



**PARLIAMENT OF INDIA
RAJYA SABHA**

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

FIRST REPORT

ON

**DEMANDS FOR GRANTS OF
DEPARTMENT OF EDUCATION
(Ministry of Human Resource Development)
for 1993-94
(Demand No. 47)**

(PRESENTED ON 4th MAY, 1993)



सत्यमेव जयते

**RAJYA SABHA SECRETARIAT
NEW DELHI**

MAY 1993/VAISAKHA 1915 (SAKA)



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**COMPOSITION OF THE DEPARTMENT RELATED
PARLIAMENTARY STANDING COMMITTEE ON HUMAN
RESOURCE DEVELOPMENT (1993-94)**

1. Shri Ram Naresh Yadav — **Chairman**

MEMBERS

RAJYA SABHA

2. Prof. Saurin Bhattacharya
3. Shrimati Renuka Chowdhury
4. Dr. Jinendra Kumar Jain
5. Miss Saroj Khaparde
6. Shri V. Hanumantha Rao
7. Shri T. Chandrasekhar Reddy
8. Shri Md. Salim
9. Shri Pravat Kumar Samantaray
10. Prof. I.G. Sanadi
11. Shri Ashoke Kumar Sen
12. Shri Vishnu Kant Shastri
13. Shri P. Upendra
14. Shri Ranjan Prasad Yadav

LOK SABHA

15. Dr. Viswanatham Kanithi
16. Dr. V. Rajeshwaran
17. Prof. (Smt.) Savithri Lakshmanan
18. Shri Mani Shankar Aiyar
19. Dr. Vasant Niwruitti Pawar
20. Prof. P.J. Kurien
21. Shri Subash Chandra Nayak
22. Shri Bapu Hari Chauro
23. Shri Z.M. Kahandole
24. Shri Datta Meghe
25. Shri Ishwarbhai Khodabhai Chavda
26. Shri K. Thulasiah Vandayar
27. Shri Aslam Sher Khan
28. Shri Inder Jit
29. Dr. Ramesh Chand Tomar
30. Shri Chinmayanand Swami
31. Shri Dau Dayal Joshi
32. Prof. K. Venkatagiri Gowda
33. Dr. K. D. Jeswani
34. Dr. Mahadeepak Singh Shakya
35. Dr. G. L. Kanaujia

- *36. Vacant
- 37. Shri Braja Kishore Tripathy
- 38. Shri Rambadan
- 39. Shrimati Malini Bhattacharya
- 40. Shri Ram Chandra Dome
- 41. Shri Brahmanand Mandal
- 42. Prof. Ummareddy Venkateswarlu
- 43. Shri Suraj Mandal
- 44. Shri Kanshi Ram

SECRETARIAT

Shri R. C. Soperna — Deputy Secretary
Shri Om Parkash — Under Secretary
Shri A. K. Singh — Committee Officer

INTRODUCTION

I, the Chairman of the Department Related Parliamentary Standing Committee on Human Resource Development having been authorised by the Committee to present the Report on its behalf, do hereby present this First Report of the Committee on the Demands for Grants of the Department of Education, Ministry of Human Resource Development for the year 1993-94.

2. The Standing Committee on Human Resource Development like other Standing Parliamentary Committees on various Ministries of the Government of India was constituted on the 8 April, 1993. The functions of the Standing Committees as laid down in Rule 20 of the Rules of Procedure and Conduct of Business in the Council of States (Rajya Sabha) are as under:—

“270. Each of the Standing Committees shall have the following functions, namely:—

- (a) to consider the Demands for Grants of the related Ministries/Departments and report thereon. The report shall not suggest anything of the nature of cut motions;
- (b) to examine Bills, pertaining to the related Ministries/Departments, referred to the Committee or the Chairman or the Speaker, as the case may be, and report thereon;
- (c) to consider the annual reports of the Ministries/Department and report thereon; and
- (d) to consider national basic long term policy documents presented to the Houses, if referred to the Committee by the Chairman or the Speaker, as the case may be, and report thereon:

Provided that the Standing Committees shall not consider matters of day-to-day administration of the related Ministries/Departments.”

3. The Committee, held its first meeting on 16th April, 1993 to have a general discussion on the procedure for the transaction of its work. The Committee decided to take up the Demands relating to the Department of Education, Ministry of Human Resource Development (Demand No. 47) for its consideration.

4. The Committee also considered the various documents and papers received from the Ministry of Human Resource Development and also heard the Secretary (Education) and other officials of the Department of Education on the said Demands for Grants.

5. The Committee considered the Demands for Grants in three sittings and considered and adopted the report at its sitting held on the 1st May, 1993.

6. In this Report the Committee have addressed itself only to the task of examining the Demands for grants (No. 47) for 1993-94 of the Department of Education of the Ministry of Human Resource Development, in the limited time available to the Committee.

NEW DELHI;
1 MAY, 1993

11 VAISAKHA, 1915 (SAKA)

RAM NARESH YADAV
Chairman,
Department related Parliamentary
Standing Committee on Human
Resource Development

REPORT

The Ministry of Human Resource Development was created in 1985 for integrating all efforts for the development of human potential in the areas of education, culture, youth and sports, women and children.

The Department of Education is responsible for universalisation of Elementary Education (UEE), adult education, equalisation of educational opportunities, women's education and development, vocationalisation of school education, consolidation of higher education, modernisation of technical education, improvement of quality, content and process of education at all levels.

The functions of Department of Education are to evolve educational policy in all its aspects and to coordinate and determine the standard in higher education including research. This Department is also responsible to expand and develop technical education, to improve quality of textbooks, to administer scholarships and other schemes, to foster and encourage studies and research in Sanskrit and other classical languages, to develop activities in the field of non-formal education, to promote adult education and to co-ordinate programmes of assistance and other activities with UNESCO.

The Department of Education had been classified under the following major heads:—

- A. Elementary Education
- B. School and Physical Education
- C. University and Higher Education
- D. Adult Education
- E. Scholarships
- F. Book Promotion
- G. Hindi
- H. Modern Indian Languages
- I. Sanskrit
- J. Technical Education
- K. Indian National Commission for Cooperation with UNESCO.
- L. Education Planning.

The Ministry has sought an outlay of Rs. 850.01 crore for non-plan expenditure and Rs. 1309.30 crore for plan expenditure making a total of Rs. 2159.31 crore which accounts for 25.16 per cent increase in the revised estimates for the year 1992-93. For the educational development of Scheduled Castes and Scheduled Tribes about 13 per cent of the divisible outlay for the year 1993-94 has been allocated for special component Plan for Scheduled Castes and 10 per cent for special component plan for Scheduled Tribes. They account for 5 per cent and 4 per cent of the total outlay of the Department of Education.

In spite of the efforts made in the field of education the country has not so far achieved the set targets. Yet, there are some positive indicators which cannot be set aside. The 1991 census results reveal a literacy rate of over 52 per cent, with a higher rate of growth for female literacy. All necessary steps may be taken to achieve the broader goal of 'Education for All' (EFA) by 2000 A.D.

DEMANDS FOR GRANTS OF THE DEPARTMENT OF EDUCATION (1993-94)

Demand No. 47

The various heads of expenditure in the Demands for grants and relevant clarifications mentioned in the documents together with the views of the Secretary and other officials of the Ministry are dealt with in the succeeding paragraphs.

I. ELEMENTARY EDUCATION

The Schemes of Elementary Education are being implemented mainly through State Governments and Union Territories.

Over the years, the Centre and the States have made considerable investments in promoting elementary education. As a result 94.06 per cent of the rural population are being served with Primary Schools/Sections within a walking distance of 1 kilometer and 85.39 per cent of them are being served with middle school/section within a distance of 3 kms.

The Eighth Plan outlay on Education (Centre and States) at Rs. 19599.7 crore is higher than the Seventh Plan expenditure of Rs. 7632.9 crore by 2.6 times. Within the plan outlay there is a marked shift in the *inter se* allocation of resources for education. The outlay on elementary education increased from 33 percent in the Sixth Plan to 37.33 per cent in the Seventh Plan and to 46.95 per cent in the Eighth Plan.

A. Operation Blackboard

The Scheme of Operation Blackboard which was started in 1987-88 was launched to bring about a substantial qualitative improvement in the primary school environment. The Scheme was to be implemented in three phases and aimed at providing (i) a building comprising at least two reasonably large all weather rooms with a deep verandah and separate toilet facilities for boys and girls (ii) atleast two teachers in every school, as far as possible one of them a woman and (iii) essential teaching-learning material including blackboards, maps, charts, toys and equipment for work experience. Funds for construction of school buildings are provided mainly from rural development schemes. Funds for the other two components are provided by the Department of Education.

The first phase of the Scheme (1987-88) has been evaluated by various agencies. The findings reveal *inter-alia* that the Programme has resulted in the creation of better infrastructure. Woman teachers were found to be more knowledgeable and were using the aids more frequently than men justifying the important provision in the Operation Blackboard Scheme that the second teacher added to the School should preferably be a woman. However, the prescribed norms regarding classroom size, verandahs, toilets etc. have not been performed, there was also no quality check on the items that were supplied.

The evaluation reports provided the following valuable feedback on which the programme is sought to be modified:—

- (a) Flexibility in the Scheme for purchase of equipment.
- (b) Quality Control mechanism to ensure good quality material.
- (c) Strengthening teacher training programmes to maximise the utilisation of equipment.
- (d) Ensuring that 50% of the teachers are women.

It is also proposed to expand the Operation Black Board Scheme towards the later part of the Eighth Five Year Plan period to provide three teachers and three rooms where enrolment exceeds 80.

In order to achieve the objective Rs. 149.53 crores, 175.53 crores, and 175.17 crores have

been spent in the years 1990-92, 1991-92 and 1992-93 respectively and Rs. 179 crores have been allocated during the year 1993-94.

During the period from 1987-88 to 1991-92, 5376 blocks (84%) having 413546 (76.96%) primary schools in the country have been covered and 8% blocks would be covered in 1992-93 and the remaining 8% are proposed to be covered by 1993-94.

The Committee is of the opinion that the number of schools in rural areas may be increased. Proper buildings for schools, adequate number of teachers and other essential facilities may be provided.

The Committee also expresses deep concern over the high drop out rate of Scheduled Tribes and Scheduled Castes students, which is Scheduled Tribes 86.72%, Scheduled Castes 79.88% against the over all drop out rate of 75.36%.

The Committee is unhappy over the situation that the spirit of Operation Black board has not been fulfilled.

B. Mid-day Meal Programme

Mid-day Meal Programme with varying degree of coverage either as a programme to help the educational efforts or as an anti-poverty programme has been launched and is effectively working in various States. At present, 17 State Governments are implementing Mid-day Meal Programme for primary school children of the age group 6-11 years. In the study conducted to find out the impact of the Mid-day Meal, it has been reported that the higher retention rate was not noticed in respect of districts with Mid-day Meal Programme than those without them. The impact on girl students belonging to Scheduled Castes and Scheduled Tribes Communities were also not found to be satisfactory.

The Committee is not satisfied with the reply furnished by the Ministry during the course of oral evidence by the Secretary (Education) that the Primary School Teachers and their organisations have been resentful of taking up Mid-Day Meal Programme on the ground that functions and responsibilities in this regard make serious inroads into their teaching time. The Committee recommends that concerted efforts should be made to implement the programme in an effective way.

The Committee also recommends that this work should be entrusted to some voluntary organisation as is being done in some States.

C. Non-Formal Education

In 1979-80, the Scheme of Non-formal Education was introduced as an alternative strategy to impart education to children, who, for various reasons, cannot attend formal schools.

It is said that where there is absence of schooling opportunities this will be compensated by non-formal education. While non-formal education may be a potent antidote to illiteracy at the above-15 stage, for children under that age non-formal education cannot be a substitute for regular schooling. At most, it can serve as an entry point to regular schooling system. There is also no provision in the demands for enabling labouring children to be released from their bondage and be integrated in the education system. The perception of non-formal education as a substitute for regular schooling at the primary and secondary stage is an abdication of responsibility on the part of the Government.

The scheme was revised in 1987-88. Although its focus is on the educationally backward States, but it has been extended to cover urban slums, hilly tribal and desert areas and areas with concentration of working children in the other states as well. Under the Scheme, financial assistance is given to the States/Union Territories in the ratio of 50:50 and 90:10.

The Committee feels, that the grants are very meagre. Government must ensure that the

funds allocated for the purpose should not be misused and there should be a proper monitoring.

D. Teacher Education

The Centrally sponsored Scheme of Teacher Education is being implemented since 1987-88. Its main objectives are to impart suitable pre-service and in-service training to school teachers so as to provide all-round academic and resource support to the school. During the years 1987-92, 306 District Institutions of Education and Training have been sanctioned covering all States except West Bengal and Union Territories of Delhi and Pondicherry. During the same period, 43 Secondary Teachers' Training Institutes have been up-graded and a sum of Rs. 164.36 crores has been sanctioned under this scheme to State Governments.

The Committee does not understand under what circumstances West Bengal and Union Territories of Delhi and Pondicherry have been left out of the scheme and recommends that the same may be included in the next year positively.

E. National Awards to Teachers

The National Awards carry a cash grant of Rs. 5000/- to the recipients meant only to be a token grant, not a cash reward. The real prestige to the awardee accrues on account of the distinction that it is a National Award conventionally given away by the President of India. The budget grant of Rs. 27 lakh for 1993-94 to meet the cost of cash component of a total of 295 National Awards to be given for 1992 and for the incidental expenditure in connection with Awardees TA/DA, function expenses etc. does not seem to be sufficient.

The Committee, therefore, recommends that the grant as well as the number of Awardees should be increased so that more teachers are covered under the Scheme.

In Bihar Education Project the revised estimate for 1992-93 has been reduced to Rs. 6 crores from the Budget Estimate of Rs. 12 crores and whereas in 1993-94 again it is being raised to Rs. 20 crores.

The Committee is not convinced with the Demand for Grants on this account and feels that it should be at the level of last year Budget Estimate.

The Committee is unhappy to note that in the year 1991-92 only Rs.2 crores were spent against the budgetary allocation of Rs. 6 crores and again in the year 1992-93 budgetary allocation of Rs. 12 crores was reduced to Rs. 6 crores in the revised estimate.

The Committee feels that budgetary allocations were not utilised properly.

The Committee fails to understand the rationale for not allocating any funds for the Monitoring of Universalisation of Elementary Education, Operationalising Micro Planning and Improvement of Learners' achievement for which Rs. 86 lakhs, Rs. 3 crores and Rs.2 crores, respectively were allocated in the Budget Estimate of 1992-93.

SECONDARY EDUCATION

It has been the constant endeavour of Government to improve the existing education system and innovate further to make education socially relevant. In this field the main institutions are:—

- (i) Kendriya Vidyalaya Sangathan.
- (ii) Navodaya Vidyalaya Samiti.
- (iii) National Open School.

(i) **Kendriya Vidyalaya Sangathan:-** Kendriya Vidyalaya Scheme was started by the Department in the academic year 1963-64. The main objectives of the scheme are: (i) to meet the educational needs of the children of transferable Central Government employees including defence personnel by providing common programme of education; (ii) to develop the Vidyalayas as model schools in the context of the national goal of education; (iii) to initiate and promote experimentation in education in collaboration with other bodies; and (iv) to promote national integration.

The Budget Estimates (Non-Plan) of Kendriya Vidyalaya, was Rs. 163.01 crores for the year 1992-93, the Revised Estimate (Non-Plan) for the same year was Rs. 165.55 crores, while the Budget Estimate (Non-Plan) for the year 1993-94, is Rs.185.46 crores.

The Committee feels that there is a continuous backlog in providing good low cost school education which causes proliferation of private schools and creates pressure on Kendriya Vidyalayas which are basically meant for children of Central Government employees with transferable jobs. The capital outlay is not sufficient to make up for this backlog. This is likely to make the goal of universal education an everreceding one.

The Committee expresses its dissatisfaction over the number of Kendriya Vidyalayas, and recommends that the allocation of funds be enhanced so that the number of Kendriya Vidyalayas be increased with a view to impart education to sufficient number of students.

The Committee also recommends that the Government should explore the possibility of opening Kendriya Vidyalayas in those areas, where there is heavy concentration of Central Government employees for whom there are no sufficient educational facilities.

The demand for opening more Kendriya Vidyalayas may be given top priority.

(iii) Navodaya Vidyalaya

In order to provide good quality modern education to the talented children predominantly from the rural areas Government of India launched in 1985-86 a scheme to establish Navodaya Vidyalayas one in each district. So far 280 Navodaya Vidyalayas have been established in the country.

The specific objective of these Vidyalayas is to ensure that all students may attain the reasonable level of competence in three languages, and to serve as focal point in each district for improvement in quality of education through sharing of experience while availing the facilities.

The budget allocation for Navodaya Vidyalayas has increased from Rs. 55 crores in 1990-91 to Rs. 131.71 crores in 1993-94 for plan expenditure. As on 31st March, 1992, 7,849 students were on the rolls of these co-educational Vidyalayas. Admission of children from urban areas is restricted to one-fourth and children belonging to Scheduled Castes and Scheduled Tribes communities are admitted in proportion to their population.

The Committee is constrained to observe that the Navodaya Vidyalayas are very few in

number *vis-a-vis* the rural population and feels that the Ministry should make sincere efforts to establish Navodaya Vidyalayas atleast one in each district, on an average, as per their target.

The Committee feels that the budget allocation for vocationalisation of education and providing hostel and boarding facilities for girl students in the Navodaya Vidyalayas be substantially increased and the Ministry should be very careful in spending of money in these programmes.

The Committee stresses that the scheme for migration of 30 per cent students for a period of two years at class IX level from one Vidyalaya to another in a different linguistic region to promote national integration, be implemented effectively.

The Committee feels that no assessment of students coming out of Navodaya Vidyalayas and their positive contribution to society has been made so far. Therefore, proper assessment may be made whether the purpose of these Vidyalayas which are being give more and more financial assistance is being served or not.

NATIONAL POPULATION EDUCATION PROGRAMME

The National Population Education Project was launched in 1980 with the main objective of institutionalising population education in school education system. The Project is currently running in 29 States and Union Territories. The Committee feels that the Budget Estimates of Rs. 98 lakhs for 1993-94, for this Project should be increased as Government proposes to substantially increase the activities and expand its net work during the Eighth Plan.

(iv) National Open School

The National Open School was registered on 23rd November, 1989 to provide secondary education of quality to the disadvantaged sections of the society through Distance Education.

The education is imparted through distance teaching methods with the help of accredited institutions all over India. In comparison to 143 accredited institutions in 1991, there are 303 such institutions and the target for 1992-93 is to have 350 accredited institutions.

The Committee is not satisfied with the outlay asked for in the Demands for Grants of Rs. 3.24 crores, for the year 1993-94 from Rs. 1.54 crore (RE. 1992-93) and recommends that more realistic view should be taken in formulating and calculating the Demands for Grants, which may not result in substantial decrease in the Revised Estimates for 1993-94.

HIGHER EDUCATION

Higher Education is imparted through various universities and a large number of arts, science, commerce and professional colleges affiliated to them. The Demand for Grants relating to higher education for the year 1993-94 is Rs. 161 crores (Plan) and Rs. 339.88 crores (Non-Plan). The total Plan allocation for University and Higher Education for 1993-94 in relation to that of 1991-92 is as under:—

Year	Plan allocations (Rs. in crores)
1991-92	155.00
1993-94	161.00

The Committee observes that the share of higher education in the total allocation for education has gone down drastically in the seventh and the eighth plans. No alternative arrangement has been made for resource mobilisation in colleges and universities. Capital outlay for colleges and universities in the States has become so limited that it is impossible for the states to fulfil the demand for higher education. UGC is asking colleges and universities to mobilise their own resources from non-governmental sources. Taking this in view efforts may be made to find out and augment resources for higher education.

INDIRA GANDHI NATIONAL OPEN UNIVERISTY

The Indira Gandhi National Open University (IGNOU) was established in September, 1985 by an Act of Parliament for the introduction and promotion of Open University and Distance Education Systems in the educational pattern of the country and for the co-ordination and determination of standards in such systems. The University has set up 9 Schools in various disciplines.

The University spent Rs. 1.2 crore during 1991-92 and the budget allocation during 1992-93 was Rs. 17.53 crores which has been increased to Rs. 21.9 crores for 1993-94.

The Committee feels that the amount be increased so that more centres of learning can be opened benefitting larger number of students.

B. Indian Council of Historical research

Indian Council of Historical Research was set up in 1972 as an autonomous organisation to promote the objectives of research in and writing of history.

In 1992-93, the Council sanctioned study grants including travel contingent grant to 97 scholars.

The Committee stresses that the funds allocated for the Council may be utilised in conducting research to find out solutions to Indian problems and it whould have an Indian Orientation.

C. Book Promotional Activities by Voluntary Organisations

Under the Scheme, grants are given on ad hoc basis to Voluntary Organisations, belonging to writers, publishers, book-sellers, etc. for organising seminars, training courses, workshops, annual conventions, surveys, etc. related to Book Promotional Activities. 75% of the approved expenditure on an event is met by the Ministry and the remaining 25% is met by the voluntary organisations concerned.

During the course of deliberations the representatives informed that for the last 2 years, the Ministry of Finance has imposed a ban on the expenditure on seminars work-shops,

training programmes, etc. For the year 1993-94 Rs. 5 lakhs have been demanded which the representatives informed are meant for meeting emergent demands in relaxatoin of the ban in consultation with the Ministry of Finance.

The Committee recommends that the ban be lifted and budget allocations the revised accordingly.

D. Setting up of National Society of Authors.

There was a provision of Rs. 2 lakhs in the Budget Estimate of 1992-93 for setting up of a National Society of Authors. In 1993-94, the same provision of Rs. 2 lakhs has been made. The Committee sought to know as to whether the amount allocated for the purpose has been spent and whether the Society has been set up?

It was informed by the Ministry that the Society has not yet been set up. The Budget provision for 1992-93, therefore, could not be spent. The allocation for 1993-94 is a token provision only, as final decision to set up the Society is yet to be taken.

The Committee recommends that the setting up of Societies like National Society of Authors be expedited.

ADULT EDUCATION

The National Literacy Mission was launched on 5th May, 1988 with the objective of functional literacy to 80 million illiterates in the 15-35 years age-group by 1995. The successful implementation of the Mission is evident from the emergence of a large number of neo-literates who needed to be guided from teacher dependent learning to self-guided learning.

The literacy campaign is marked by characteristics like it is area-specific, time-bound, delivered through voluntarism, cost effective and outcome-oriented and is being implemented by Zilla Saksharata Samitis constituted under the District Collector. The members of the Samiti are drawn from all sections of society, especially the women, the weaker sections of the society etc.

56 total Literacy Campaign projects including 6 projects sanctioned during 1992-93 have so far been sanctioned to 46 voluntary agencies.

21 State Resource Centres continue to function to provide academic and technical resource support to the Adult Education Programme throughout the country. 14 of them are functioning in the voluntary sector, 3 in Universities and four in Departments of Adult Education in various States.

In the Demand for Grants for the year 1993-94 for Adult Education Programmes an outlay of Rs. 177.97 crores for plan expenditure and Rs. 2.63 crores for non-plan expenditure have been asked.

During the course of evidence the Secretary (Education), was asked to state the reasons for curtailment in the plan allocation on Non-Formal Education for women and girls (Adult Education).

The Committee does not understand the reasons for decline in the non-plan expenditure and suggests that like the preceding years the amount should be increased proportionately.

The Committee was not satisfied with the reply given during the course of oral evidence that this allocation has been kept for activities implemented with UNICEF assistance and recommends that some more allocation should have been made for this. The Committee was also not satisfied with reply given by the Ministry regarding Budget Estimates for 1993-94 which are on the lower side than the Revised Estimates of the earlier year, for the education of women and girls.

NEHRU YUVA KENDRA

The Nehru Yuva Kendras (NYK) have been undertaking Adult Education Programme since the launching of national Adult Education Programme for eradicating illiteracy during the specified period.

The Committee feels that it should be ensured that the proper utilisation of funds be made and an assessment of the performance of these Kendras may be undertaken.

PROMOTION OF LANGUAGES

Languages being the most important medium of Education, their development occupies an important place in the National Policy on Education. Therefore, promotion and development of Hindi and other languages listed in the VIII Schedule to the Constitution of India including Sanskrit and Urdu on the one hand and English as well as foreign languages on the other hand, received due attention.

HINDI: To encourage voluntary organisations engaged in promotion, development and propagation of Hindi, the Central Government has been providing them financial assistance since the First Five Year Plan.

With a view to assisting the States/Union Territories in implementing the three language Formula, the Government of India has started, since the Second Five Year Plan, the schemes of (i) Appointment of Hindi Teachers; and (ii) Opening/strengthening of Hindi Teachers Training Colleges in non-Hindi speaking areas 100% assistance is provided for this purpose. The total outlay of Rs. 11.14 crores for 1993-94 have been asked for the development of Hindi Language. The Propagation of Hindi is to be achieved through various institutions.

URDU: For Tarraqi-e-Urdu Board a sum of Rs. 1.20 crore has been demanded for the year 1993-94 against the Revised Estimate of Rs. 1.02 crore for 1992-93.

SANŠKRIT: In the year 1970 the Rashtriya Sanskrit Sansthan was established with the objective of preservation, propagation and modernisation of traditional learning and research in Sanskrit. For the development of Sanskrit a sum of Rs. 10.04 crores has been asked for in the Budget Estimate 1993-94 against the Revised Estimates of Rs. 9.47 crores in 1992-93.

SINDHI: The Government has decided to establish a Sindhi Vikas Board for promotion and development of Sindhi. Under the Scheme it is proposed to purchase 90 books for free distribution to libraries and organisations. Apart from this Voluntary Organisations/Agencies will be given grant-in-aid for language promotion activities. A provision of Rs. 24 lakhs for Budget Estimate—1993-94 has been made against Revised Estimate—1992-93 of Rs. 10 lakhs for the establishment of Sindhi Vikas Board.

The Committee expresses its concern over the dismal progress made in the development of Modern Indian Languages as given in the Eighth Schedule to the Constitution and recommends that more concerted efforts should be made to properly monitor the propagation and promotion of Modern Indian Languages. The Plan outlay for the development of Languages for the year 1993-94 is Rs. 28.34 crores which is not enough to implement the three language formula and promote national unity.

VOCATIONALISATION OF EDUCATION

In pursuance of the National Policy on Education 1986, a Centrally Sponsored Scheme of Vocationalisation of Secondary Education was started from February, 1988 under which financial assistance is provided to the State Governments/Union Territory Administrations for Introduction of Vocational Courses in schools at the +2 stage. Assistance is also given to the voluntary organisations for taking up innovative programmes in the field of vocational education.

The Committee feels that the involvement of voluntary organisations in the field of vocational education should be encouraged. More Centres of Vocational Education be set up and resources required by these organisations be augmented.

(A) QUALITY IMPROVEMENT PROGRAMME— COMMUNITY POLYTECHNICS

As regards Demands for grants under sub-head D.5(1)—Grant for quality improvement programme—Community Polytechnics, **the Committee feels that the amount of grant for community polytechnics and Centres for Development of Rural Technology be substantially increased so that more institutions are covered under the Scheme during 1993-94.**

(B) SANSKRIT EDUCATION

The Committee sought to know why the nomenclature of budget head No.C.5.(3) is Sanskrit Education even though the grant is utilised for other classical languages also.

During the course of evidence it was informed that under the provision made for Sanskrit education, assistance is given to deserving voluntary organisations and institutions engaged in teaching/promotion of other classical languages.

The Committee, therefore, recommends that henceforth the Head Sanskrit education be changed to Sanskrit and other Classical Languages Education.

(C) COMPUTER EDUCATION

For familiarising school students with computers and their use and “hands-on” experience, a project on ‘Computer Literacy and Studies in School’ is being implemented jointly by the Department of Electronics and Department of Education since 1984-85. 2598 Secondary/Senior Secondary Schools were provided two BBC micros which was increased to five from 1987-88 onwards. An expenditure of Rs. 48.30 crores upto 1992-93 has been incurred on the implementation of the project by the Department of Electronics and the Department of Education.

The Committee is unhappy to note that in view of the resource constraints of the government, it is not possible to provide subsidy to individual students and recommends that government should find ways and means to help those students who intend to procure and install a computer at home.

(D) FINANCIAL ASSISTANCE TO NATIONAL PROFESSORS

The Government of India had instituted in 1949, a Scheme of National Professorship to honour distinguished scholars in recognition of their valuable contribution to knowledge. Persons of eminence who have attained the age of 65 years and who have made outstanding contribution in their respective fields and are still capable of further productive research are considered for appointment as National Professors.

The total number of National Professors that can be there at a time 12, as per the Scheme.

The Committee was informed that at present there are only two National Professors receiving honorarium.

The Committee expresses concern in this regard and recommends that appointment for all the posts of National Professors may be expedited.

(E) YOGA IN SCHOOLS

The Scheme of Introduction of Yoga in schools was started in 1989-90 but could take of only in 1990-91. Since the commitment of the State Government is pre-requisite for implementation of the Scheme and since few State Governments have come forward with this commitment, it has not been possible to expand the implementation of the

Scheme till now. The Committee was informed that the implementation is expected to improve during the 8th Plan.

The Committee recommends that the efforts to speed up and expand the implementation of the scheme of Yoga education be made effectively.

(F) INTEGRATED EDUCATION FOR DISABLED CHILDREN

The Scheme of Integrated Education for Disabled Children provides 100% financial assistance to State Govts/UT Administrations and voluntary organisations for creating necessary facilities in the schools.

Voluntary organisations under the Scheme are given financial assistance through the State Governments. These Organisations supplement the work being done by the State Government.

In the Budget Estimate for the year 1993-94 the allocation is Rs. 40 lakhs. The Committee feels that this amount may be increased and the participation of voluntary organisations in this field may also be encouraged.

(G) DELINKING OF DEGREE FROM JOBS

The New Policy on Education (NPE) 1986, as modified in 1992 visualises delinking of degrees from jobs in selected areas, especially in services for which a University degree need not be a necessary qualification.

The National Evaluation Organisation (NEO) was registered in December, 1991, to facilitate the process of delinking, by conducting tests on a voluntary basis to determine the suitability of candidates for specific jobs and to evolve norms of comparable competencies across the nation and to bring about an overall improvement in testing and measurement.

The Committee was informed that the National Evaluation Organisation is yet to become operational. The various steps for rendering NEO functional are under way.

The Committee feels that there has been an enormous delay and recommends that the NEO may be set up and made operational at the earliest.

(H) ILLITERACY AMONG WOMEN AND GIRLS

The Committee was informed that according to the 1991 census the rate of literacy among the women and girls is 39.29 against the All India rate of 52.21.

The Committee is unhappy with the present rate of literacy and recommends that all out efforts be made with the assistance of voluntary organisations to increase the rate of literacy among women and girls specially Scheduled Castes and Scheduled Tribes.