

**SHRI MADHAVRAO SCINDIA :** The hon. Member is referring to the escalation in price *vis-a-vis* the original estimate and the final estimate. The main reason why these estimates have gone up is that the staff quarters were not fully included in the first estimate which alone amounts to about Rs. 7 or 8 crores. It is not within a year that this tremendous escalation has taken place. Keeping in view the shortage of resources it becomes impossible to really give a fixed date for the completion of the work to set up this Division because we have prioritised our items and what we are spending on track renewal, replacement of rolling stock and on electrification, it is as much as almost 65% of the annual plan outlay. Setting up new divisions is not a priority item. Therefore, it is impossible to give a definite date for the completion of this project.

**SHRI BRAJAMOHAN MOHANTY :** I am interested in the definite information. When was it originally scheduled to be finished and completed? What was that time? Has the Seventh Five Year time been reviewed? Whether in the Seventh Five Year Plan target, it will be implemented or not? All these facts must be placed before the House. Now the Railway Ministry is uncertain to say when it will be completed. They can say so. I want to know whether the prices, the non-availability of resources effects this project or all the projects all over the country. My question is, let the Ministry be very clear with the resources that they have got what is their plan to arrange for further resources to get it completed?

When possibly it is going to be completed? What was the original cost and in between, because of the delay...

**MR. SPEAKER :** He has explained.

**SHRI BRAJAMOHAN MOHANTY :** They have not explained, Sir. They have said about Orissa people, and as to when it will be completed they say 'it is not possible to say now.' And they have not said about the Seventh Plan target, whether the Seventh Plan targets are going to be implemented or not.

[Translation]

**MR. SPEAKER :** Hope sustains life.

[English]

**PROF. MADHU DANAVATE :** And whether during the tenure of this Government.

**SHRI MADHAVRAO SCINDIA :** To the best of my knowledge, there are no original targets fixed even when it was originally sanctioned.

**SHRI CHINTAMANI JENA :** Sir, may I know from the hon. Minister whether it is a fact that the South-Eastern Railway has one-third of the railway line in the State of Orissa and if so, whether the South-Eastern Railway has eight Divisions in several States and places out of which in Orissa there is only one Division. If so, may I know from the hon. Minister categorically whether priority will be given to Orissa especially when the State of Orissa has been neglected? So, priority should be given to the functioning of this Division at Sambalpur at the earliest and it should be completed before the end of Seventh Five Year Plan.

[Translation]

**MR. SPEAKER :** This is what he has already stated.

(Interruptions)

[English]

**SHRI MADHAVRAO SCINDIA :** Would you like me to answer?

**MR. SPEAKER :** No.

**SHRI CHINTAMANI JENA :** Sir, the reply to my question was not given. My question is whether priority will be given to Orissa because they have 8 Divisions and Orissa has only one and has been neglected.

**MR. SPEAKER :** He has already replied. He said that priority has already been fixed on other projects.

**Drop-Out of SC/ST Students in Primary, Middle and High Schools**

\*348. **SHRI ANADI CHARAN DASS :** Will the Minister of HUMAN

RESOURCE DEVELOPMENT be pleased to state :

(a) whether Government have conducted any survey of drop-outs of students belonging to Scheduled Castes and Scheduled Tribes from studies particularly in rural areas; and

(b) if so, the percentage of drop-out of Scheduled Caste and Scheduled Tribe students in primary schools, middle schools and high schools ?

[*Translation*]

THE MINISTER OF STATE IN THE DEPARTMENTS OF EDUCATION AND CULTURE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (SHRIMATI KRISHNA SAHI) : (a) and (b). The Ministry collects information about drop-out rates for Scheduled Caste and Scheduled Tribe students for different States and Union Territories. The drop-out rates for Scheduled Castes for the year 1979-80, for which figures are available, are 60.4% for Classes I-V, 79% for Classes I-VIII, and 87% for Classes I-X. The corresponding figures for Scheduled Tribes are 74.8%, 88.5% and 92% respectively.

SHRI ANADI CHARAN DAS : Mr. Speaker, Sir, the Adivasis and Harijans constitute 22 per cent of our population and they have been backward for thousands of years. Our Government wants to uplift them, and has taken certain good steps in this regard. It has formulated the 20 Point Programme, Special Component Plan, Tribal Sub-plan and other such good programmes for their upliftment. In spite of our best efforts, they have not been able to come up. You must be aware of the vast number of drop outs, and the fact that children generally drop-out at the primary level. If this is the situation even after 39 years of independence, how can the gulf between the Adivasi and the Harijans on the one hand and therest of the society on the other hand be narrowed down. Unless a person gets proper education, he will never rise in life, and he will not derive any benefits. I want to ask as to what are the reasons for their dropping out. You are merely collecting the figures. You must also ascertain the

reasons underlying this problem. I want to know whether any scheme is being considered to reduce the number of drop outs ? If there is such a scheme, what are the details thereof ?

SHRIMATI KRISHNA SAHI : Mr. Speaker, Sir, the drop outs are there, but their number has come down. The Government is considering the problem of drop outs seriously and is trying to find a solution to it. In its programme of action under the New Education Policy, this aspect is being emphasised. The hon. Member desires to know about the reasons behind this problem. I would say there are several reasons underlying it. According to a study, 56 different reasons have been outlined, and the socio-economic reasons are the main ones. For example, lack of adequate facilities in schools and sub-standard teaching which also includes lack of skilled and efficient teachers. Some of the other reasons underlying this problem are—not linking education with local needs, lack of interest by the guardians towards the education of girls in particular. Again, lack of interest by the families of those children, who are first generation learners or school-goers is one of the reasons. There are many such reasons regarding drop outs.

In this connection, several programmes have been launched. As I have already mentioned, the 'Operation Blackboard' scheme under the New Education Policy would help in strengthening the Primary School Education. Proper arrangements have been made for non-formal education as well. The State Governments are operating different schemes like free uniform to girls, free mid-day meals, free text books and so on. The amount of scholarship needs to be enhanced. The Ministry of Welfare is also operating certain schemes. 50 per cent assistance is provided for the hostels meant for girls belonging to Scheduled Castes and Scheduled tribes. More than 1000 such hostels have been constructed. The Children of scavengers and the tanners are getting pre-matriculation scholarships. There are several other Schemes; if the hon. Member desires, I can send it to him or give the details just now on the floor of the House. He has talked about the rural areas. The

Union Education Ministry grants scholarships to the talented children in the rural areas. 8000 scholarships are also awarded to the children belonging to the Scheduled Castes and the Scheduled Tribes every year. There is also a scheme, under which the students studying from classes 8th to 10th are eligible for a scholarship, which enables them to study in residential schools free of charge. The Government bears all the expenses. There is also the I.C.D.S. scheme, under which arrangements for school-education are made for those children who are the first to enroll themselves in the schools.

**SHRI ANADI CHARAN DAS :** Mr. Speaker, Sir, all the details have been given but in the Adivasi areas the problem is becoming serious because no residential facilities have been provided to the teachers. At present there are 5 lakh primary schools in the country and 1.5 lakh schools do not even have any buildings and in our Adivasi areas, this percentage is 50 per cent less. How can teachers live there when houses are not available for them? In the absence of school buildings, how can children study? Are any steps being taken in this regard? And we would like to know the details of the new schemes which are being introduced under the Special Component Plans.

**SHRIMATI KRISHNA SAHI :** All the details have already been given.

**SHRI ANADI CHARAN DAS :** The Government has stated that under the Tribal Special Plan and the Special Component Plan, the funds would be quantified by every Ministry on the basis of the population. I want to know how much amount has been quantified accordingly.

[English]

**THE MINISTER OF HUMAN RESOURCE DEVELOPMENT AND MINISTER OF HEALTH AND FAMILY WELFARE (SHRI P.V. NARASIMHA RAO) :** Sir, we have discussed this problem along with wider problem of education for rural areas. Now the Parliament has put its seal of approval on the new policy on the new

programme of action. Now, if I have to relate the whole thing all over again, I would be unnecessarily taking the time of the House. Very clear schemes have been formulated in regard to Scheduled Castes, Scheduled Tribes and women, and whichever section of society is lagging behind in education, the idea, the decision and the determination is to see that that section is singled out for special treatment. This is what we understand by equalisation of educational opportunities. This is the main plank of the new policy. If we want to go into details, we can go into details. I could supply to the hon. Member what all is being done for Scheduled Tribes. The special component plans are operated by the Ministry of Welfare and we have been liaising with that Ministry and we have been trying to pool all the resources to see that something really meaningful is given to the Scheduled Tribes. I find that even after pooling, it is not enough. So we are struggling hard to get additional funds. I hope it will be possible for us to tell the Parliament in course of time what is being done from next year onwards. For instance, 1987-88 is the year which we have chosen for a big thrust in educational reform and reorganisation. I hope we will be able to complete the exercise in the near future.

**SHRI SYED SHAHABUDDIN :** The drop out rate is indeed a major factor for educational backwardness not only of Scheduled Castes and Scheduled Tribes but for all communities which are lagging behind in education. I think that there is inadequate motivation on the part of poorer sections to have their children educated and the reason is that the education does not bring them immediate results and takes away the possible income of the children from the family. One suggestion has been made and I would ask the hon. Minister through you whether the Government propose to have some sort of a system of universal stipend for children from those families coming from the economically weaker section of the people who have to depend on the income of these children in order that the parents are motivated to keep their children in the schools.

**SHRI P.V. NARASIMHA RAO :** My colleague has already listed out the

reasons, five out of fifty six, just to save the time of the House. The reason which the hon. Member referred to is very much there. But the question of solving that is not necessarily through a universal stipend. We have said that incentives will be built into the system. Those incentives are being worked out. Naturally they will depend on the money that would be needed. It is not just a matter of putting it on paper and forgetting about it. We have to see that it is implemented from 1987-88. The Budget is being taken care of, the operation black-board is being taken care of because, even if you give something to the parents, if there is nothing in the school and if the condition of the school is just what it is today, then nothing is going to work. All these aspects are being kept in view and the budgetary and other provisions are being worked out.

[*Translation*]

**SHRI SHIV PRASAD SAHU (Ranchi) :** Mr. Speaker, Sir, I would like to seek reply of two questions from the hon. Minister. This is a very important question. Today, our Government is spending crores of rupees for the education of the Schedule Tribes and other backward classes. But it is difficult for the Adivasi and Harijans living in the upper reaches of hill areas to get their children educated, because the middle schools and the high schools are situated 30 to 40 kms. away. Primary schools are situated nearby but as the high schools are situated far way, these children are unable to pursue their studies any further. And the money which is allocated to be spent on the hills, never reaches there and it is spent in the plains.

**MR. SPEAKER :** This is not the question.

**SHRI SHIV PRASAD SAHU :** The money which the Government allocates to be spent on the hostel charges of the boys and girls is misappropriated by the middlemen and the boys and girls do not get proper food and clothing. I want to know that in case you want to raise the standard of living of the Adivasis in the real sense you should send a team to verify as to whether the funds have been used properly

and for the purpose for which they were allotted ?

**SHRI P.V. NARASIMHA RAO :** These schools are run by the State Governments. However, we shall send the suggestion of our hon. Member to the State Governments.

**SHRI BANWARI LAL BAIRWA :** Mr. Speaker, Sir, all efforts are being made by the Central Government and the State Government to improve the quality of education of the Harijans. However, from the reply it seems that the situation is very dismal. The problem of drop-outs is very serious and the main reasons are social as well as economic and in most cases it is economic. I want the hon. Minister to inform me about the situation of the hostels in the States...

**MR. SPEAKER :** The question is that of the drop outs.

**SHRI BANWARI LAL BAIRWA :** I am coming to that point. The condition of these hostels is very bad and if you see them from inside you will realise it. How can Harijan and Adivasi students live and study in such conditions? Is there any scheme for their improvement ?

**MR. SPEAKER :** You should send a separate notice for that question.

**SHRI BANWARI LAL BAIRWA :** Will there be any improvement in the system of awarding scholarships ?

**AN HON. MEMBER :** Let there be half-an-hour discussion on this subject.

**MR. SPEAKER :** Why half-an-hour, this matter will not end, even if I allot three hours for it.

**SHRIMATI KRISHNA SAHI :** Mr. Speaker, Sir, there are District Planning Boards as well as other committees, and our hon. Members of Parliament are also Members of such committees; they can easily verify as to whether the scholarships are being distributed properly or not.

(*Interruptions*)

[*English*]

**SHRI ANANDA GAJAPATHI RAJU :** Sir, the SC/ST students who are educationally, economically and socially backward, when they drop out, they go into rural vocations like tending sheep, goat etc. Can they be given mechanical skills once they drop out of these schools so that they can get into urban trades so that their income is not less and they are also compensated for having dropped-out of the schools.

**SHRI P.V. NARASIMHA RAO :** This is precisely what is being done. The new policy very clearly says that. The whole gamut of non-formal education is intended, among others, for those who have dropped out of the school. They could come back to the school if they so wish. But meanwhile, they will be given informal education plus skills that would perhaps stand them in good stead when they enter life. It is a question of continuous education being imparted, each according to what he can imbibe. This is the sweep of the whole idea. We are working out the details.

[*Translation*]

**SHRI DILEEP SINGH BHURIA :** Mr. Speaker, Sir, I want to ask the hon. Minister as to how can we even imagine to enter the 21st century, when there are so many drop-outs. Can we improve our social system to the extent that there is equality. If we can do it, then what steps are being taken in that regard?

**MR. SPEAKER :** You should have asked instead as to who are the recipients of these scholarships. Are the scholarships awarded to only those who belong to the Scheduled Tribes and other backward classes, regardless of whether they have achieved success in life and have moved upward? Do the Children of those persons who have become officers still receive these Scholarships?

**SHRI DILEEP SINGH BHURIA :** Yes, they also get it.

**MR. SPEAKER :** Why should they get; only those people should get who do not have any means.

**SHRI DILEEP SINGH BHURIA :** I agree with you.

**MR. SPEAKER :** They get all the benefits; others should also get it.

[*English*]

**SHRI P.V. NARASIMHA RAO :** The question of drop-outs cannot be tackled from Delhi. I am absolutely clear about it. I have made it clear to the House and elsewhere that the question of drop-out can be solved only by what we call meticulous localised micro-planning. It has to begin with the *Sarpanch* of the village. It has to begin with those elders of the village whose word counts in the village. We will have to talk to reach parent who is not prepared to send his child to school. It really goes to that level. If we are not prepared to do that, then I can give some kind of formal answer and we forget about it and the question recurs again and again. I have said that the remedy lies in my programme in going right down to the grass-root level and that is what is being planned. We are having meetings with the *Sarpanches*. I have visited several villages. I have posed this challenge to the *Sarpanches*. And they have gladly accepted it. I am going to visit the same villages next year to see how much drop out has been reduced. This is the kind of planning which will have to be done, not by me alone but by Members of Parliament, by Members of Legislatures, by all important persons in the locality. If there is any other way, any short-cut, I am prepared to take it. I have not come across any short-cut; I have not been able to think of any short-cut.

[*Translation*]

#### Setting up of Regional Cultural Centres

\*349. **SHRI HARISH RAWAT :** Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state :

(a) whether Regional Cultural Centres are being set up to promote and preserve culture and art of each region;

(b) if so, the steps being taken to promote and preserve the particular type