

[English]

Do you want to reply to them?

(Interruptions)

SHRI P. CHIDAMBARAM: No. I will reply to them when I reply on the Finance Bill. ... (Interruptions) Sir, I wish to make the announcement regarding Andaman & Nicobar Islands and Lakshadweep.

[Translation]

MR. DEPUTY-SPEAKER: The reply has come without your speaking.

[English]

SHRI P. CHIDAMBARAM: I was waiting for him to come. He was not present here and therefore, I did not announce at that time. When I saw him coming, I thought I would announce it. Sir, there have been complaints that even in the Plan schemes, we were not allowing the local administration to either create a post or to fill a post.

The reason why there is a distinction between Andaman & Nicobar Islands and Lakshadweep on the one hand and Pondicherry on the other is that Pondicherry has its own Consolidated Fund; and there is some technical rule which stands in the way. But nevertheless, I am happy to announce this We will now - while approving the Plan scheme, even in that approval - grant approval for post to be created so that they need not come to us again for the creation of the post

I am also happy to announce that we will delegate to the Administrator in the first instance, the power to create and fill posts in Groups C and D. ... (Interruptions)

SHRI MANORANJAN BHAKTA (Andaman and Nicobar Islands): What about Groups A and B? ... (Interruptions)

SHRI P. CHIDAMBARAM: I will examine that later. That is all that I can do now. ... (Interruptions)

[Translation]

SHRI BRIJ BHUSHAN TIWARI (Dumariaganj): About M.P. Local Area Development, you had said that you will increase the amount by Rs. 2 crores. What have you done about it? (Interruptions)

[English]

SHRI P. CHIDAMBARAM: That matter has been left to the hon. Speaker and we will abide by the hon. Speaker's decision, after consulting them.

17.28 hrs.

COMPULSORY EDUCATION BILL

[English]

MR. DEPUTY-SPEAKER: Now we will take up item no. 46 of the Private Members' Legislative Business.

Shri Sukdeo Paswan ... Not Present

Shri Nawal Kishore Rai

[Translation]

SHRI NAWAL KISHORE RAI (Sitamarhi): Mr. Deputy Speaker, Sir, I thank you for the opportunity given to me to speak on this Private Member's Bill. I want to congratulate the hon. Member Shri Subbarami Reddi for bringing such a salutary legislative measure before the House. The Bill seeks to provide compulsory education. The data given in the report of the sample survey shows that 52 per cent people in our country are literate. However, this 52 per cent is only the literacy figure; I believe that the number of those who can be called educated is only 18 per cent of the literate 52 per cent, only 18 per cent have been able to become educated and there is regional disparity in the expenditure incurred on education. The hon. Minister of Human Resource Development is present in the House. I want to draw the attention of the Government to the fact that while per capita expenditure on education in Uttar Pradesh, Bihar and Madhya Pradesh ranges between Rs. 96 and 113, in Karnataka and Kerala it is between Rs. 160 and 184 this regional imbalance should be bridged. So long as we do not raise per capita expenditure on education in the most backward states of the North namely, Uttar Pradesh, Madhya Pradesh and Bihar - which are educationally the most backward in relation to their area and population - we cannot make education available uniformly to all.

Sir, the Government have been talking of universal education and has fixed the objective of literacy for all by the year 2000. No doubt, the number of primary schools in the country has gone up from 2.29 lakhs in 1950-51 to 5.73 lakhs today, but the Government should also look into their condition. An objective survey would reveal that more than half the schools are without land or building and do not have even the facility of black-boards. On the other hand, the private educational institutions impart education with chairs arranged on carpets due to which their educational expenses are high. The number of such aristocratic educational institutions is increasing. The children of poor people cannot go to these institutions. That is the reason for introducing this Bill. It is necessary to make primary education uniform throughout the country. I welcome the Government's decision to give first priority to primary education among its basic minimum programmes. The hon. Minister had convened a conference of the State's education ministers with the purpose of introducing uniform education throughout the country where

he announced substantial increase in expenditure on primary education. We welcome this announcement. At the same time, I would like to say that education upto the 12th class should be made free. Only then the children of the poor can become educated.

According to the report of a sample survey sponsored by the Government, while the number of schools in the country has gone up, the number of students in various classes has been going down. In the category of class I to class V, 63 out of 100 students continue, the rest drop out. In the category of Class I to VIII, only 47 out of 100 students continue their studies. In this context, if we look to the year 2000, the situation will be different from what we have assumed. Until and unless we bring about changes in our policies, the Government's dream of education to all by 2000 A.D. will not materialise. That is why we wish to emphasize upon the Government that education upto the 12th class should be made free and uniform. This is very important. There should be a check on the increasing number of schools in the private sector, catering only to the rich, where the annual expenses including boarding touch Rs. 50,000. Efforts should be made to check atristeratisation of schools. The Government should take initiative in this. Whether they are people's representatives, Government officers or social workers, children of all cities should receive similar primary education in the same kind of schools; then alone we would be able to bring improvement on our education front.

Sir, It is a very important bill. In our country the literacy figure is 52 per cent, however only 18 per cent out of them are able to get proper education. Therefore, through you I would like to say that we should have a detailed discussion in this regard and should have compulsory and uniform education upto 12th Standard.

Sir, I want to raise a very important issue. The kind of education that we impart in our country is only leading to an increase in the number of the unemployed. Nearly 3.79 crore people are registered on the employment exchanges, even when all the unemployed are not able to get their names registered. The actual number of the unemployed may be twice this figure. A good number of educated unemployed in our villages is not able to get their names registered in employment exchanges. Our education is not employment-oriented. We should change our policy and make the education systems employment-oriented.

Nearly 11 per cent of our population subsists on handicrafts. They are working as potters, black-smiths, basket-makers, carpet weavers and so on. The children born to these 11 per cent small rural craftsmen are not able to go to school because they have to help their parents in their vocations.

Sir, I want to suggest to the hon. Minister of Human Resource Development, who is present here, to include handicraft in our curriculum. It is the poor living in the villages constituting 11 per cent of our population who depend upon

handicrafts. Recently, there has been a good deal of talk in America and elsewhere that children should be banned from working in professions like carpet making. It is necessary that the children of these 11 per cent of our craftsmen who are engaged in vocations like carpet making, black-smithy, pottery, weaving etc. are affiliated into a system of education which is employment-oriented. A Handicraft University should be set up in the country which may confer all degrees up to M.A. and cater to the handicraft needs of these children through a system of employment-oriented education.

Sir, I am in charge of a youth organisation. Recently, we had organised a conference in which the Minister of Human Resource Development was also invited. We had drawn his attention to the need of setting up a Handicraft Arts University. Today, when I have an opportunity to speak in the House, I want to draw his attention to this question and request him to announce the establishment of a Handicraft Arts University for providing employment-oriented education. At the same time, I would like to say that the question of linking education with employment needs to be debated widely. The earlier youth policy, comprising one or two pages, does not speak of employment-oriented education and should be changed. I want to request the hon. Minister that national consultation should be held with all the youth organisations for formulating a new policy on youth and making education broad-based and employment-linked.

I am the President of the youth Janata Dal. There are youth organisations belonging to other parties also. Representatives of these youth organisations, student organisations, university unions and columnists writing on youth and students should be invited to this national consultation. Independent people and N.G.Os. who have been expressing concern on the future of our youth and students, should also be consulted and a new youth policy based on a consensus should be announced. As provided in the Bill brought forward by Shri T. Subbrami Reddy, education upto the 12th Standard should be made uniform and compulsory.

Sir, I urge the hon Minister to set up a Handicraft Arts University and introduce uniform and compulsory education upto the 12th standard. I also request him to announce a new youth policy soon so that education may be linked to employment. With these words, I conclude and thank you for giving me time to express my views.

SHRI RASA SINGH RAWAT (Ajmer): Mr. Deputy Speaker Sir, I welcome the Compulsory Education Bill, 1996 brought forward by Dr. T. Subbrami Reddy and thank him that he has raised before the House the issue of compulsory education. But I am sorry to say that the assurances given by the framers of our Constitution for making primary education free and compulsory remain unfulfilled even after 50 years. There could not be a greater fallacy perpetrated by our rules on the people of the country. Even if it is conceded that ours is a big country with a huge population, had proper attention been given to primary education from the very beginning, the situation that

prevails today of our country being amongst the least literate countries would not have developed. This makes our heads bow in shame. Shri Reddy in his Bill has raised the age of compulsory education from 14 years to 16-18 years and made education compulsory upto the 12th standard. I want to submit that it is better to emphasize on compulsory education for the age group of 6 to 14 in the first instance. Later on, the sphere could be widened. It would have been better to provide for making the 10+2 system compulsory at first. Otherwise, there is a danger of our ambition being reduced to a mirage.

We feel happy to note that for the first time the limit of 3 per cent allocation for education in the budget has been crossed and efforts are being made to take it to 6 per cent, though I would like to point out to the hon. Minister of Human Resource Development that even 6 per cent would be grossly inadequate. The allocations for education cover university education, technical and engineering education, senior secondary education, education in Central schools and Navodaya Vidyalayas, Sanskrit education, assistance to Gurukuls, adult education, National Literacy Mission etc. How much is then left for primary education? Although you are claiming 50 per cent literacy the reality is different. Go to the villages and see the position of the primary education there. The roofs of primary schools are leaky. There is one room for five classes and if there are, say, 20 students in each class, you can imagine the situation. Many children have to sit under the trees. When it rains or it is cold, a holiday is declared. How can the children study in these circumstances? While I welcome the Compulsory Education Bill of Shri Reddy, I submit that first of all, free and compulsory primary education for every one in the age group of 6-14 should be introduced. After achieving that goal, we should try to reach the goals for middle, secondary and senior secondary education in that order.

"Mata Shatru, pita berrey,
yen putro na pathitam".

It has been said in our *Shastras* that the parents who do not provide education to their children are their enemies.

"na shobhate sabha madhye,
hans madhye bakoyata".

It has also been said that just as a stork is out of place in the flock of swans, so is an illiterate person in the society. Education leads a person from animality to humanism, from darkness to light, from falsehood to truth. With what aim do we impart education? Is it for the sake of education, or for the educational institutions, or for inculcating humanism, or for building character, or for development of personality? Looking at the state of our education, I am reminded of an urdu couplet.

"Nikle hein kahan jane ke Jiye.
Pahuchenge kahan malum nahin,
In raahon mein bhatakne valon ko
Manjil ka nishan malum nahin"

There has been a considerable increase in the number of the educated—those who have acquired degrees or diplomas from I.I.Ts or Polytechnics in various disciplines like electrical, mechanical or civil engineering. But many of them have become welders or mechanics. Many others are jobless. A large number of B.A.s and M.As are on the road for absence of employment. Their names are registered on employment exchanges. Hundreds of applications are received for every vacancy. Who is responsible for this state of affairs? Resources and education should have been provided according to the need at different levels. Compulsory primary education should have been imparted for refining the quality of human life for making the worldly life more practical and meaningful. But no attention was paid to this basic requirement.

A number of commissions have been constituted since 1951 namely, Radhakrishnan Commission, Mudalia Commission, Kothari Commission, Ishwar Bhai Commission and Rama Murthy Commission for determining a new education policy. There have been a number of Committees also. In spite of all that, our leaders, small and big, have been advocating fundamental changes in our education policy. When and how will this change be brought about?

A system of basic education on the principles propounded by Mahatma Gandhi was once initiated. But what happened thereafter to the vocation based education, child education and teachers' training education?

Ministers belonging to Bihar are sitting here. Yesterday, the country celebrated Teacher's Day. Prominent teachers of the country were honoured by the President in Delhi and by the Governors in the States. Representatives of 15,000 teachers from Bihar came to Delhi. They held demonstration at Jantar Mantar with bare minimum clothing on their bodies because they had not been paid their salaries for the last 4 or 5 years. Such a demonstration has never taken place. In a country where such is the plight of the teachers....
(interruptions)

SHRI RAM KRIPAL YADAV (Patna): How can they get salaries when they are not Government servants?

PROF. RASA SINGH RAWAT: Under whosoever they come—even if they are teaching in non-Government educational institutions, it is also a responsibility of the Government because they are helping the Government in its mission. Before independence, it were in fact the non-Government educational institutions that had produced freedom-fighters. The Government schools were merely producing black Englishmen to run the administration for the white Englishmen. The private educational institutions set up by our great men—like the Gurukul Kangri set up by Swami Shradhanand, or schools and *ashrams* set up under the inspiration of Swami Vivekanand or Mahatma Gandhi in Wardha, Sewagram or Sabarmati, or institutions for education started by thinkers and patriots like Jai Prakash Narayan,

Acharya Narendra Dev and Rabindra Nath Tagore — these have rendered yeoman service to the country. It is the duty of the Government to give them subsidy because they are assisting the Government in its mission. You do not have the funds to construct school buildings. Your school buildings are leaking, whether they are primary schools, middle schools, secondary schools or senior secondary schools. The private schools provide better education than the Government schools. Parents now-a-days want to send their children to some good private schools, which are known as public schools. Who is responsible for this? The responsibility lies with the Government, with those who lay down our education policy.

Sir, discrimination prevailing in the field of education in our country must be ended. We have, on the one hand, the village students who do not have playgrounds & teaching materials in their schools and have to sit on the ground, on the other hand, there are public schools with air-conditioned rooms and all other facilities. Students of both these categories have to appear in the same competitive examinations. Government should take the responsibility for making arrangements for their food, school paraphernalia, reading material and uniform. It will be a tall talk to speak in terms of compulsory education upto secondary or higher secondary levels, but I would request the hon. Minister of Human Resource Development, Shri Bommai, to at least announce in the House after this Debate that we will achieve the target of primary education to all in the country by the year 2000. Literacy campaigns are going on in the country, but I know very well the real position in the villages. I come from a district which had the distinction of being the first to achieve 100 per cent literacy in the northern India. Ajmer, which is the heart of Rajasthan, has achieved cent per cent literacy and the post-literacy campaign is now going on there. But at the time of elections when the voting took place, 70 to 80 per cent of the voters put their thumb-impressions instead of signing the papers. We have been spending huge amounts of money on making them literate.

MR. DEPUTY SPEAKER: The time allotted to this Bill is over. It can be extended with the permission of the House.

AN HON. MEMBER: Please extend it.

MR. DEPUTY-SPEAKER: All right. The time for this Bill is extended by one hour.

[English]

THE MINISTER OF HUMAN RESOURCE DEVELOPMENT (SHRI S.R. BOMMAI): Mr. Deputy-Speaker, Sir, I have some other engagement. Can we take it up on the next Friday?

MR. DEPUTY-SPEAKER: That will be done after six o'clock.

SHRI PRABHU DAYAL KATHERIA (Ferozabad): It is going to be Private Members' Resolutions on the next Friday.

SHRI P.F. DASMUNSI (Howran): Mr. Deputy-Speaker, Sir, there was a decision by the House today that the hon. Finance Minister will be allowed to speak provided the Private Members' Business is not encroached upon, and the full time is allowed for transacting the Private Members' Business.

That was the decision taken while the hon. Minister of Finance was being allowed to reply.

MR. DEPUTY-SPEAKER: I was informed by the hon. Speaker that there will be no extension beyond six p.m.

SHRI P.R. DASMUNSI: Then we presume that the Private Members' rights are taken away.

MR. DEPUTY-SPEAKER: I was told that at six p.m. the House has to be adjourned.

[Translation]

SHRI PRABHU DAYAL KATHERIA: The decision was that time will be extended so as to enable the Private Members to make their submissions.

MR. DEPUTY-SPEAKER: It will be taken up on the next occasion on Friday.

[English]

It may be taken up in the next session. You please continue. Please let him speak.

.... (Interruptions)

[Translation]

MR. DEPUTY-SPEAKER: I have said that the discussion will continue till six p.m.

PROF. RASA SINGH RAWAT: When defining education, it is said that education is an all round, integrated, well-balanced development of the personality of the child.

[Translation]

Are any efforts being made to achieve this goal of education? There is now-a-days a mushroom growth of English medium schools which can be found in every street, but which are no more than education shops with a tie culture. I want to request the Minister of Human Resource Development to stop this commercialisation of education.

These education shops exploit the parents by charging capitation fees and by various other methods. Some check must be put on them. Primary education should be imparted through the medium of the mother tongue. But the education is being given there through English medium. When the delicate minds of children inculcate a bias for superiority of English from the very start, how can they imbibe the culture that produces patriotism, moral values, character and love for the country? This is why I am emphasising that the Government should direct its attention to this issue. If the primary, middle, secondary and senior secondary education is a state subject, the Central Government should send instructions to the States to the effect that while sanctioning assistance or giving recognition to these institutions, they should verify that these institutions fulfil all norms in respect of the number of staff, their salaries, facilities of proper rooms, library and playground etc. Recognition should be given when all facilities for students are available in the school. In our present system, only bookish and theoretical and not practical education is imparted to the students as a result of which they develop a mentality which makes them scorn at the dignity of labour and strive for becoming clerks enjoying the facility of fans over their heads. It is the duty of the Government to put a stop to this state of affairs. We should also not forget the disabled and the deaf and dumb for whom special schools need to be opened. When Navodaya Vidyalayas were set up, they kindled a hope that they will bring to the fore the talent the rural areas and prepare them for competition on the public school pattern. But the condition of the hostels of these Vidyalayas has become

deplorable. There are complaints about the quality of food served. There is shortage of teachers also. The hon. Minister must have received such complaints. Whether they are Navodaya Vidyalayas or Central Schools coming directly under the Central Government or demonstrator schools of NCERT or schools under Regional College of Education in Ajmer, many of them do not either have adequate number of teachers or the teachers are appointed on quarterly basis. The result is that the objects for which these institutions were set up remain unfulfilled.

18.00 hrs.

Therefore, while I support the compulsory Education Bill and commend the ideas propounded in it. (*Interruptions*) Sir, I have to make many points.

MR. DEPUTY SPEAKER: You may continue in the next session.

[*English*]

The House stands adjourned to re-assemble on Monday, the 9th September, 1996 at 11.00 a.m.

18.00 hrs.

The Lok Sabha then adjourned till Eleven of the Clock on Monday, September 9, 1996/Bhadra 18, 1918 (Saka)
