made in the allocation at the RE stage.</p>	<p>1993-94. Under the scheme, the grant has been pegged at the level of RE 1992-93 plus 10% thereof. Rs. 120.16 crores is the RE 1992-93 plus 10% thereof in respect of 5 IITs. Budgetary support under Plan is being provided to IIT Guwahati. It may be stated that at RE 1995-96 stage Rs. 144.37 crores has been provided to IITs under Non-Plan to take care of Matching Grant under Force Majeure.</p>
	<p><i>Indian Institutes of Management (IIMs)</i></p>	
5.2	<p>The Committee has noted that there is not much increase in Plan allocation for 1995-96 which is Rs. 12 crores as compared to Rs. 11.87 crores for 1994-95. When the Department was asked to explain this, the Committee was informed that from the financial year 1993-94 the revised pattern of funding scheme was introduced in the IIMs. Under this scheme, the Institutes were given functional autonomy and financial flexibility. At RE 1995-96 stage their matching grant requirement, Force Majeure, etc. would be considered and appropriate RE will be fixed.</p>	<p>Revised pattern of funding has also been introduced in IIMs except IIM, Lucknow. At RE 1995-96 stage Rs. 21.06 crores has been provided as against BE of Rs. 10.54 crores to take care of Matching Grant and Force Majeure.</p>
5.3	<p>The Department has also informed that the proposals for establishing two more IIMs—one at Calicut and the other at Indore—were under consideration. The Committee feels that there is an urgent need to open more such institutions in view of the buoyancy in the economy and also to counter the proliferation of substandard private institutions. The Committee recommends that an early decision be taken to establish</p>	<p>Recently, the Cabinet has approved a proposal of the Department of Education to establish two more IIMs, one at Indore (Madhya Pradesh) and the other at Calicut (Kerala). Necessary action has already been taken to operationalise these institutes as early as possible.</p>

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	new IIMs. Location, selection and other related works may be done expeditiously.	
	<i>Regional Engineering Colleges (RECs)</i>	
5.4	The Committee was informed that during the last three years, emphasis for development had been laid on the expansion and diversification of academic programmes and modernisation of laboratories. When the Department was asked about the steps taken to bring RECs at par with IITs, the Committee was informed that a decision had been taken to convert RECs into centres of excellence on par with IITs. The Committee feels that serious efforts should be made in this direction. The Committee recommends that the allocation may be suitably increased for achieving the target.	Under the "Centres for Excellence" Programme which aims at bringing RECs at par with the IITs, an Expert Committee constituted by the Department approved the proposals of 17 RECs regarding upgradation of Computer facilities (for Rs. 2012.50 lakhs), Library (Rs. 2012.40 lakhs), Equipment (Rs. 1559.50 lakhs), Buildings (Rs. 734.10 lakhs), Teacher's Upgradation/Individual Faculty Development (Rs. 337.50 lakhs).
	<i>Scheme of Community Polytechnics</i>	
5.6	The Plan allocation has been increased to Rs. 30 crores for 1995-96 from Rs. 10.65 crores in 1994-95. When the Department was asked to explain, the Committee was informed that the increase in the plan outlay for 1995-96 was mainly due to the revision of the financial norms with modification in the scope and extended coverage. The Committee feels that full and proper utilisation of the funds needs to be ensured.	Under the scheme of Community Polytechnics, the Polytechnics have already been asked to make full and proper utilisation of grants released.
<b>ADULT EDUCATION</b>		
<i>National Literacy Mission</i>		
6.1	The National Literacy Mission (NLM) was launched in 1988 and	As per the recommendation of the Parliamentary Standing Committee

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the Total Literacy Campaign in 1990. In the Committee's opinion, the National Literacy Mission needs to be given a further impetus. Even as the government is seized of the Arun Ghosh Committee report on National Literacy Mission, the Committee feels it desirable to undertake a mid-decade appraisal through National Sample Survey, so as to assess the impact of National Literacy Mission on literacy rate.

the National Sample Survey Organisation (NSSO) has been requested to design a sample study throughout the country to assess the impact of Literacy Mission on the Literacy rate.

*Special Projects for Eradication of Illiteracy*

6.2 The allocation made for the scheme has been reduced to Rs. 120 crores for 1995-96, as compared to Rs. 155.75 crores spent last year. The Committee is not happy with the pace of the coverage of the Total Literacy Campaigns (TLC) in the States which have low literacy rates. The Committee has noted that in Rajasthan Total Literacy Campaigns have been extended to 18 out of 30 districts and in Uttar Pradesh 45 out of 65, and there is not much progress in regard to the coverage in Bihar. The Committee is happy to note that all the districts in Madhya Pradesh have been covered. The Committee, however, feels that vigorous efforts are required to be made to bring all the districts in the country, and particularly low-literacy States, under the Total Literacy Campaigns.

The National Literacy Mission Authority has been focussing its attention on the low literacy States for the last two years. Out of 182 districts in the four Hindi-speaking States where approximately half of illiterates of the country reside, 125 districts have been covered under Total Literacy Campaigns.

Against the objective of covering 345 districts by the end of the Eighth Five Year Plan, 336 districts have already been covered (either fully or partially).

An Expert Group headed by Prof. Arun Ghosh carried out an evaluation of the literacy campaigns and has recommended that the projects should only be sanctioned in districts which have carried out adequate preparatory activities before launch of the campaign. Sanctioning projects before the district is fully ready for the campaign is likely to be counter-productive.

6.3 The Committee feels that the grants allocated may not be sufficient to increase the pace of the literacy campaign and hence required to be increased suitably. In those States where the Post Literacy Campaigns have been started, sufficient allocation should be made for the campaigns.

No project has been hampered due to non-availability of sufficient funds. Projects have shown capacity to save money during implementation. These savings can be utilised for financing post literacy campaigns. There is no likelihood of projects suffering due to lack of sufficient funds.

The Committees also desires that Total Literacy Campaign and Post Literacy Campaign should be implemented through a multi-pronged strategy. The Post Literacy Campaign could be linked up with teaching of skills for self-employment such as the one at Community Polytechnics and special allocations be made for the same.

The Committee feels that the programme should be linked to income-oriented programmes and greater stress should be laid on the role of media in creating a demand for literacy.

#### *Assistance to Voluntary Organisations*

The Committee is surprised to find that allocation under this head for this year has been reduced to Rs. 10 crores from Rs. 11.5 crores in RE last year, inspite of concern expressed by the Committee in its fifth report over the reduction in allocation. The Committee reiterates its recommendation made earlier for further increase in the allocation.

Large number of people are emerging out of Total Literacy Campaigns. The existing infrastructure of community polytechnics is not at all equipped to cope with such a large number of persons. In the Post Literacy Campaigns, efforts are being made to provide information relating to skill-development.

In Post Literacy Campaigns, information about income oriented programmes is being given. The National Literacy Mission is laying more emphasis on the role of media for creating demand for literacy. Socially relevant messages are being broadcast on All India Radio, Doordarshan, newspapers and other periodicals. A multi-media campaign approach, including use of local cultural art forms is being utilised to create a demand for literacy.

The main approach towards literacy is through volunteer based Total Literacy Campaigns which are implemented by the Zila Saksharata Samitis by associating all leading Voluntary Organisations in the districts. With the expansion of Total Literacy Campaigns (TLCs) covering 336 districts in the country, separate/independent projects to Voluntary Agencies (VAs) are no longer necessary. Funding of Voluntary Agencies for taking up literacy projects is now confined to non-Total Literacy Campaign districts. During the year 1995-96, Voluntary Agencies will mostly be encouraged to take up resource support and allied literacy work. The allocation of Rs. 10.00 crores for the Voluntary Agency Schemes for the current financial year is expected to be adequate to meet the

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		requirements under the scheme of Assistance of Voluntary Agencies.
<i>Directorate of Adult Education</i>		
6.8	Plan allocation for the Directorate of Adult Education for 1995-96 has been increased from Rs. 4.93 crores for 94-95 to Rs. 10.37 crores. The bulk of the amount is allocated for media promotion activities. In the BE for 1994-95 an amount of Rs. 4.18 crores was allotted for this purpose. The Committee has been informed that this was expected to go upto Rs. 9.42 crores due to spurt in media efforts to build up environment but as sufficient funds were not available, this liability has to be met from the budget provision of 1995-96. The Committee also notes that the increase in the allocation is due to the fact that the agencies do not carry the advertisements free of cost. Whereas the Doordarshan charges 1/4th the normal tariff for National Network Programmes, it charges full rates for the Metro Channel.	The Ministry of Human Resource Development, Department of Education had taken up the matter regarding telecasting and broadcasting the spots for promotion of literacy over the official electronic media firstly with the Ministry of Information and Broadcasting and then through the Committee of Secretaries. The Committee of Secretaries took a decision that Doordarshan would charge one-fourth of the normal tariff for National Network advertisements on Doordarshan and All India Radio. There was no decision regarding charging of any concessional rates on the Metro Channel. Although the Department of Education had earlier pressed for free telecast of National Literacy Mission spots, after the decision of the Committee of Secretaries, the matter could not be pursued any further. However, in the light of the recommendations of Standing Committee of Parliament for the Ministry of Human Resource Development, the issue has been taken up directly with the Ministry of Information and Broadcasting so that Ministry decides to telecast spots for the National Literacy Mission free of charge.
6.9	The Committee, in this regard, feels that the matter needs to be discussed between the Department of Education and the Ministry of Information and Broadcasting and desires that all advertisements of National Literacy Mission be broadcast/telecast free of charge.	

## CHAPTER-III

### Recommendations/Observations which the Committee does not desire to Pursue

Text of the para	Comments
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<i>Primary Education</i>	
<p>Education, as a qualitative attribute of the population, is one of the most important indicators of the socio economic development of the country. It is a major component of the human resource development and is thus basic to any programme of social and economic development. There is a close relationship between literacy and other indicators of the quality of life. The Committee notes that while the percentage of illiteracy has declined in the country, the number of illiterates continues to grow. The Committee feels that the root cause for illiteracy in our country is the lack of universal elementary education, which has not been achieved, and also a very high drop out rate at the primary stage. The Committee is happy that, on the recommendation made last year, a substantial increase has been made in the allocation for Elementary Education this year. However, there should not be any scope for complacency. The Directive Principle of State Policy providing free and compulsory education until the age of 14 years is yet to be achieved. Looking at the scenario of elementary education and the efforts required to be made for improving the situation, the Committee feels that the allocation needs to be further increased.</p>	General.



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2.3	<p>The Committee notes, from the information supplied by the Department, that while the overall rate of progress in gross enrolment ratio (GER) for the country as a whole has been improving, the regional imbalances are a cause for concern. The Committee is grieved to find that in 9 States <i>i.e.</i> Bihar, Meghalaya, J&amp;K, U.P., Goa, Manipur, Orissa, Punjab and Rajasthan and 3 UTs. <i>i.e.</i> Chandigarh, Delhi and Andaman &amp; Nicobar Islands, the ratio is considerably lower. The gross enrolment ratio at the primary stage in 1993-94 was less than 100 in many States. Position at upper primary stage is still worse. The national average is 67.7. Except Kerala, Mizoram, Himachal Pradesh, Tamil Nadu, Lakshadweep and Pondicherry, all other States and UTs have gross enrolment ratio of less than 100.</p>	<p>Presently 149 million children are studying at elementary Stage constituting 82% of the children of the age group 6-14 years. Of these, 109 million children are enrolled in 5.73 lakh primary schools and 40 million children in 1.56 lakh upper primary schools. 94.5% of rural population living in 8.26 lakh habitations has the facility of Schooling within walking distance of 1 km. and 83.98% have facility at upper primary schooling within a walking distance of 3 km. 43% students are girls at primary stage and 39.5% are girls at upper primary stage. Growth in enrolment since 1990 has shown acceleration that has now brought gross enrolment ratio to more than 100% at primary stage. In 1994-95, 16 States and 3 UTs recorded enrolment exceeding 100% for the children in the age group 6-11 and 3 States and two UTs at upper primary stage. 14 States and 3 UTs recorded gross enrolment ratios higher than the National Average of 104.5% at primary stage. At upper primary stage, 14 States and 4 UTs recorded gross enrolment ratio higher than 61.7% which was the National Average. Correspondingly, significant decline is visible in the number of never enrolled of children and improvement in retention rate over the last five years. The enrolment in classes I-VIII increased from 121.2 million in 1981 to 149 million in 1994. The retention rate, during this period, for classes I-V increased from 52.07% to 63.68% and for classes I-VIII from 35% to 47.20%.</p>

*Blackboard*

The Department has stated that in order to operationalise the revised policy of the Government regarding school facilities, the scheme of Operation Blackboard has been expanded to provide third room/third teacher to primary schools, where enrolment exceeds 100 and to extend it to upper primary schools from March 1994.

As on date, third teacher posts have been sanctioned for 21223 primary schools exceeding enrolment 100 and 31806 upper primary schools sanctioned teaching learning equipment.

*Formal Education*

The Committee also desires that an assessment of the scheme should be made as to whether the child's quality of life is improving as a result of the scheme; whether access to the formal system, through multipoint entry is ensured; and whether vocational openings are being facilitated. The Committee also desires that closer connection and coordination between the formal and the non-formal system should be established.

Concurrent evaluation of NFE programme is proposed to be undertaken which would, *inter alia*, study the impact of the programme on the quality of child's life, access to formal system etc. There is provision for entry of students in class VI and IX in formal schools after completing primary and upper primary level NFE courses. States have been requested from time to time to facilitate certification of NFE courses and mainstreaming. There are pre-vocational courses at Classes IX-X available in formal schools. The students completing upper primary level NFE courses are eligible to join these courses. Efforts are already being made to establish linkages between the formal and non-formal systems.

*Strengthening of Teacher Training Institutes*

The Committee feels that the allocation made for the expansion of the scheme would not be sufficient and needs to be further increased.

1995-96 Budget allocation of Rs. 118.00 crore is 31% more than previous year's allocation of Rs. 90 crores.

*Externally Aided Projects*

The Committee is also of the opinion that so far as the externally aided projects are concerned, the

In case of all the externally aided projects, except the Andhra Pradesh Primary Education Project

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	<p>agreements should provide flexibility in utilising the funds and a scope for decentralised planning. The Committee desires that the structure should be worked out through coordination, responsive to local needs. There should also be a provision for maintaining the infrastructure and continuing the programme even after external aid is stopped.</p>	<p>(APPEP), State level societies have been set up for overall planning and implementation of these projects/programmes. These societies are autonomous in character and have been given sufficient flexibility in utilisation of the funds. Decentralised planning is the basic concept on which these programmes hinge. As far as sustainability of the programmes is concerned, the State Governments have undertaken to take over the liabilities of the programme after the project/programme period expires.</p>
	<p><i>Mahila Samakhya</i></p>	
<p>2.23</p>	<p>While appreciating the efforts being made under the project, the Committee is of the view that non-fixing of targets would not give real assessment of the performance of the project. The Committee recommends that the department should consider fixing targets.</p>	<p>Mahila Samakhya is a process-oriented programme and not target-driven. Keeping the process-oriented nature of Mahila Samakhya in view, no specific targets regarding coverage of the programme have been set. However, all the Mahila Samakhya Societies prepare a detailed annual action plan regarding activities to be undertaken during the year. This process helps in assessing the performance of the programme on a yearly basis.</p>
	<p><i>Rajasthan Shiksha Karmi Project</i></p>	
<p>2.26</p>	<p>The allocation for the project has been increased to Rs. 8 crores for this year from Rs. 5 crores last year. The Committee has been informed that the proposal for second phase of the project has been processed and was awaiting approval of the Cabinet. It was further stated that Swedish International Agency has agreed to provide Rs. 24 crores for the years 1994—97. The Committee is unhappy to note that out of the target of 2506 Prahar Pathshalas, only 2115 have been set up. The Committee desires that the targets fixed under the increased allocation for 1995-96 should be achieved.</p>	<p>The targets set for Shiksha Karmi Project have been fully achieved in respect of day schools. However, there has been slight shortfall in setting up Prahar Pathshalas.</p> <p>The Rajasthan Shiksha Karmi Board has been requested to make all out effort for the achievement of targets fixed in the increased allocation for the year 1995-96.</p>

*anchayati raj Institutions and Elementary Education*

- .28      The Committee feels that education needs to be more and more decentralised. The steps taken so far are not sufficient. The system of Village Education Committees needs to be further strengthened and sources and funds are required to be directly channelled to them.
- The financial resources and funds to the Village Level Education Committees (VECs) are to be provided by the State Governments. A request is being made to State Governments/UT Administrations to make adequate allocation of funds to the VECs.

*Navodaya Vidyalaya Samiti*

- 3.6      As on 1.3.1995, 373 schools have been sanctioned and about 71 districts in the country are yet to be covered (excluding Tamil Nadu and West Bengal which have not yet opted for the scheme).
- 3.7      The Department informed the Committee that it was planned to open 250 Vidyalayas in the country during the first three years of 8th Plan period to cover the remaining districts. The Committee is unhappy to note that this target, however, could not be achieved due to non-receipt of suitable proposals from the concerned State Governments and also because of financial constraints. The Committee is of the view that putting onus on State Governments would not solve the problem. The Committee finds some slackness on the part of the Department and desires that the Department should vigorously pursue the matter with the State Governments. As regards the financial constraints, the Committee recommends that the allocations may be increased suitably at RE stage.
- Opening of Navodaya Vidyalayas is limited by availability of adequate resources and of the suitable proposals from the State Governments, *inter alia*, providing suitable land free of cost and temporary accommodation to run the vidyalayas till the Navodaya Vidyalaya Samiti constructs its own buildings. The State Governments of Tamil Nadu and West Bengal have not yet accepted the scheme of Navodaya Vidyalayas. Besides, the Government of Assam had accepted the scheme only in 1992-93. Within these limitations, it has been the endeavour of the Samiti to achieve the goal of opening a Navodaya Vidyalaya in each district, at the earliest, for which matter is being regularly pursued with the concerned authorities.
- It is further submitted that Vidyalayas sanctioned during a year are made functional in the following Financial Year. Thus, provision for Vidyalayas sanctioned during 1994-95 has only been made in the budget for the year 1995-96. Provision of Vidyalayas sanctioned during 1995-96 will be made in 1996-97.

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3.11	The Committee has also been informed that of the 373 Vidyalayas sanctioned so far, 202 Vidyalayas are now functioning in permanent buildings and the others are running in temporary buildings provided by the State Governments. The Department should initiate action expeditiously for construction of permanent buildings for the remaining schools. The Committee recommends that the construction works, which are in progress, should be completed early.	The completion of Vidyalaya buildings in hand is in full swing. Works are being monitored closely by the officers of the Samiti and the concerned construction agencies. The present status of construction of buildings and the targets fixed, as under:

Sl. No.	Particulars	As on 31.3.95	Expected during 1995-96	Expected during 1996-97	Total
1.	Total No. of Schools sanctioned	373	30	27	430
2.	Construction works in progress.	298	35	*	
3.	Works completed:				
	Zero Phase	188	11	1	200
	Phase-I	148	104	35	287
	Phase-II	48	79	26	153
4.	JNVs functioning at permanent sites after taking possession.	193	244	298	298

\*This will depend upon opening and availability of land for new JNVs.

3.12	This Committee has also noted that the States of Tamil Nadu and West Bengal have not yet accepted the scheme. The Committee desires that since it is a good scheme, the Department should pursue the matter with the concerned States with some flexibility and open mind.	The matter regarding opening of Navodaya Vidyalayas in the States of West Bengal and Tamil Nadu has again been taken up with the concerned State Governments by the Samiti through the Department of Education.
3.14	The Committee is also disturbed to note that there is consistent shortfall in admission certain Navodayas	Consequent upon efforts made by the Samiti, the shortfall in admission in JNVs located in North Eastern

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Region of the country have been arrested and results of selection test for the academic session 1995-96 have shown marked improvement. Out of 45 JNVs, located in North-Eastern Region, the results in only 5 Navodaya Vidyalayas are less than 50%. Efforts are being made to improve the results even further.

A proposal submitted by NCERT for relaxing the cut-off level for admission in the States where a shortfall of admission has been experienced, was placed before the Executive Committee of the Samiti on the 9th of November, 1995. The Committee approved that in order to fully utilise the infrastructure created at considerable cost and to fill up all available seats the eligibility criteria may be modified to reduce the minimum cut-off marks but a minimum cut-off level should be retained to ensure acceptable standard. Further action is being taken accordingly.

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During the year 1993-94, out of the total budget allocation of Rs. 290 lakhs, Rs. 150 lakhs was earmarked for construction of building at NOIDA. However, the Finance Committee of National Open School in its meeting held on 11.1.1994 decided not to utilise the funds for carrying out construction on this land because during 1993-94, a proposal was under consideration of the National Open School to locate its office at Pappan Kalan instead of at NOIDA and take up the matter with the Delhi Development Authority for allotment of land at Pappan Kalan. At that time, National Open School was also exploring the idea of acquiring 500

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also stated that the Finance Committee of the National Open School approved the budget of Rs. 933.82 lakhs on the basis of the recommendations of the Expert Committee. The Ministry of Human Resource Development proposed Rs. 700 lakhs of which only Rs. 500 lakhs have been approved. The Committee feels that the National Open School appears to make tall claims and ultimately is not in a position to utilise the fund fully. The Committee, thus, concludes that the Department is making allocations without looking at the past performance. The Committee desires that the amount allocated should be fully utilised.

sq. mts. of constructed space from NBCC for setting up a corporate office in Delhi. Under these circumstances, funds meant for construction for a building at NOIDA were not utilised for this purpose. Secondly, since the last instalment of the grant was sanctioned at the fag end of the financial year, it could not be utilised fully.

For 1994-95, against the allocation of Rs. 306 lakhs, Rs. 139 lakhs were earmarked for academic programme including innovative programmes on Open Basic Education and Open Vocational Education, production and procurement of video tapes, setting up of mini production unit etc. on the basis of the recommendations of the Consultative Committee on Perspective Review. The Perspective Review report could not be approved by the appropriate bodies of National Open School by the end of the year 1994-95, resulting in delay in the implementation of above programmes and thus under utilisation of grant during the year 1994-95.

For 1995-96, as per Government policy of expanding Open School education, provision to the extent of Rs. 147.50 lakhs has been made for academic programmes which include basic education for neo-literates, early drop-outs, participants of non-formal education, vocational education, making available the curriculum and course material into various Indian regional languages to reach education to the people in the remote areas, urban slums etc. An additional budget of Rs. 40 lakhs has been made for supporting State Open Schools and Rs. 11 lakhs for student support services.

is distressed to note that the grants in time due to States/Union Territories are not being released in time due to various difficulties. This is a major problem. The Government should try to find a solution and simplify the process.

Under the Educational Technology Scheme grants are released to States/Union Territories on receipt of utilisation certificates and complete proposals in the prescribed format. For getting Utilisation Certificate, States/Union Territories are regularly reminded. Senior Officers of the Department are also visiting the States/Union Territories to help them in sorting out any problem in the Utilisation and purchase of hardware.

is happy to note that the number of awards has been increased from 100 to Rs. 10,000. The number of awards has increased only by 6 and needs to be increased.

National Awards are the apex awards available to school teachers in the country besides a number of other awards such as State Level Awards, Regional & District Level Awards and Awards given by Voluntary Organisations. Raising the number of such awards for the teachers may entail decentralising their distribution which would dilute the prestige and status attached to these awards.

The Total number of awardee teachers have never equalled the total number of awards. Every year there have been shortfalls in the number of awards recommended in case of some States/Union Territories. This experience thus shows that States/Union Territories are often not in a position to utilise their allocation of awards fully. Keeping in view above facts, it is felt that it may not be appropriate to increase the total number of National Awards to teachers further.

#### *Research and Training (NCERT)*

also falls under the category of institutions who have not utilised the full amount of allocated funds. The amount allocated for 1994-95 was Rs. 7.4 crores, whereas the actual amount utilised is Rs. 7.4 crores. The

NCERT has been advised to utilise the full budgeted amount *vide* this Ministry's letter No. 2-595-Sch. 4, dated 23.5.1995.



Committee feels that the Department should ensure full utilisation of the money allocated to them.

#### *Computer Education in Schools*

3.30 The Committee noted that a number of schools have not been provided with computer facilities. When the Department was asked to explain the reasons, it was stated that the State Government had to provide pucca rooms with electricity connections. The Committee is of the opinion that the computer education is one of the areas which needs to be given a major thrust. The Committee recommends that the Centre should assist the State Governments in providing the necessary infrastructure in this regard.

Under Computer Literacy and Studies in Schools (CLASS) Scheme, 100% grant is being given to the States/UTs to implement the scheme. The States are only requested to provide pucca rooms with electricity. This provision is made with a view to ensure actual involvement of the States/UTs in implementation of the scheme. In view of these, it may not be appropriate to render Central assistance for this purpose.

#### *Physical Education*

3.40 The Committee is also of the view that Yoga is a system, which promotes an integrated development of body and mind, and should be made a compulsory subject in the schools.

Yoga has been included as component of the syllabus in health and physical education prepared by NCERT. The NCERT has also with the help of experts brought out a syllabus in Yoga for classes I—XII. However, it is for the educational authorities of States to decide the modalities of introducing Yoga.

#### *University and Higher Education*

4.1 The Committee, in its Fifth Report, recommended developing ways and means to make higher education self-reliant, as far as possible. The Committee has noted that the University Grants Commission appointed a high-power Committee, under the Chairmanship of Justice Punnayya, to recommend suitable norms for determining maintenance grants to Central Universities, Deemed Universities and colleges, as well as to suggest ways and means for augmenting resources.

The Pylee Committee constituted by the University Grants Commission to develop norms for working out the unit cost has already met several times and it has been decided that the work relating to the unit cost for selected Central Universities, State Universities and deemed to be Universities may be done by these Universities themselves under the coordination of Association of Indian Universities. For this purpose, Association of Indian Universities has arranged a

The Committee desires that Universities and Colleges should find ways of generating funds through financing of research projects by industry and opening of more vocational courses. The Committee agrees with the view expressed by the Department of Education that higher education cannot be totally self-reliant. However, any effort made in the direction of raising resources by mobilising donations, etc. would not only reduce the burden on the resources of the States but also create a greater sense of responsibility within the educational system. But, Government must continue to assist institutions of higher education adequately so that they fulfil their primary purpose i.e. generation and dissemination of knowledge. The Committee, however, strongly feels that private investors should be firmly discouraged from running educational institutions with a purely profit motive. The Committee suggests that University Grants Commission should evolve norms for regulating fee structure and to prevent exploitation.

#### *University Grants Commission*

The Committee finds that there is a vast difference between the grants allocated and grants utilised during the year 1994-95. In the Plan, the amount allocated was Rs. 169.5 crores whereas the grants released totalled Rs. 216.00 crores.

workshop in May, 1995 to discuss the parameters on which the unit cost should be based.

The Punnayya Committee has recommended several measures for generating additional resources by the universities. The Committee has, *inter-alia*, recommended that the universities should solicit endowments, contributions and actively participate in consultancy without affecting the academic activities of the institutions. The Report of the Punnayya Committee alongwith the views of the University Grants Commission thereon, has been sent to all the Universities/State Govts. for implementation of the recommendations relevant to them. As regards vocational courses, the University Grants Commission has been provided an outlay of Rs. 26.00 crores during 1995-96 for introducing vocational courses at the undergraduate level. An equal amount had been provided to the Commission for the same purpose in 1994-95 as well.

The University Grants Commission has proposed certain amendments to the University Grants Commission Act which seek to empower the Commission to regulate the fee structure in higher educational institutions falling within its purview. The matter is under examination.

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4.6	<p>In the case of non-plan, the allocated amount was Rs.232.00 crores and the grant released was 345.59 crores. Explaining this variation, the Committee was informed that because of essential requirements, which had not been provided in the Budget Estimates, including the requirements of new Central Universities, the grants had to be increased. As regards non-plan, it was stated that even Rs.345.00 crores was not sufficient to meet the actual requirements. The Committee is of the view that the resource crunch has assumed alarming proportions and additional grants are mostly allotted to new Central Universities, as a result of which State Universities and Colleges are starved of funds.</p>	<p>The University Grants commission provides development grants to the State Universities, subject to the availability of overall Plan outlays, for recruitment of teachers, purchase of books, journals and scientific equipment, construction of hostels, academic buildings, staff quarters, etc. State Universities are established by the State Governments and it is primarily the responsibility of the concerned State Government to provide adequate level of development and maintenance grants to these institutions. Colleges are also established by the State Governments, the universities or the Private Managements and it is for the concerned sponsoring agencies to make necessary funds available for the optimum development of the concerned institutions. Central Universities are set up by Act of the Parliament and they are funded by the Central Govt. In view of this, the Govt. and the University Grants Commission have to allocate the required funds for meeting the legitimate aspirations of these institutions which are primarily set up to play the role of pace-setting and model institutions.</p>

*Indian Council of Social Science Research*

4.11	<p>The Committee, in its 5th Report, recommended increase in the allocation. The Committee has noted that in the revised estimates, even though it was increased to Rs.3.25 crores from the BE of Rs.2.5 crores, finally the amount released was only Rs.2.5 crores. The Committee is obliged to observe that the Department is not making a rational allocation. The</p>	<p>The BE for 1994-95 was Rs.2.5 crores which was increased to Rs.3.25 crores within an additionality of Rs.75.00 lakhs at RE stage. The additionality of Rs.75.00 lakhs was duly approved by Planning Commission and was included in the Final Batch of Supplementary Demand for Grants proposed to the Ministry of Finance. Because of the urgent and special</p>
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does not consider the explanation that the total amount should not be released due to technical reasons, as plausible. The Government is also given to understand that the actual requirement of the Council for 1995-96 is estimated to be around Rs. 600 crores. The Committee is of the opinion that the Indian Council of Social Science Research was set up with a view to promote and support social sciences research in the country. The Secretary, Government of India and the Chairman, Indian Council of Social Science Research are requested to bring the evidence that the Council has left behind in support of the desired revamp and restructuring of the activities of the Council of Social Science Research and its regional centres. The Committee, therefore, requests a suitable increase in the budget to achieve the desired

requirement of the Indian Council of Social Science Research, requisite saving were also located from out of the Departments Plan allocations and provision was made at the revised estimate stage. It was given to understand at different stages that this proposal has been accepted but finally on the 31st March, 1995 it was brought to the notice of the Department of Education that a few items including the proposal for Indian Council of Social Science Research have been excluded in the proposals for Supplementary Demand for Grants presented to the Parliament by Ministry of Finance. The BE of the ICSSR for 1995-96 is Rs. 4.50 crores (Plan) and Rs. 5.00 crores (Non-Plan). Ministry of Finance have not agreed to increase the budget at RE stage. A proposal for the enhancement of the Budget at Final Grant stage has been submitted to Ministry of Finance (IFD).

#### Regional Centres (RECs)

The Committee also desires that the Government consider granting the status of Central University to such centres which have become centres of

Authorisation has been issued to all the RECs to incur the expenditure in a phased manner. So far Rs. 3400 lakhs have been released to 17 RECs during the period 1993-94 to 1994-95. The Monitoring Committee which is constituted under the Chairmanship of Prof. T. R. Anantharaman, Emeritus Scientist has met on November, 22 and December 1, 1995 to evaluate and examine the project implementation on 10 point Scale System based on certain parameters. The minutes of the meeting has been forwarded to

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the Chairman of the Committee to rate performance of the implementation of each of the Regional Engineering Colleges. The recommendation of the Chairman is awaited. As regards giving them University Status to the Colleges, the Ministry comes into picture only when AICTE/UGC/the University to which the College is affiliated/ State Government concerned give their approval. In case of REC, Nagpur, AICTE has sent its team and its recommendations are awaited.

*Modern Indian Languages*

7.2

The Committee regrets that there is no plan allocation for the scheme of production of University level books and recommends that such allocation may be restored in consultation with State Book Boards.

The scheme of production of University level books has an allocation of Rs. 5.00 lakhs under Plan for the year 1995-96 and Rs. 10.00 lakhs under Non-Plan. Grants have been released to the concerned agencies including States/ Universities and allocations made have been fully utilised.

## CHAPTER-IV

**Recommendations/Observations replies to which have not been accepted by the Committee**

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Please see Chapter I

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CHAPTER-V

**Recommendations/Observations, in respect of which replies of the Government have not been received**

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NIL

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THE MEETING OF THE DEPARTMENT-RELATED  
ARY STANDING COMMITTEE ON HUMAN RESOURCE  
DEVELOPMENT

XXXI  
THIRTY-FIRST MEETING

met at 2.00 P.M. on Monday, the 11th March, 1996 in Committee Room  
or, Parliament House, New Delhi.

**BERS**

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tee considered and adopted the draft Thirty-seventh, Thirty-eighth, Thirty-  
h Reports on the Action Taken by Government on the Recommendations/  
ntained in its Twenty-second, Nineteenth, Twentieth and Seventeenth  
ly with minor changes.

tee then authorised the Chairman and in his absence Dr. M. Aram and  
to present the Reports in Rajya Sabha and Prof. Malini Bhattacharya and  
Dr. V. Rajeshwaran to lay them on the Table of Lok Sabha.



4. The Committee, thereafter, decided to meet again at 3.00 P.M. on the 19th March, 1996 to consider and adopt the draft report on the Private Universities (Establishment and Regulation) Bill, 1995.

5. The Committee then adjourned at 3.30 P.M.

