

duled tribes, landless labourers and slum-dwellers.

- (x) Adequate provision of incentives like free textbooks and stationery, free uniforms particularly for girls, attendance scholarships particularly for girls and mid-day-meals.
- (xi) Improvement of quality of education through decentralisation of curricula making them relevant to the needs, life situations and environments of children in diverse social, economic, cultural and geographical conditions.
- (xii) Introduction of an ungraded school system and elimination of stagnation so that every child shall complete one class each year and will be promoted to next higher class till he completes class VIII, but with adequate safeguards by way of periodic assessment and evaluation on a continuing basis.
- (xiii) Provision of multiple-point entry, into any class in the elementary stage.
- (xiv) Concentrated efforts in the nine educationally backward States, augmented by special Central assistance for non-formal programme in these States, and also in backward areas/pockets in each state.
- (xv) Monitoring of attendance in Primary and middle schools.
- (xvi) Strengthening of the supervisory machinery and decentralisation of administration of elementary education down to the block-level.
- (xvii) Parental education to overcome their apathy towards the education of children especially girls and setting up of school committees in all schools particularly in the rural and backward areas.
- (xviii) Greater use of mass media for elementary education including teacher training.
- (xix) Constitution of a National Committee on Point 16 of the 20-Point Programme to guide the implementation of the programme of Universalisation in nine educationally backward States and setting up of State Task Forces

for Elementary Education in these States.

- (xx) Central Paper assistance to all States/ Union Territories for the production of teaching and learning materials for non-formal education programme for elementary age-group children.
- (xxi) Mounting of national campaigns for intensive efforts for increasing enrolment and retention during the campaign period with follow-up action throughout the academic year.

Preparation and Display of Reservation Chart in Hindi/Regional Languages

9644. SHRI RAM KRIHNA MORE: Will the Minister of RAILWAYS be pleased to state what steps Government propose to take to prepare and display the reservation charts in Hindi and regional languages for the benefit of communities knowing only regional languages?

THE MINISTER OF RAILWAYS (SHRI A.B.A. GHANI KHAN CHOUDHURY): As per extant instructions reservation charts for trains in Hindi speaking areas and those bound for or running through stations in Region 'A' (States of Bihar, Haryana, Himachal Pradesh, Madhya Pradesh, Rajasthan and Uttar Pradesh and Union Territory of Delhi) and Region 'B' (States of Gujarat, Maharashtra and Punjab and Union Territory of Chandigarh) are required to be displayed in Hindi and English, and for other areas in English only.

Investigation in Working of Central Valuation Scheme by UGC

9645. SHRI D.S.A. SIVAPRAKASAM: Will the Minister of EDUCATION AND CULTURE be pleased to state:

- (a) whether U.G.C. has power to investigate working of the Central Valuation Scheme and conducting correspondence courses by the Universities in India; and
- (b) if so, whether UGC can do suo motto or on complaint?

THE MINISTER OF STATE OF THE MINISTRIES OF EDUCATION AND CULTURE AND SOCIAL WELFARE (SHRIMATI SHEILA KAUL): (a) and (b) Section 13 of the University Grants Commission Act 1956, empowers the Commission,