

है? अभी जो मानक है विशेष राज्य का दर्जा देने के लिए, स्वयं में प्रधान मंत्री जी सक्षम हैं या उस पर एन.डी.सी. से मुहर लगाने की जरूरत है?

SHRI P. CHIDAMBARAM: Sir, the current criteria, as I said, are hilly and difficult terrain, population density, share of the tribal population and the non-viable nature of State finances. Then, there is industrial backwardness. These are the criteria by which we have categorised certain States as "Special Category States" and given certain benefits. But, as I said, these criteria may have served their purpose for the time they were in force. But I think the time has come to revisit these criteria, look at each State on the basis of number ...*(Interruptions)*...

MR. CHAIRMAN: Please. Please sit down. ...*(Interruptions)*...

SHRI P. CHIDAMBARAM: Sir, he wants a one-word answer. I am very happy to give a one-word answer. I will say, Sir, that the answer is, the Government can lay down the criteria.

Poor education among tribals

*385. SHRI BAISHNAB PARIDA: Will the Minister of TRIBAL AFFAIRS be pleased to state:

(a) whether a United Nations International Children's Emergency Fund (UNICEF) based study has painted a poor picture of education among tribal community students in the country;

(b) whether it shows that Adivasis in India receive low-cost, poorest-quality and indifferently administered education in India;

(c) if so, the details thereof;

(d) whether this community still continues to be marginalized in education and other Human Development Index (HDI) sectors; and

(e) if so, the details thereof alongwith an action plan to address this issue at the earliest?

THE MINISTER OF TRIBAL AFFAIRS (SHRI V. KISHORE CHANDRA DEO):
(a) to (e) A Statement is laid on the Table of the House.

Statement

(a) to (c) A report by the National Institute of Advanced Studies (NIAS), Bangalore, financially supported by UNICEF, New Delhi titled 'The Education

Question from the perspective of Adivasis: Conditions policies and structures', drawing on secondary data, insights and ideas from an all-India consultation meet at NIAS, four regional/zonal consultations and data from a project in Chamarajnagar district (Karnataka), inter alia highlights the following as key problems:

- Overall, the mainstream education system does not recognize the contemporary conditions, predicament, diversity of aspirations and needs of most Adivasis.
- The paucity of competent monitoring and accountability structures has negated the possibility of complete utilization of the new allocations of increased funds and programmes developed for Adivasis, thereby reducing the positive impact that might have been possible.
- Diverse administrative experimentation including local governance, decentralization and community participation has been introduced as policy reforms, but local governance has not been implemented in reality.
- Institutions (such as Ashramshalas, Tribal Research Institutes) developed and deployed primarily for Adivasis are inadequate in their reach, content and functioning.
- Affirmative Action/Reservation programmes for Adivasis (as Scheduled Tribes) in higher educational institutions have not translated into assuring them improved access to education nor have they resulted in net benefits of the community as a whole.

(d) and (e) The share of Scheduled Tribes in the population is 8.2%. The literacy rate amongst tribals is 47.10%, almost 17 percentage points less than the national average. The Government of India has initiated a number of programmes in partnership with the State Governments to improve the educational status of ST population including:

- The Right of Children to Free and Compulsory Education (RTE) Act, 2009 which guarantees right to elementary education to every child.
- Sarva Shiksha Abhiyan (SSA) under which 109 tribal concentrated districts have been identified for special attention.
- Rashtriya Madhyamik Shiksha Abhiyan (RMSA) under which 2258 new secondary schools (Class IX-X) have been sanctioned in ST concentrated districts.

- Early Childhood Education (ECE), Kasturba Gandhi Balika Vidyalaya (KGBV), National Programme for Education of Girls at Elementary Level (NPEGEL) and Mid-day Meal Programme.

In addition, the following major programmes/schemes are also being implemented by the Ministry of Tribal Affairs:

- (i) Eklavya Model Residential Schools (EMRS) for providing quality education to ST students from classes VI to XII.
- (ii) Scheme of Construction of Hostels for ST Girls and Boys.
- (iii) Scheme of Establishment of Ashram Schools in Tribal Sub-Plan Areas.
- (iv) Post-Matric Scholarship for ST students.
- (v) Pre-matric Scholarship for ST students.
- (vi) Scheme of Strengthening Education among Scheduled Tribes Girls in Low Literacy Districts.
- (vii) Rajiv Gandhi National Fellowship for ST Students.
- (viii) Scheme of Top Class Education for ST Students.

SHRI BAISHNAB PARIDA: Sir I would like to know from the hon. Minister: What are the details of funds that have been given to each State and Union Territories during the last five years for the development of educational facilities for tribal students in the country?

MR. CHAIRMAN: I am afraid Question Hour is over.

WRITTEN ANSWERS TO STARRED QUESTIONS

Fund's allocation to Gujarat under JNNURM

*386. SHRI NATUJI HALAJI THAKOR: Will the Minister of URBAN DEVELOPMENT be pleased to state:

- (a) whether it is a fact that Gujarat is the fourth most urbanized State and one of the fastest urbanizing States of the country;
- (b) whether it is also a fact that Gujarat is allocated only ten per cent of