

[English]

HALF- AN- HOUR DISCUSSION DEVELOPMENT OF EDUCATION IN BORDER AREAS

MR. CHAIRMAN: Now we take up Half an hour Discussion.

[Translation]

SHRI VIRDHI CHANDER JAIN (Barmer): Mr. Chairman Sir, I had raised unstarred question No. 1916 in the Lok Sabha which was reported on 9 March, 1989 the subject of my question was the development of education in border areas. I have raised this Half- an -Hour Discussion on receipt of reply to that question.

I want to express my views on the steps being taken for development of education in border areas. The Seventh Five-Year Plan has a provision of Rs. 200 crores for the Border Areas Development Programme. No funds were provided for this in 1985-86. In 1986-87 nearly Rs. 28 crores were spent under this programme. In 1987-88 and 1988-89 Rs. 25 crores and Rs. 45.5 crores respectively were spent under this programme. An allocation of Rs. 50 crores has been made for 1989-90.

At that time the Centre had taken a decision to construct roads also as a part of the programme related to education. We welcome this decision. That programme was converted into the Border Areas Development Programme, for which Rs. 25 crores were provided in 1987-88 and Rs. 50 crores have been provided in 1989-90.

This makes it clear that out of the Seventh Plan allocation of Rs. 200 crores, the Planning Commission has made a provision of Rs. 149 crores till now. No provision has so far been made for the rest of amount. The Planning Commission should have made a provision for the entire amount of Rs. 200 crores since the border areas are very backward. In Rajasthan the border area includes Barmer, Jaisalmer, Bikaner and Ganga-

nagar districts. This programme is also being undertaken in 9 block Samitis in Gujarat, 49 blocks in Jammu and Kashmir and 9 blocks in Punjab. This makes it a total of 79 blocks where this programme is being undertaken. An amount of Rs. 51 crores is pending and I want it to be sanctioned in 1989-90 so that border areas can be developed.

In respect of funds allocated to states in 1987-88 and 1988-89, I want to say that a lesser amount of funds have been allocated to Rajasthan as compared to Punjab and Jammu and Kashmir.

What I mean to say is that more funds need to be given to areas which are backward from the point of view of education.

Barmer district is in the border area and has 4 blocks. It has a 12% rate of literacy which makes it the most backward district in India from the point of view of education. Jaisalmer district has a 16% rate of literacy. The importance of education over there becomes greater considering its close relationship with the family planning programme. While population is growing at a rate of 2.5% in the country as a whole, it is growing at a rate of 4.5% in these districts. Illiteracy is the main reason for this. The family planning programme has been quite successful in Kerala because the literacy rate in the state is very high. So, family planning programmes can never be successful in those districts without the development of education over there. More funds should be provided for the border areas out of the funds allocated for States. Equal allocation of funds have been made in case of 79 blocks. But a new yardstick should be adopted wherein more funds be allocated to areas that are highly populated and educationally backward.

This programme envisages setting up and upgradation of schools, construction of rooms, laboratories, toilets, adult and non-formal education centres and gymnasiums as well as organising cultural and youth programmes. In 1988-89 no primary school

[Sh. Virdhi Chander Jain]

has been opened till now in Barmer and Jaisalmar districts which are in my constituency. Information has been given that arrangements have been made to set up 396 primary schools in Rajasthan. Neither has a single primary school been opened nor has any middle school been upgraded till now. New secondary schools have not been opened. Two rooms of 25x20 dimensions have been added and toilets and laboratory have been constructed in secondary and middle schools. We have appreciate this step but no primary school has been opened nor has any school been upgraded. This is an important programme.

There has been a long standing demand to open more primary schools in our region. Ten years back, no one demanded primary schools. Muslims also did not want to learn. Now they want to learn, but the Rajasthan Government does not have the required capacity. Until now, not a single school has been opened, even though the decision of opening 100 schools was taken in February March by the Rajasthan Government. In Barmer district, one has to tread five-six kilometres to reach a school. So, 150 primary school in Jaisalmer district and 300 primary schools in Barmer district should be opened immediately. The present primary school should be upgraded to middle schools. There should be a middle school in every panchayat headquarter and secondary schools should be opened, where ever possible. Arrangements for rooms should be made for the middle schools. Providing staff-quarters to the teachers is also essential. Some quarters have been constructed, but more are needed. The teachers do not want to go there because they do not get houses. They also do not follow the instructions of the Director of Education. In many middle schools, there are no subject teachers or headmasters. They even forego their promotions. Special allowance should be given to the teachers serving in backward border areas. Special interest should be taken in the matter of studies and hostels, gymnasiums and libraries should be opened in these

schools. Special allowance is given for Andaman-Nicobar Islands. The teachers will not go to the inaccessible areas until special allowance is provided to them also. Provision of a similar allowance should be made for those areas where the means of transport are very limited. In Barmer district only four blocks have been included in the Education Development Programme. The remaining four blocks should also be included. They are also backward areas. There are two blocks in Jaisalmer. One block, that is Pokaran Sakara should also be included. In Eighth Five Year Plan Rs. five hundred crores should be allocated for this programme instead of Rs. two hundred crores. We are the defenders of the border. We have protected the borders during 1965 and 1971 wars, suffered a lot and met every challenge bravely. To boost the morale of the people it is necessary that those who want to study should be provided every facility, as this is enshrined in the Directive Principles of the Constitution also. Nothing can be worse than depriving the people of this right. So, it is necessary to make a comprehension programme for education. The Education Development Programme for the border areas in a commendable programme. Consequently we have moved on the path of progress and want that it should be further expanded. Through this programme we want the people of our region to progress, bring this region at par with other regions of the country and thereby remove the imbalance.

THE MINISTER OF STATE IN THE DEPARTMENTS OF EDUCATION AND CULTURE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (SHRI L.P. SHAH): Shri Jain has raised some issues before the House. It seems, he has himself answered a few of them. My work has thus become easy. He has complained that Rajasthan has been allocated less funds as compared to other States. Under border areas, Punjab has 16 divisions, Jammu-Kashmir has 41 divisions and Rajasthan has 13 divisions. Funds are allocated according to the number of divisions or the area.

SHRI VIRDHI CHANDER JAIN: Our area and population is more.

SHRI L.P. SHAHI: Those who are living there will study. Among other things, he has mentioned that there should be libraries, a middle school in every panchayat and special allowance for those working there similar to what people are getting in Andamans. So far as reading rooms and libraries are concerned, the Department of Culture is going to make a proposal before the Planning Commission that there should be some provision in the next five year plan to provide a library to every panchayat of the country. So far as the question of opening middle school in every panchayat is concerned, there are five lakh and eighty thousand villages in our country and there are five lakh and thirty-seven thousand primary schools. If we add middle schools, High schools and private schools, there are a total of seven lakh and twenty-nine thousand school in our country. There should be a primary school in every village. If it is not it will be done in future. The population of some villages is very small if a school is opened there, it will not run well because there will not be enough students. So, at times a school is opened for two or three villages. It is the responsibility of the State Governments to open new schools. The Centre provides funds to them for this. It may be true that no new schools have been opened during the last two-three months. I hope that they will be opened this year. So far as formulating a scheme is concerned, we depend on the State Governments. They formulate it according to the specific requirements of the area and we consider them separately. But when, we have to give funds on the basis of education survey, we do whatever we can. If the State Government submits any separate scheme, we consider it but generally it is not so. Even today, there is thumb rule. We are providing funds to 79 blocks in four States. We want to spend Rs. fifty lakhs on one block in one year and in this way if we calculate then your State should have spent Rs. 13 crore during the last two year, because there are 13 Blocks in your State. The Centre has already given more than Rs fourteen crore to the State

Government. So they have not been provided less funds. So far as the question of education is concerned, people are not very much interested in it. New primary schools are being opened, middle schools are being upgraded and science apparatus and other facilities are being provided to the high schools to develop interest among the students. The existing polytechnics have been upgraded. If there is need of setting up a new polytechnic, the Centre provides all possible help. There is some difference between allocation and allotment. Allotment is done every year. Earlier, this scheme was under the Ministry of Home Affairs. Later it was given to the Ministry of Education. You have admitted that nothing was done in the year 1985-86, whereas Rs. 28 crores and 50 lakhs were spent in 1986-87 out of which Rs. 4 crores and 33 lakhs were spent on education and the rest was spent by the Ministry of Home Affairs on road construction and on other works. Later this scheme was handed over the Ministry of education and we have already spent Rs. 25 crores in the year 1987-988 and Rs. 45 crores and fifty lakhs in the year 1988-89. In the current financial year, we propose to spend Rs. 50 crores on education. So the allotment is done on the availability of funds. Our expenditure would have reached to Rs. 200 crores, if we had spent money like this in the last two years. We are trying to speed up our efforts. So far as the question of opening a school in every panchayat is concerned, it is a good idea, as it will project a good image of our country. Who would not like it, but we have to keep in mind our limitations also.

To conclude, I would like to say that we work according to the schemes that are presented before us. We will consider any scheme which would give a new direction to the education system without disturbing the teacher student ratio. We will make efforts to implement the scheme.

SHRI HARISH RAWAT (Almora): Mr Chairman, Sir, the main aim of this scheme is to supplement the educational programmes started by the States. Initially this scheme was started with the object to

[Sh. Harish Rawat]

spread education in border areas which are adjacent to hostile neighbouring countries. That was why this scheme was started in some border areas of Rajasthan, Gujarat, Punjab and Jammu and Kashmir. Fortunately or unfortunately when this scheme was started, some border areas which are adjacent to another hostile nation-China were not included in this scheme. The border areas of Rajasthan, Jammu and Kashmir and Punjab, are facing different types of problems. In these areas, the education facilities are neither bad nor good. Therefore, I would like to request that as per the very concept of the scheme, it should be extended to cover some other areas also and the Education Ministry should take up this matter with the Planning Commission. Some areas of Uttar Pradesh and Himachal Pradesh are also covered under the objectives of this scheme. Therefore, my first request is that the benefits of this scheme should be extended to these areas also.

Secondly, you have given us good information that there are about 7 lakh 29 thousand schools, which are considered to be the source of primary education. However, this number is not sufficient. There are some places where there is not even a single primary school in four or five villages. For junior high school study, the students have to go 10 to 20 kms away from their villages. In certain places, this distance can be as long as 36 kms. Therefore, I would like to say that there is a need to relax the yardstick of population fixed by the Planning Commission for allocation of primary and Junior High Schools in different States. For the border areas and tribal and forest areas, population should not be the yardstick but geographical situation of the area should be taken into consideration. Therefore, while consulting the Planning Commission about the allocation of fund for education and the number of schools, to be opened, this point should also be taken into consideration.

Sir, the Government is starting schemes for border areas which are appre-

ciated by the people also but when it comes to opening of Central Schools and Navodaya Vidyalayas, these areas are not given priority whereas priority should be given to them. Therefore, I would request the Government that at least this year a Navodaya Vidyalaya each should be opened in every border district as has been promised by the Government that these schools would be opened in every district by the year 1990.

SHRI SHANTARAM NAIK (Panaji): Mr. Chairman, Sir, for this programme of development of education in the border areas, Rs. 200 crores have been allotted and it is applicable to Gujarat, Rajasthan, Punjab and Jammu and Kashmir. Though we are spending Rs. 200 crores, in the present annual report, not even a page has been allotted to such a subject. How are we, the Members of Parliament, to assess the implementation of this programme. That is my preliminary observation.

One vital issue which I would like to raise is that we are committed to give education at primary level through the mother tongue of the children. Many a time it happens that for political and other reasons, the mother-tongue of children to whom education is to be imparted cannot be properly known so much so that parents and guardians of the children enter wrong language as the mother-tongue of the child. If X is the mother-tongue, Y is entered as mother-tongue. This is a very serious matter because we are committed to give education in the mother-tongue. You say that parents of the child or the guardian are the best persons to know this aspect. I would like to know whether your Ministry has got any measure to assess the mother-tongue of the children so as to fulfil the provisions in the Constitution.

We are spending Rs. 200 crores on this programme. Just as we are trying to assess the rural development and other programmes, have we got any measures to assess, for example, the establishment of schools, the quality of the buildings of the schools, the quality of the material used etc. which are

being provided under this programme? If this is not done then though we will be spending Rs. 200 crores, the services achieved will be worth Rs. 25 crores only. Therefore, I would like to know whether independent of other governmental machinery, have we got any quality control device in the programme itself.

We are also committed to create a class of responsible teachers. You know very well what happened in Delhi recently. Some teacher had set up a CBSE's Mathematics paper which virtually made the students cry. The Minister was kind enough to come to the House and give reply when this issue was raised. So, kindly throw some light on this aspect also, as to what is the decision of the Government in this matter.

[*Translation*]

SHRIL.P. SHAHI: Mr. Chairman, Sir, so far as the observations of Shri Harish Rawat is concerned, we can submit before the Planning Commission that besides four States, people of other States also want this scheme to be extended to their respective States. But now it is difficult to include other areas in this scheme because this scheme was started exclusively for these four States and is to be completed in this plan period.

The question of opening Navodaya Vidyalayas is not related to this scheme. It is merely a suggestion. The speed of opening Navodaya Vidyalayas has slowed down due to lack of allocation of funds. We could not open the required number of school this year as we had opened last year. We are hopeful that if allocation is increased this year, we shall be able to open new Navodaya Vidyalayas. Special attention will however, be paid to open such school in hilly areas of Uttar Pradesh.

The hon. member from Goa has mentioned that though Rs. 200 crores are being spent on this scheme yet only one page has

been allotted to this subject in the report. In this regard, I would like to inform that when expenditure is incurred by any agency of the Central Government, we give its full details but in the present case the expenditure is being incurred by the State Governments and that is why we have not given more details. However, if the hon. Members so desire, we can also give the detailed information.

On more point about the Central School has been raised. One day I called a meeting of the Principals of the colleges of Delhi University and Jamia Millia and Principals of some other schools and it was decided that if the students do not secure marks on the pattern of the previous year, a grace of two marks will be given to all for the question which was considered to be out of syllabus. Now the question that arises is that if we consider one question to be out of syllabus as agreed upon by some people will every student be given grace marks irrespective of the number of marks secured out of 100 marks. Suppose a student secures 98 marks, he will get 100 after adding two grace marks. But if the number of grace marks is fixed higher, how will we rectify the situation in some cases where the total marks exceed 100 by 6 or 8 marks?

That is why we have decided to compensate the students keeping in view the percentage of marks obtained by the students this year as also last year in Delhi and out side Delhi.

[*English*]

MR. CHAIRMAN: The House stands adjourned to reassemble on 19th April at 11.00 A.M.

18.34 hrs.

The Lok Sabha then adjourned till Eleven of the Clock on Wednesday, April 19, 1989/Chaitra 29, 1911 (Saka)