

They should appear before the Public Service Commission irrespective of the fact whether we can amend the Apprentices Act or not.

SHRI INDRAJIT GUPTA: My question is in view of everything the Minister has stated, whether any clear cut advice or direction has been given by the Railway Ministry or the Railway Board to the Railway Service Commissions to give preference to those candidates who have already passed the apprenticeship course.

Number 2. Can he tell us what percentage of candidates who have completed the railway training course and appeared before the Railway Service Commission, have actually been absorbed in the services?

SHRI MALLIKARJUN: I have already clarified about the Apprenticeship Act. It is needless to re-emphasise it. So far as the other two aspects of the question are concerned, the Railway Board does not interfere with the functioning of the Railway Service Commission.

SHRI INDRAJIT GUPTA: Do you give preference? Can you tell me?

SHRI MALLIKARJUN: You have patience to listen to me. We do not interfere with them. But when a person who has been trained in the railways appears before the Commission, naturally he will have a better chance of getting through.

Number 2. As for the question which the hon. Member, Mr. Yadav had earlier asked, we have spent the money in all departments of the Government of India. Stipend is being paid to these apprentices in all Departments and not in Indian Railways alone.

SHRI INDRAJIT GUPTA: My second part is this. What is the percentage of those apprentices who have applied through the Railway Service Commission and who have been actually absorbed in the services?

SHRI MALLIKARJUN: At the moment, I do not have the percentage of apprentices, who have appeared before the Railway Service Commission.

Vocational Education in Tribal Areas

*373. **SHRI ARJUN SETHI:** Will the Minister of EDUCATION AND SOCIAL WELFARE be pleased to state:

(a) whether employment-oriented vocational and technical education is being imparted in Primary and Higher Secondary Schools in areas predominantly inhabited by tribals and Scheduled Castes; and

(b) if so, the details in this regard?

THE MINISTER OF STATE OF THE MINISTRIES OF EDUCATION AND SOCIAL WELFARE (SHRIMATI SHEILA KAUL): (a) and (b). No specifically employment-oriented vocational or technical education is being imparted at the Primary level either in the areas predominantly inhabited by Scheduled Castes or Scheduled Tribes or elsewhere. In regard to the Higher Secondary stage, a beginning has been made in some of the States, among those that have accepted the 10+2 pattern, to provide for vocational courses. Since it will be necessary to have area-wise surveys to assess the specific needs in the respective areas and since teachers will have to be trained and equipment provided, it will take some time before such vocational courses, either in areas predominantly inhabited by Scheduled Castes or Scheduled Tribes or in other areas to become available on an extensive scale.

SHRI ARJUN SETHI: Mr. Speaker Sir, my question relates to employment-oriented vocational and technical education exclusively imparted in tribal and Scheduled Caste areas. The hon. Minister has stated in her statement that no steps have been taken exclusively for these people. It is a fact that in spite of best of efforts by the Government at the Centre as well

as in the States, the percentage of drop-outs in these categories of students has increased. In view of the increase in the percentage of drop-outs the Commissioner for Scheduled Castes and Scheduled Tribes has recommended many things. I would like to read only one of them. It reads:

"The programme should assist them in acquiring appreciation of their vibrant culture and conserving their environment."

In view of this recommendation, may I ask the hon. Minister what specific steps have been taken to decrease the percentage of drop-outs specially at the secondary level and also at the university level in the category SCST people?

SHRIMATI SHEILA KAUL: As I mentioned, the primary school classes are from 1 to 5 and there we have the socially useful productive work programme for these children. This programme trains them in doing work by hand and inculcates the spirit of dignity of labour in them. Then, when we come to vocational course at the higher secondary level, that is, after 10, we have 10 plus 2 system under which the students are taught the regular Courses. They are also taught the vocational courses which they can take up if they want to take up a job. If they want to continue the studies like doing the degree course, they can do that. They can take up vocational jobs after they have done 10 plus 2 course. But in the tribal areas or in the Scheduled Caste areas where the schools exist, they are given some sort of training as is given in other schools.

SHRI ARJUN SETHI: Whatever the hon. Minister has said is a general policy of the Government that after the secondary stage, 10 plus 2 formula will follow. But my question relates to SCST categories of students. So many steps have no doubt been taken by the Government.

But in spite of all the efforts, it is a fact that the steps have not yielded the desired results. In the statement, the hon. Minister has already stated that some of the States have adopted this formula while there are other States which have not adopted the formula. In regard to those States which have not followed this formula, may I know what steps the Government has taken to see that in the interest of these students at least, this formula is adopted by those States?

SHRIMATI SHEILA KAUL: It is correct that some States have adopted the formula of 10 plus 2 and some States have not done so. But we are cajoling them, asking them and requesting them to do it. We hope that in due course when the infra-structure is produced by themselves, they will take up this 10 plus 2 programme.

श्री राम विलास पासवान : मंत्री महोदय ने जो जवाब दिया है, इसमें इन्होंने कहा है कि व्यावसायिक अथवा तकनीकी शिक्षा प्रदान नहीं की जा रही है, जब कि व्यावसायिक एवं ...

अध्यक्ष महोदय : प्राइमरी स्तर तक ।

श्री राम विलास पासवान : जैसा हमारे सेठी जी ने हवाला दिया है, शिड्यूल्ड कास्ट्स कमिश्नर की रिपोर्ट को देखें तो जो तकनीकी शिक्षा के डिपार्टमेंट का मामला है, वह उसमें बिल्कुल गिल जाता है। खास कर के जो प्रधान मंत्री का डिपार्टमेंट है या और दूसरे डिपार्टमेंट हैं उन में अभी तक शिड्यूल्ड कास्ट और शिड्यूल्ड ट्राइब्स के लोग नहीं मिलेंगे। शिड्यूल्ड कास्ट के तो शायद कुछ मिल भी जायें लेकिन शिड्यूल्ड ट्राइब्स के तो बिल्कुल नगण्य हैं। इसलिए जब तक आप स्पेशल सेल बना कर उन को तकनीकी शिक्षा नहीं देंगे तब तक सौ वर्ष या 200 वर्ष तक भी रिजर्वेशन रखें तब भी उनका

कोटा कभी पूरा होने वाला नहीं है। एक ही कलम से उस की जान मार देंगे कि—

Since suitable candidates belonging to Scheduled Castes and Scheduled Tribes are not available, they will be treated as unreserved.

तो इस कमी को पूरा करने के लिए आप डेफिनिट एग्जोरेंस दीजिए, हम लोगों को बतलाइए कि टेकनिकल शिक्षा के मामले में आप क्या उन के लिए करने जा रहे हैं जिस से कि पांच साल या दस साल के बाद कोई ऐसा डिपार्टमेंट न बचे जिसे यह कहने का मौका मिले कि सूटेबल उम्मीदवार उपलब्ध नहीं हैं ? (व्यवधान) आपको मालूम ही नहीं है तो आप समझग क्या ? चाके पैर न फटी बेवाई, सो क्या जाने पीर पराई।

श्रीमती शीला कौल : मैंने अभी पहले कहा था कि हम ने स्टेट्स को लिखा है

श्री राम विलास पासवान : स्टेट्स को क्या लिखेंगे ? यह आप का काम है। आप के जो डिपार्टमेंट्स हैं सेंट्रल गवर्नमेंट के उन के लिए आप टेकनिकल शिक्षा की क्या व्यवस्था कर रही हैं ?

श्रीमती शीला कौल : आप मेरा जवाब सुन लीजिए, फिर दोबारा सवाल करिएगा। पहले एक दफा सुन लीजिए।

ऐसा है कि हम ने लिखा है स्टेट्स को कि वह अपने एरियज में जहां शैड्यूल्ड कास्ट और शैड्यूल्ड ट्राइब्स के लोग हैं उन के लिए स्पेशल प्राविजन करें और वहां से हम को यह इत्तिला मिली है कि वह चाहती हैं कि हम पहले इन बच्चों को पढ़ा लें जिस से कि टेकनिकली क्वालिफाइ करने में उन को आसानी हो, इसलिए इस तरीके का एक सिलेबस बनाया गया है जिस में इनकी क्वालिफिकेशन बढ़ा कर आगे इन का इस्तेमाल हो सके।

श्री राम विलास पासवान : कहां किया है ? किसी स्टेट का एग्जाम्पल बतलाइए जहां हो।

श्रीमती शीला कौल : वह भी है मेरे पास। ऐसे इंस्टीच्यूशंस आन्ध्र प्रदेश ने खोले हैं, गुजरात ने खोले हैं। इसी तरह कर्नाटक, महाराष्ट्र, तामिलनाडु, वेस्ट बंगाल, दिल्ली और पांडिचेरी में इस तरह के इंस्टीच्यूशंस हैं।

SHRI BHERAVADAN K. GADHAVI: So far as the educational policy of the Central Government is concerned, I would say that there are no adequate arrangements for the weaker sections, particularly for the Harijans and the Adivasis. We have got Central Schools but they are in big cities, metropolitan cities, and only those Harijans and Adivasis who are living in cities can take the benefit of those Schools for sending their children there. Therefore, the large sections which remain in villages and interior areas do not get this facility of getting education there so that they can compete in the competitive examinations held by the Union Public Service Commission as well as the State Public Service Commission. That is the reason why we are facing this problem of the quota for Harijans and Adivasis, particularly Adivasis, not being filled, despite guarantees in the Constitution. I would like to know whether the Government of India proposes to establish schools on the pattern of Central Schools in the interior areas of the country, so that the Harijans and tribals and other weaker sections can avail themselves of this benefit.

SHRIMATI SHEILA KAUL: This question relates to Central Schools. Though the supplementary does not flow out of this Question, I will still reply. There are certain rules for the establishment of Central Schools—when they are given to certain areas. I think, practically everybody knows what those rules are. To begin with,

the Central Schools are for the people working in Central Services; a person may be an ordinary person or a Harijan or a Scheduled Tribe; the child of anybody who works in the Central Government will get admission to the school. These schools are established in areas where there are public undertakings or there are other Central Government offices; and the children of these employees can be sent to these schools. So, this is the standard norm of establishing Central Schools. If a Central School is required anywhere, if these conditions are fulfilled, surely there will be established a Central School...
(Interruptions)

SHRI BHERAVADAN K. GADHAVI: My question was not about Central Schools.

Mudkhed—Adilabad Line

*374. **SHRI UTTAM RATHOD:** Will the Minister of RAILWAYS be pleased to state:

(a) whether it is a fact that there has been a consistent demand to extend the Mudkhed-Adilabad railway line to Ghughus or Chanaka to facilitate the coal transport to western areas and thermal stations;

(b) whether Government have surveyed this line; and

(c) if so, whether Government propose to include this line in the Sixth Plan?

THE DEPUTY MINISTER IN THE MINISTRIES OF RAILWAYS AND EDUCATION AND SOCIAL WELFARE AND IN THE DEPARTMENT OF PARLIAMENTARY AFFAIRS (SHRI MALLIKARJUN): (a) There has been a demand.

(b) Yes, Sir, on behalf of Maharashtra Government.

(c) No, Sir.

SHRI UTTAM RATHOD: The Railways have their own way of dealing with the demands of the people and governments. In this case, the Maha-

rashtra Government requested the Central Government that it has to take coal from Rajura and Chandrapur area all the way to Parli Vajnath via Hyderabad and so if this line is taken to Ghughus from Adilabad, it will be easier for them to transport coal and even at a lesser cost. They have also spent money on surveying this line. They have spent nearly Rs. 10 to 15 lakhs on survey. May I know what is the difficulty for the Railways now to include this line in the Sixth Plan?

SHRI MALLIKARJUN: It is true that earlier in 1976 a survey was conducted from Mudkhed to Adilabad but it has been found unremunerative. Therefore, it has been dropped. However, because of the consistent demand and also apart from that, because of the coming up of cement plants etc, it has been now decided that Parbhani-Mudkhed—Adilabad gauge conversion and from Adilabad to Pipilkhuti a new line, will be surveyed. This has again to be resurveyed and the final location survey will be conducted next year and it will be included in the Sixth Plan.

Asian Victims of Racial Wrath in U.K.

*375. **SHRI MADHAVRAO SCINDIA:**

SHRI CHITTA BASU:

Will the Minister of EXTERNAL AFFAIRS be pleased to state:

(a) whether Government's attention has been drawn to the news-item captioned "Asians main victims of U. K. racial wrath" in the Times of India dated November 19, 1981, stating that an estimated 7,000 racially-motivated incidents involving Asians and other minority groups occur in England and Wales every year;

(b) if so, whether Government have since obtained details of the study referred to therein; and