

(c) if so, the outcome of discussions during various rounds with Russian Foreign Minister?

THE MINISTER OF EXTERNAL AFFAIRS (SHRI P. V. NARASIMHA RAO): (a) I had talks with the Soviet Foreign Minister, Mr. Gromyko. I also met the First Deputy Prime Minister of the USSR Mr. Arkhipov who, along with me, is the Co-Chairman of the Indo-Soviet Joint Commission.

(b) and (c). The talks were wide ranging and included subjects of interest, common to both the countries. I also referred, *inter alia* to the discussions that had taken place during the recently concluded visit of the Chinese Foreign Minister to New Delhi.

I believe that these talks have helped in achieving a better understanding of the Soviet and Indian positions on important international issues.

**High drop out rate of S.C./S.T. children at Primary stage**

1650. SHRI JAGPAL SINGH:

SHRI KUSUMA KRISHNA MURTHY:

SHRI RAM VILAS PASWAN:

SHRI RAJESH KUMAR SINGH:

Will the Minister of EDUCATION AND SOCIAL WELFARE be pleased to state:

(a) whether the fourth All India Educational survey has revealed that the drop-out rate in the primary schools is very high and the majority of the children belong to SC|ST and other weaker sections;

(b) if so, the details thereof stating the names of the States where the rate of drop-outs in primary schools is very high;

(c) the reasons for the high drop-outs identified by Government in these States; and

(d) the steps taken by Government in the development of education in the educationally backward states?

THE MINISTER OF STATE IN THE MINISTRIES OF EDUCATION AND SOCIAL WELFARE (SHRI-MATI SHEILA KAUL): (a) and (b). The Fourth Survey did not collect data on drop-out rates. Based on enrolment cohort starting with class I enrolment in 1974-75 and ending with class V enrolment in 1978-79, the drop-out rates at the end of class V in the States|Union Territories, in descending order, are given in the Statement attached as Annexure I.

Group-wise drop-out rates are not available.

(c) The reasons are indicated in the statement attached as Annexure II.

(d) The steps are indicated in the Statement attached as Annexure III.

**Statement  
Annexure I**

States	Drop-out Rate at the End of class V in Percentage
1. Manipur	82.7
2. Meghalaya	78.3
3. Assam	74.5
4. Uttar Pradesh	74.5
5. West Bengal	74.1
6. Orissa	69.6
7. Nagaland	68.6
8. Tripura	67.9
9. Bihar	67.0
10. Karnataka	63.6
11. Andhra Pradesh	62.4
12. Rajasthan	60.6
13. Madhya Pradesh	57.8
14. Maharashtra	57.7
15. Gujarat	50.2
16. Jammu & Kashmir	47.9
17. Punjab	44.8
18. Tamil Nadu	41.0
19. Himachal Pradesh	28.6

1	2
20. Haryana	28.1
21. Kerala	11.1
22. Sikkim	N.A.
<i>Union Territories</i>	
23. Dadra & Nagar Haveli	80.9
24. Arunachal Pradesh	78.2
25. Mizoram	65.3
26. Goa, Daman & Diu	39.8
27. A. & N. Islands	34.2
28. Lakshadweep	33.5
29. Delhi	26.8
30. Pondicherry	23.2
31. Chandigarh	0

#### ANNEXURE II

The main reason for high drop-out rates is poverty. Children of the weaker sections of the community, including scheduled castes and scheduled tribes, are required to help in the earning of family livelihood and also, particularly in the case of girls, in the looking after of their younger brothers and sisters and in doing other household chores while their parents are away at work. Other reasons are as below:

(i) Lack of physical facilities including proper school buildings, blackboards, furniture and other equipment.

(ii) Stagnation due to detention in each class.

(iii) Bookish knowledge-oriented curricula, irrelevant to the needs and life-situations of children.

(iv) Lack of teacher competence.

(v) Non-availability of schooling facilities within easy walking distance.

(vi) Existence of single-teacher schools.

(vii) Non-availability of woman-teachers.

(viii) Parental apathy due to socio-economic reasons.

(ix) Inadequacy of the supervisory machinery.

(x) Existence of educationally backward States where the problems are more extensive and the existence of backward pockets/areas in almost all the States.

#### ANNEXURE III

In the context of the programme of universalisation of elementary education, the State Governments and Union Territory Administrations were advised to take comprehensive measures for the development of this programme. Besides, special concerted efforts are being made for development of elementary education in the educationally backward States. The measures in particular are:

(i) Introduction of ungraded school system and elimination of stagnation so that every child shall complete one class each year and will be promoted to the next higher class till he completes class VIII, but with adequate safeguards by way of periodic assessment and evaluation on a continuing basis.

(ii) Provision of multiple point entry into any class in the elementary stage.

(iii) Improvement of physical facilities of primary and middle schools.

(iv) Improvement of quality of education through decentralisation of curricula making them relevant to the needs, life-situations and environments of children in diverse social, economic, cultural and geographical conditions.

(v) Improvement of teacher competence through application of better standards of educational qualification and in-service training.

(vi) Adequate provision of incentives like Mid-day Meals, free

text-books and stationery, free uniforms and attendance scholarships for the children of the poorer sections of the society.

(vii) Opening of primary and middle schools within easy working distance covering the needs of all habitations.

(viii) Appointment of woman-teachers on a larger scale and provision of creches/pre-schools as adjuncts to primary and middle schools.

(ix) Parental education to overcome their apathy towards the education of children especially girls and setting up of school committees in all schools particularly in rural and backward areas.

(x) Strengthening of the supervisory machinery and decentralisation of administration of elementary education down to the block level.

(xi) Monitoring of attendance in primary and middle schools.

(xii) Greater use of mass media for elementary education including teacher training.

(xiii) Conversion of single-teacher schools into two-teacher schools.

(xiv) Central paper assistance is being given to all States/Union Territories including educationally backward States for production of teaching and learning materials for non-formal education programmes for elementary age-group children.

*Special Measures for Educationally Backward States*

(xv) The constitution of a National Committee on Elementary Education.

(xvi) On the recommendation of the National Committee, the educationally backward States have

been advised to set up Task Forces to oversee the implementation of the programme for universalisation of elementary education.

(xvii) Special central assistance is being given to the nine educationally backward States under the Centrally Sponsored Scheme of Non-formal Education for Elementary Age-group Children.

**U.G.C. Grants to Calcutta University**

1651. SHRIMATI GEETA MUKHERJEE;  
SHRI SAIFUDDIN CHOU-  
DHURY:

Will the Minister of EDUCATION AND SOCIAL WELFARE be pleased to state:

(a) whether Calcutta University wanted Rs. 7 crores from the U.G.C. for development projects during the 6th five year Plan period;

(b) whether U.G.C. has offered only Rs. 2 crores;

(c) whether it is a fact that U.G.C. informally assured the Calcutta University earlier that they would be given Rs. 4.5 crores for the same period; and

(d) if so, the reasons therefor?

THE MINISTER OF STATE OF THE MINISTRIES OF EDUCATION AND SOCIAL WELFARE (SHRIMATI SHEILA KAUL): (a) and (b). According to the information furnished by the University Grants Commission, the Calcutta University was requested to formulate and submit to the Commission, proposals for general development support during the 6th Plan within a tentative allocation of Rs. 100.00 lakhs. In response to this, the University submitted proposals involving a total outlay of Rs. 707.03 lakhs. After a pre-