

Mokamah area, in Bihar. In that connection, you have said that steps would be taken to improve the conditions there. The doctors in your Mental Hospital are interested in giving private treatment to the patients who come to the hospital. Therefore, I would like to know from the hon. Minister what steps are proposed to be taken to check the malpractices being indulged in that hospital.

SHRIMATI MOHSINA KIDWAI : The first question is what Government are doing for treatment of mental diseases. As I have already said, there are two National Hospitals which are governed by the Central Government. The rest of the hospitals are controlled by the State Governments. We shall inquire into the case of the hospital which you have specifically mentioned.

SHRI KALI PRASAD PANDEY : 57 patients had died due to the negligence of the officers in the Mental Hospital. My submission is that you should take some concrete steps to streamline the working of the hospital.

Literacy percentage

*391. **SHRI JITENDRA PRASADA :** Will the Minister of EDUCATION be pleased to state :

(a) the State-wise percentage of literacy in the country as in 1951 and in 1984;

(b) the National literacy percentage at present;

(c) the steps being taken to bring the educationally backward States at least at

par with the National literacy percentage; and

(d) the time by which nation can achieve cent per cent literacy and measures being taken in this field ?

[English]

THE MINISTER OF EDUCATION (SHRI K. C. PANT) : (a) to (d). A statement is laid on the Table of the Sabha.

Statement

(a) A statement showing the State-wise percentage of literacy according to 1951 and 1981 census is at Annexure I.

(b) The National literacy percentage as per 1981 census is 36.23.

(c) A statement indicating steps taken to bring the educationally backward States at least to reach the national literacy percentage is at Annexure II.

(d) The Sixth Five Year Plan envisaged removal of illiteracy in the 15-35 age group by 1990. However, the rate of progress towards the realisation of this objective would depend on discussions with the Planning Commission and finalisation of the Seventh Plan proposals of this Ministry as regards the coverage and targets under the programme, and measures to achieve the same.

ANNEXURE—1

Literacy rate 1951 Census		Literacy rate 1981 Census	
States	Percentage	States/UTs/	Percentage
INDIA	16.61	INDIA	36.23
North India	10.80	Andhra Pradesh	29.94
Uttar Pradesh	10.80	Assam	—*
East India	16.81	Bihar	26.20
Bihar	12.23	Gujarat	43.70
Orissa	15.80	Haryana	36.14
West Bengal	24.54	Himachal Pradesh	42.40
Chandernagore	42.36	Jammu & Kashmir	26.67
Assam	18.07	Karnataka	38.46
Manipur	11.41	Kerala	70.42
Tripura	15.52	Madhya Pradesh	27.87
Sikkim	7.34	Maharashtra	47.18
South India	22.80	Manipur	41.35
Madras	19.29	Meghalaya	34.08
Mysore	20.58	Nagaland	42.57
Travancore-Cochin	46.41	Orissa	34.23
Coorg	27.21	Punjab	40.86
West India	23.83	Rajasthan	24.38
Bombay	24.56	Sikkim	34.05
Saurashtra	18.47	Tamil Nadu	46.76
Kutch	17.06	Tripura	42.12
Central India	10.93	Uttar Pradesh	27.16
Madhya Pradesh	13.46	West Bengal	40.94
Madhya Bharat	10.82		
Hyderabad	9.16	Union Territories	
Vindhya Pradesh	6.09	A&N Islands	51.56
Bhopal	8.17	Arunachal Pradesh	20.79
North-West India	13.26	Chandigarh	64.79
Rajasthan	8.41	Dadra & Nagar Haveli	26.67
Punjab	16.13	Delhi	61.54
Himachal Pradesh and Bilaspur	7.71	Goa, Daman & Diu	56.66
PEPSU	11.99	Lakshadweep	55.07
Delhi	30.36	Mizoram	59.88
Ajmer	20.00	Pondicherry	55.85
A&N Islands	25.77		

Figures of India for 1981 exclude Assam where Census could not be held due to disturbed conditions prevailing at the time of Census.

ANNEXURE—II***Measures taken to bring the educationally backward States at least to reach the national literacy coverage***

The following nine States namely— Andhra Pradesh, Assam, Bihar, Jammu & Kashmir, Madhya Pradesh, Orissa, Rajasthan, Uttar Pradesh and West Bengal have been identified as educationally backward States since these States account for more than 70 per cent of unenrolled children in the age group 6-14. All these States except West Bengal have also literacy rates below the national average. The following steps have been initiated in the nine educationally backward States for achieving universalisation of elementary education and eradication of illiteracy :

- (i) Special central assistance on 50 : 50 sharing basis for non-formal education scheme for elementary age group children;
- (ii) Central assistance on 90 : 10 sharing basis for running non-formal education centres exclusively for girls;
- (iii) Central assistance on 100% basis to voluntary organisations for running non-formal education centres;
- (iv) Central assistance on 80 : 20 sharing basis for appointment of 8000 women teachers in primary schools;
- (v) Central assistance on 100% basis to voluntary organisations for running early childhood education centres;
- (vi) Institution of awards for excellence in performance in the enrolments of girls separately under the formal and non-formal systems;
- (vii) Constitution of a National Committee on Point 16 of the 20 Point Programmes to guide the implementation of the Programmes of universalisation of elementary education and adult education and setting up of Task Forces for elementary education in these States.

Adult Education

- (viii) The State Governments and Union Territories have been advised to :
 - (a) cover on priority basis all the districts having literacy rate below national average;
 - (b) Ensure that at least 50% of the learners enrolled in the Adult Education Centres are women;
 - (c) Make special efforts to enroll the other weaker section of the society;
 - (d) Give priority to the opening of the Adult Education Centres in the rural and Adivasis areas and to locate such centres in Bastis of SC/ST as far as possible;
 - (e) Encourage voluntary organisations to participate in the programme by conducting Adult Education Centres especially for women. For the purpose, grant-in-aid rules have been relaxed to accommodate those agencies which are willing to run a smaller number of centres say five or so, exclusively for women;
 - (f) Lay special emphasis to start post literacy and follow up programme to ensure that neo-literates do not lapse into illiteracy; and
 - (g) Monitor among others the participation of students and non-student Youths in Adult Education. To provide further boost to the Adult Education Programme, a scheme of awards has been instituted for excellent performance in Adult Literacy for women.

[*Translation*]

SHRI JITENDRA PRASADA : The hon. Minister has given a very detailed reply. I would like to know the reason why some of the States lagged behind in the matter of literacy. In the details given by you, you have said that some States are below the national average in the matter of literacy. What are the reasons for this and what has been the impact of the steps taken to bring them up to national level and when were such steps given effect to? At the same time, the steps taken by you include sanction of grants to various organisations in some States. In this connection, I would like to know whether Government have received complaints to the effect that some organisations in some of the States have misused these grants and if so, the action being taken by Government on these complaints.

SHRI K. C. PANT : Mr. Speaker, Sir, partially, it has historical reasons. Post-independence figures have been given in it indicating the level of literacy in 1951 and the level of literacy according to the 1981 census. From this, you will find that some States have achieved more progress whereas there are some States which have not done so well in this field. The number of schools a State can open, the quantum of resources it has, the number of children attending schools, the drop-out rate and the extent of interest shown by them in the Adult Education Programme—all these things have an impact on the level of literacy.

So far as the question of providing assistance is concerned, as I have said in the statement, the Central Government provide assistance for the schemes. A sum of about Rs. 10 crores has been provided in 1984-85 to the nine educationally backward States for Non-Formal Education Scheme. 29 lakh twelve thousand children are studying in the Non-Formal Mix Centres and beside this, Rs. 2,68,00,000 has been provided for girls, whereas the number of centres is 20,700. Thus, it is clear that assistance has been given. From the available figures, I think, central assistance has helped a lot. I have also given the figures relating to the extent of coverage and the number of boys enrolled.

So far as the question of complaints is concerned, we shall look into them, if some complaints are received. According to my knowledge, there is no complaint at present.

SHRI JITENDRA PRASADA : Mr. Speaker, Sir, the question asked by me was what steps were taken by you, when they were taken and what their result was. I think it is not possible to remove illiteracy with the steps taken by you. You have said in your Statement that the Sixth Five Year Plan envisaged removal of illiteracy in the 15-35 age group by 1990. You are going to evolve a new education policy. Have you made any reference to the Planning Commission for inclusion of the programme in respect of removal of illiteracy in the Seventh Plan? Apart from these measures, what other steps do you propose to take to bring literacy at least among the children? Will the Central Government sanction some grant for those districts of the States where the percentage of literacy is low and ensure the opening of primary schools on priority basis in these districts?

SHRI K.C. PANT : Mr. Speaker, Sir, the scheme in the current Sixth Five Year Plan is meant for these nine educationally backward States, but some districts in other states where literacy is below the national average have been left out. We intend to provide assistance to those districts also during the Seventh Five Year Plan period. Their number is 243. But, until the Seventh Five Year Plan takes a final shape, it is difficult to say how much money will be provided for it. Only when the Seventh Plan takes a final shape. I shall be able to say something categorically. We endeavour to include other districts as well. So far as the question of opening primary schools is concerned, this is the concern of the State Governments and it is for them to do it.

[*English*]

SHRIMATI BIBHA GHOSH GOSWAMI : We all know that the biggest chunk of children who stay out of elementary schools are from scheduled castes and scheduled tribes, girl students and the poorest sections of the society, because

poverty and illiteracy go together, in order to bring these children into the general stream of elementary education, rather than just leaving them to non-formal education, some sort of incentives are helpful, as we have seen in West Bengal. But due to constraint of resources, adequate incentives cannot be given by the States.

Now, in view of this situation, I would request the Minister to state whether he will consider inclusion of an additional point in addition to these seven points in Annexure II, viz. (a) special assistance to the nine identified States for giving incentives in the form of midday meals, school uniforms, free books and slates and a minimum stipend to the poorer Scheduled Caste and Scheduled Tribe students, so that their parents can send them to school rather than to some work and (b) the names...

MR. SPEAKER : You cannot go on like that. It is a supplementary.

SHRIMATI BIBHA GHOSH GOSWAMI : Names of the States which have been given under this Item No. 6 in Annexure II.

SHRI K.C. PANT : Sir, the point is well taken that it is usually the disadvantageous groups, i.e. Scheduled Castes, Scheduled Tribes and girls, who are behind in the race for education. Even in the rate of drop-outs, these constitute a large chunk. Therefore, the point is well taken and in fact, whether it is non-formal education or adult education, special attention is attached to these groups. Now on the question of mid-day meals and uniforms and so on, some States do it and some do not, depending on their resources and it will be desirable from many points view to do that. But whether there is an exact correlation between enrolment in the educational institutions and these factors is not established by studies. But I do not want to go by those studies. I think it is a desirable end. What is even more effective is pre-school education. Even a short pre-school education seems to ensure continuity of education later on. That, we are attempting and a beginning is made. We will try to extend it.

[Translation]

SHRI K.N. PRADHAN : Mr. Speaker, Sir, crores of rupees have been spent on adult education since 1951 and barring personnel in the administration, and politicians, the common man is of the view that the money spent on adult education has not given the desired returns. This aspect has never been actually examined. I want to know from the hon. Minister whether he would like to ascertain by conducting a sample survey how much return there had been and whether it is a fact that many voluntary organisations are misusing these funds including some organisations having a particular line of thinking who misuse funds to the tune of crores of rupees unmindful of the returns ? Keeping in view the new education policy which is being formulated, will you arrange to get a sample survey conducted to know the factual position ?

SHRI K. C. PANT : Mr. Speaker, Sir, if we are to make those people literate who have crossed 15 years of age and are illiterate, there is no other alternative except adult education. You may give it any name, but the line of action will be the same...

[English]

PROF. MADHU DANDAVATE : How can it be called child education ?

SHRI K. C. PANT : How can it be possible ?

MR. SPEAKER : Grown-up child.

[Translation]

SHRI K. C. PANT : Efforts will have to be made to remove its shortcomings. However, it has been seen that many people who were educated under the Adult Education Programme became illiterate in course of time. When such things come to light, they have also got to be managed.

You have said that some organisations were indulging in malpractices. But I know there are also organisations which are doing a fine job. Therefore, I am not prepared to condemn all the organisations

unless there is something specific against them to be looked into.

SHRI K.N. PRADHAN : I have suggested that you should conduct a sample survey, from which we can judge its result.

[English]

MR. SPEAKER : Shri Krishna Kumar. I cannot give all the time to all the Members who raise their hands. I have to distribute it among so many members. We have to give a chance to the new members also.

SHRI S. KRISHNA KUMAR : Is it not a sad fact that more than half or almost three-fourths of the entire illiterates in the world are in our country? The Minister's answer, I am afraid, reflects a somewhat routine approach. There is an example of some Socialist countries, for instance Cuba, where illiteracy was wiped out in 1 or 2 years through a mass movement. I would like to ask the Minister whether this Government will be prepared to organize a mass movement, using all the literates and educated people in the country—not only the Government machinery—to wipe out illiteracy during the period of the 7th five year plan.

SHRI K. C. PANT : I very much welcome the suggestion and seek the co-operation of my hon. friend to make up for any deficiencies in the Government structure. There are 3 lakh University students in the National Service Scheme (NSS) who are even to-day engaged in the Adult Education Programme. But I fully agree with the sentiment that unless this is made into a mass movement, unless young people, teachers, employers and trade unions are involved, and also unless my friends here are all involved—because they are the keys to the success of a programme like this in mobilizing public opinion, public enthusiasm and motivation—things will be difficult. Therefore, I very much welcome the suggestion; and I hope it will be followed up by concrete cooperation in furthering this programme.

**Disparity in charging fare between
Howrah and Siuri**

*392. **SHRI GADADHAR SAHA :**

SHRI AJIT KUMAR SAHA : Will the

Minister of RAILWAYS be pleased to state :

(a) whether any disparity in the fare charged between Howrah and Siuri (West Bengal) was brought to the notice of the Railway department in 1984 ;

(b) whether there was any such lapse on the part of the Railway authorities while charging the train fare between Howrah and Siuri;

(c) if so, whether Railways is making arrangement for the refund of excess fare charged from the passengers;

(d) if so, how it is proposed to be refunded after a lapse of considerable period;

(e) whether such discrepancies were noticed in other Railways in the country; and

(f) if so, the details thereof and the remedial steps taken by Government ?

THE MINISTER FOR RAILWAYS (SHRI BANSI LAL) : (a) to (c) . Yes, Sir.

(d) Eastern Railway have notified in a local newspaper, published from Calcutta, informing the persons concerned, who are about 239 in number, to claim for refund of Rs. 2/- each which will be granted on due verification.

(e) and (f). Yes, Sir. One case occurred in Southern Railway. The route of 20 Up Trivandrum Central—Madras Mail which was earlier passing through Coimbatore, was changed to bypass Coimbatore but the fare from Chenganacherry to Madras was continued to be charged via Coimbatore. This discrepancy was rectified as soon as it came to notice. Railways have been instructed to ensure that the fares are charged by the routes actually travelled and there are no discrepancies of this nature.

SHRI GADADHAR SAHA : In reply to the question, the hon. Railway Minister admitted that there were lapses, and that