

the establishment of a permanent Bench of the Allahabad High Court at Bareilly.

[English]

MR. DEPUTY-SPEAKER : The question is :

"That leave be granted to introduce a Bill to provide for the establishment of a permanent Bench of the High Court at Allahabad at Bareilly."

*The motion was adopted.*

[Translation]

SHRI SANTOSH KUMAR GANGWAR : Sir, introduce the Bill.

16.02 hrs.

### COMPULSORY EDUCATION BILL - Contd.

[English]

MR. DEPUTY SPEAKER : Now, we will take up further consideration of the Motion moved by Dr. T. Subbarami Reddy on the 2nd August, 1996. Prof. Rasa Singh Rawat was on his legs

[Translation]

PROF. RASA SINGH RAWAT (Ajmer) : Mr. Deputy Speaker, Sir, the discussion is being held on Compulsory Education Bill introduced by Dr. T. Subbarami Reddy. Bommai saheb has just arrived. We have already heard in the beginning that our policy regarding education is not clear :

"Nikale hain kahan jane ke liye pahunchenge kahan ye maloom nahin.

In rahon mein bhatakane walon ko, manjil ki disha maloom nahin."

SHRI GULAM RASOOL KAR (Baramulla) : Why do you recite Urdu couplet please recite any Hindi couplet.

PROF. RASA SINGH RAWAT : The difference between Hindi and Urdu is in your mind. There is no such difference in our mind. Urdu is also a language of India.

I was saying that the Government lacked the determination and will power to implement the recommendations of Various Commissions set up from 1952 to till date be it Mudaliyar Commission, Kothari Commission, Ishwar Bhai Patel Committee, National Education Policy, 1986 or Rammurty review Committee, 1992. The financial resources required for strengthening infrastructure are also not available. The provision was made in the constitution that education will be universalised, the compulsory education will be provided to children of 6-14 age group within 10 years i.e. by the

year 1960 but it is a mockery that after 50 years of independence, when we are going to celebrate golden jubilee of independence, in 1996, despite all efforts, 40 per cent population is deprived of education and is still illiterate. The condition of girls education is worse when compared with that of boys. Our country occupies the topmost position in the world in respect of illiteracy due to which we feel much ashamed. The country where and Upnishdas originated, the country where enlightenment was attained and spread first and the land whose sages and ancestors imparted knowledge to the people of the whole world and the land about which it is said :

"Eddeshprastutasya Sakashad agrajanma.  
Swamswamcharitrairdev shiksheran  
prithviviyam Sarvamanava".

People from all over the world used to come to the sages, great men of this country and gained knowledge in respect of character and all other field whereas today the education, even the primary level education is in a pitiable state. As for the provisions that have been made in the Bill - a period of 17-18 years has been recommended in place of 14 years and senior secondary education upto 12th standard has been made compulsory in place of primary education when we have not been able to reach the initial stage provided in this bill. The targets are praiseworthy. Ideally speaking, it is very much desirable that facilities are made available to provide education upto higher secondary i.e. 10 + 2 level compulsarily to all. The Government, whether it be the Union Government or the State Government, should open more and more schools and all the facilities should be provided by the schools to all such children whose parents earnings are less than one thousand rupees per month. Mid-day meal arrangements should be made, uniforms should be provided and text-books and learnings material should also be provided to all such children. There is provision in this bill to punish such parents who do not send their wards to schools. There is also a provision in this bill to stop and punish such people who force the children to work and those who want to deprive children of education. So, as a matter of fact the bill is commendable and I support it. However, Mr. Deputy Speaker, Sir, I would like to draw the attention of the Government through you towards the fact that now the Government have resolved to provide education to all by 2000 A.D. and to make everyone literate by 2000 A.D., the Government should achieve this target at least now. So far as the United Front Government is concerned, it is not very clear as to what is common about them. They are so much involved in other matters that the kind of attention that should have been towards such an important matter as education, is missing. The literacy campaigns are being run in states but the kind of fraud being committed in the name of Adult Education being provided on the pretext of imparting literacy, needs to be examined and there is a need to pay special attention towards education of

girls. We can achieve the target of providing 10 + 2 level education to all if the facility to gain primary education free of cost and compulsarily is made available to all by 2000 A.D. So attention should be paid towards this aspect. I would like to put a question to the Government as to how was the operation Blackboard scheme enforced and implemented. I would like to know as to whether two teachers in place of one have been appointed in every school? Whether arrangements have been made to compulsarily provide a school building in the villages where children used to attend classes under the trees in open ground? Whether the number of rooms has been increased? Whether the Government have made arrangements for mid-day meals for the children? In order to ensure 80 percent attendance, retain the nomination of the children in schools and to lessen the drop-out rate, wheat is supplied every month for the students in the name of mid-day meals. In this connection I want to know as to whether that wheat is sold in the market or is utilised by the parents to provide nutritious meal to their children? Why this nutritious meal, the mid-day meal is not prepared the provided in the schools so that the children, particularly living below the poverty line may get nutritious meals or balanced diet. What arrangement has the Government made in this regard? I would also like to enquire from the Government, through you, as to whether the Operation Black Board scheme has been reviewed and whether the amount allocated to States has been utilised or not? I would also like to draw the attention of the House towards the fact that education is an important tool to transform the society, being awareness and to build a better society and if education is made just another marketable commodity, it would be a curse for the society instead of being a boon. Our society is, otherwise, divided and sub-divided into castes.

Mr. Deputy Speaker, Sir, through you, I would like to draw the attention of Hon'ble Minister of Human Resource Development and submit that discrimination prevails in the field of education. On one hand we have the kind of education that is being imparted in villages, the condition of the schools, the position of staff and the state of playgrounds in these rural schools is very poor and on the other hand we have schools for rich people in cities. These schools are housed in spacious buildings, have proper staff arrangements and playground and then there are schools serving in the jhuggi jhopri and slum areas of cities. So, there is a discrimination in the education being imparted through various institutions. Those who have the means, buy education. Long queues are formed for getting admissions in Public Schools. People have the capacity to pay huge charges. Such people manage to procure for their children benefits of higher and expensive education imparted through English medium which is a sort of guarantee for employment. On the other hand how can the children, who have studied through the medium of Indian Languages, and the children who

have been educated in schools bereft of all facilities, situated in the rural areas, develop their personalities, because :

[English]

Education is an all round, well balanced, integrated development of the personality of a child

[Translation]

How can this be made possible and how can such children compete with the children educated in English Medium schools in the competitive exams. How can they hope to qualify these exams. Therefore, there is a need to remove the discriminations prevalent in the field of education

The successive Governments came into after Independence, have made an effort to impart education but have failed to provide value-based education. Efforts were made to impart education that leads only to a certificate but no effort was made to provide education based on our cultural and moral value system as a result of which a state of indiscipline, anarchy was created in schools, colleges and universities for which the responsibility lies with us. Those managing and handling the system of Education in the Government are responsible for this stage of affairs. There have been some shortcomings in thier way of managing education and prescribing the curricula because of which though the education was provided education in true sense of the word was not imparted.

I would like to submit that :

Jaisa Khayenge ann, vaisa banega man,  
 Jaisa piyenge paani, vaisi bolenge vaani,  
 Jaisi milegi shiksha, vaisi prapt hogi deeksha,  
 Jaisi hogi drishti, vaisi karenge srishti,  
 Jaisa hoga vichar, vaise banenge aachar,  
 Jaisi hogi karni, vaisi paar utarni,  
 Jitna janenge dharam, utna shreshtha hoga  
 karm.

However, moral education was sacrificed in the name of secularism. The Indian Ideals, the Indian culture and the great men were not accorded their due place in the curricula. The pictures and life history of the Freedom fighters, which should have been there in the text books, are altogether missing. We kept on mentioning other things in the name of secularism as a result of which our youth fell a victim to dissatisfaction and anarchy. The kind of character they should have had, the patriotic spirit, the spirit of nationalism, the love for the country is not there whether at the primary, secondary or the Senior Secondary level. The values that are attained in teenage years serve as a foundation stone for life. We ought to contemplate bringing some transformation in schools, colleges and universities. Today the tendency to copy in exams is on the rise, the reason for which is that imparting of education is equated

with granting degrees and certificates. That is why short cut methods are adopted to get certificates and degrees at any cost. In a total contrast to the teachers we had earlier, today the tendency to give tuitions or to encourage the children to copy notes is on the rise in teachers. Efforts were made in some states to put an end to such a practice, however, the successive Governments opposed the legislation. As a result, the qualitative aspect of the education, the transformation and awareness envisaged to be brought through education is totally lacking and our hopes to build a better society through education remain unfulfilled. We wanted to bring radical change in the society, remove the prevailing superstitions and social evils. But our aspirations could not be realised. Due to paucity of time, I would like to say my points in brief. Education is the fundamental right of every citizen. Though it has been mentioned under the directive principles it is also enumerated in the constitution that education should be given priority. Article 45 of the constitution provides for compulsory education to children upto the age of 14 years. First, we should achieve this target and then the Government should make and endeavour to provide facility for all the students for education upto 10+2 level.

There is a need to raise the standard of education in rural areas for the comprehensive development of the country. It will envisage a better future. A large portion of our population live in villages. Therefore the students in rural areas should be encouraged through education in order to achieve the target in regard to upgrade the standard of education.

Today, discrimination is being made in the name of public schools as a result of which a gap is being created in the society. Public schools are considered best, then comes the number of private schools running under various names, then Kendriya Vidyalaya, and Navodaya Schools and the schools of Municipal Corporation and Municipal Council are considered of least importance. Now-a-days all the parents wish that their wards should study in English medium public schools. These schools admit children after taking a huge amount as donation and later on these children are admitted in Municipal Corporation Schools as they face difficulties in their study in public schools. The Government spends crores of rupees on these corporation's schools but there is a bad feeling in society in respect of the status of these schools. Therefore efforts should be made to raise the standard of education in these schools. Provision should be made for the training of teachers. 'Dite' have been set up in every district but it should also be monitored as to whether the teachers are being trained or not. It should also be ensured that all the facilities are being provided to these Government schools.

Recently a team has gone to Atlanta to take part in olympic games. The team returned with one bronze medal only. Is it good sign for our educational system. If the talented students had been selected at the primary and secondary levels and given opportunities to become

good player and encouraged to compete in sports, they would have performed better at college and university levels and then at State and National level. Therefore the Government should ensure as to whether all the facilities are available in the English medium schools, coming up like mushroom growth. So the standard of Government schools should be raised and the English medium schools, which have been set up in private sectors and which collect huge money as fees in the name of English medium education have become shops of education. This tendency should be stopped. Attention should also be paid towards technical and vocational education in order to make it employment oriented. In this way education could be made a tool for inculcating a feeling of self-sufficiency and social awareness in the society.

There is a need to pay attention towards the increasing tendency of school leaving by students. I am happy to say that consequent upon the conference of Chief Ministers the Government has decided to spend 6 per cent of gross national product on education which was earlier just 3.7 percent during the Eighth five year Plan. This would definitely help in spread of education and in achieving the target of 'Education for all' and 'universalization of Education' by the year 2000. I hope that people of our country would become literate, disciplined and educated.

With these words, I support this Bill and thank you for allowing me to speak.

[English]

SHRI CHITTA BASU (Barasat) : I rise to support the Bill, wholeheartedly. I support not only for the reasons which have already been stated in the Statement of Objects and Reasons given by the hon. Member.

Sir, you might have also noticed that I have got a similar Bill for consideration today.

MR. DEPUTY-SPEAKER : You have your say on this very Bill.

[Translation]

You can say your point in it.

[English]

SHRI CHITTA BASU : I think there is another Bill in-between.

MR. DEPUTY-SPEAKER : I know that.

SHRI CHITTA BASU : And if that is taken up for consideration, I will lose every possibility of giving out my view. Therefore, I would pray and seek your indulgence that these two Bills may be taken up together because the subject is the same, the principle is the same and there are only certain differences in respect of penal measures, quantum of penal measures and some of the details. I do not know whether rules stand in the way. If the rule does not stand in the way, allow

me to move the Motion for Consideration. I can speak on both the Bills and both the Bills may be taken up together.

The hon. Minister is saying that he has got no objection to it.

MR. DEPUTY-SPEAKER : Identical Bills cannot...

SHRI CHITTA BASU : It is not identical.

MR. DEPUTY-SPEAKER : It is not possible.

SHRI CHITTA BASU : Thank you. I was thinking of speaking out today...*(Interruptions)* I shall not speak irrelevant, that much I can say.

The primary and only object of the Bill is for a legislation here for the universalisation of the elementary or primary education. I have also added in my Bill that the objective of the universalisation of the primary education but does not extend to the secondary stage. Therefore, I want that there should be universalisation of education up to the secondary stage because - I may not give the reason, at the present moment - I think there are certain differences on this issue with the other Bill also from that of mine.

The Government, as far as I know, is not opposed to the idea of universalising education of our country, particularly elementary and primary education. The Constituent Assembly of our country which framed the Constitution of the country also mentioned that in Article 145 (1) of the Constitution of the country that within ten years from the date of giving effect to the Constitution, all the children between the age of four and 14 would be provided with all facilities for compulsory education. According to that calendar, these steps might have been completed by 1960. So many decades have passed - we are now in 1996 - and we could not implement the constitutional directive that the children in the age group of 4-14 should be provided with education elementary and compulsory.

Sir, the compulsion arises from that that since more than 46 years if I am correct - have passed in spite of the constitutional directive and the Directive Principles of the Constitution, this directive could not be given effect to. Therefore, the question of compulsion arises for the Government on the one side and the question of compulsion arises for the parents on the other side.

And the urgency of compulsion from the society is also required. It is an integral part of the movement for social justice. The Government must have some responsibility, the parents must have some responsibility, and the society as a whole must have some responsibility. A statute, incorporating certain obligations on the part of the citizens, on the part of the parents, and on the part of the Government, is urgently called for. This idea has motivated me to bring in this Bill.

The National Policy on Education, 1986, had envisaged to provide free and compulsory education

for children upto the age of fourteen years before the beginning of the 21st Century. According to that Policy, certain strategies were worked out. They are :

- (i) Universal access - Strategies were worked out to provide for universal involvement of children, including girls and people belonging to Scheduled Castes and Scheduled Tribes;
- (ii) Provision of primary school within one kilometre of walking distance;
- (iii) Facility for non-formal education for the school drop-outs;
- (iv) Education for working children and girls who cannot attend formal schools; and
- (v) Improvement of ratio of upper primary to primary school from the existing 1:4 to 1:2.

These are the general strategies which were worked out as a part of the National Policy on Education in 1986. One of the strategies was reduction of drop-outs which ranged between Class I and Class V and Class V to Class VIII from the existing 46 per cent and 60 per cent to 20 per cent 40 per cent respectively. That means, in case of primary schools, the percentage of drop-outs is very big and the strategy has been worked out under that Policy to reduce it from 46 percent to 20 percent and from 60 percent to 40 per cent, and in case of upper primary schools, the drop-outs could not be eliminated. The strategy was merely to reduce it.

So far as the achievement of target is concerned, it was very little. The end of the process was the minimum levels of learning, that is upto Class VIII, by almost all children and introduction of this concept at the upper primary level. Beyond that, the society, the Government and the other agencies have got the responsibility. I think it is contrary to the Directive Principles of our Constitution.

Sir, I know this United Front Government is very much conscious of its responsibilities to implement the social justice programme. As I have mentioned earlier, the compulsory free education is the basic and the most important item for ensuring social justice.

Sir, for the perusal of the Minister of Human Resource Development, I also want to draw his attention to the Common Minimum Programme of the United Front. Please allow me to quote it because I want to be on record from this side as far as the Common Minimum Programme is concerned. In the Chapter on Education, it has been stated and I quote :

"Six per cent of the nation's GDP will be earmarked for education. This will be achieved by the year 2000 A.D. 50 per cent of these funds will be spent on primary education. Substantial funds will be earmarked for imparting technical and

vocational skills and training in order to turn out more employable and self-employed youth. The goal of the National Literacy Mission to cover ten crore adults will be achieved by the target year 1998-99. The NLM (National Literacy Mission) will give special attention to spread literacy among women. The United Front is also committed to making the nation fully literate by the year 2005. Special effort will be made in the States where there is very high incidence of illiteracy and constitute the bulk of educational deprivation. Weakness and loopholes in the implementation of the literacy programme will be identified and removed. The mid-day meals scheme will be implemented in all States to ensure regular attendance and retention in primary and middle schools. In every initiative that is taken to promote the spread of education, the girl child will be a special focus of education.

Sir, I am not making any comments. I simply want to both the Ministers to keep their electoral promise and establish credibility because the greatest thing in Indian politics today is the non-credibility of the political parties and the Government. My earnest request is, as a constituent of the United Front we are determined to keep this electoral promise, and I think on this side the Government should take the initiative, rather take fullest possibility in implementing what they have accepted as a Government of the Common Minimum Programme. It is a Bible, it is a Quran or it is something of the nature for those who really want social justice in our country to be ensured by the Government.

Sir, I am very proud to announce here and I think the Ministers will say that on the basis of the Common Minimum Programme, a Conference of the Education Ministers of the States and Education Secretaries of the States was held. I have no access to the Government information or Government papers, therefore, I say with caution that as far as I know, a general consensus emerged in that meeting. It emerged that the education should be considered as a Fundamental Right. A Committee has been set up under the Chairmanship of our Minister of State who is present here to make exercise with regard to feasibility i.e. the economic implications and other details of this general consensus. I think, the Committee have by this time sent their report or submitted their report and if the hon. Minister is agreeable...

THE MINISTER OF STATE IN THE DEPARTMENT OF EDUCATION IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (SHRI MUHI RAM SAIKIA)  
(a) It will be submitted in a short time.

SHRI CHITTA BASU : That report should be made public and that should be the property of the House because it is an important step in the direction of the fulfilment of the Government to ensure social justice.

Sir, I would also like to draw your attention to the judicial pronouncement by the Supreme Court in the *Mohini Mohan* case. It has been pronounced by the learned Judge that the right to life and personal liberty under Article 21 of the Constitution cannot remain a Fundamental Right unless education is considered as a Fundamental Right of the citizen. Sir, may I explain more? The political environment, the political commitment, the acceptance by the present Government of the commitment and overall all this has been further strengthened by the judicial pronouncement that education is to be accepted as a Fundamental Right.

Now, we are a party to the Universal Declaration of Human Rights. Our Country, India, is a party to that Universal Declaration of Human Rights. It declares :

"All individuals irrespective of sex, caste, economic status have the right to education."

India subscribes to this famous Declaration. How can I denounce this Declaration? How can this House denounce this Universal Declaration of Human Rights? Therefore, we have to implement this Declaration. There is no escape route. I would not allow any escape route of any Government, which wants to avoid this responsibility.

Sir, I do not say that the earlier Government has not done anything. That is not my case. What they have done is praiseworthy but that is not complete. I have got literature published by the Government itself, which says about expansion of primary education. I shall only read that part. It says :

"The total number of primary schools increased from 2,09,671 in 1950-51 to 5,72,541 in 1992-93. Although the growth in the number of schools is impressive, the infrastructural facilities left much to be desired. According to the Department of Education Annual Report (1989-90), out of 1,44,272 schools taken up for survey, the schools with kachcha buildings numbered 72,777, schools with thatched huts numbered 29,644, schools with tents numbered 2,546 and schools conducted in open space numbered 39,305. Despite the expansion, only 51.36 percent of habitations had a primary school/section within the habitation and 84.45 percent had a primary school within 1 km in 1986."

Therefore, much more remains to be done. I have given these figures only to convince this Government that much more remains to be done. Of course, expansion has been there; facilities have been expanded but shortcomings are also there. In order to show that, I have mentioned these figures.

In order to shorten my time, I only read out what a very important educationist, who happens to be the Education Minister of West Bengal, has written.

He writes :

"We have in India 16 per cent of world population with 10 per cent of enrolment in higher education and the percentage of girl enrolment in this stage of education is further horrible. Only 6.6 per cent of the total enrolment of the world in the third stage of education is in India."

*The condition of education is not only deplorable in case of primary or elementary education but in case of higher education also. That is what somebody is saying. Many people now say that we have done enough for higher education. Therefore, we should focus our attention on primary education. We need not work towards further enhancing the scope of higher education. The truth is revealed that only a very certain fraction, very minimum fraction of our young men and women has access to higher education. Even if their economic capacity permits, there is no social infrastructure for them.*

Sir, there are more revealing of facts :

"Twenty-two per cent of school population of age group of 6-11 of the world are in India alone. One-third of the illiterate of the world are living in our country. The total child population of 6-11 age group of our country is about 12 crores, and out of that 6.2 crores fail to find any scope to get themselves enrolled in any primary school in India. World in average spends 4.8 per cent of its G.N.P. for education and the developing countries of the world have been spending 3.9 per cent of their G.N.P. for the purpose. But one of the most educationally backward country like India has been allocating only 3.5 per cent of its G.N.P. for the course of education. So far as total public expenditure is concerned, India is lagging far behind. 14.2 per cent of public expenditure is being earmarked by developing countries whereas it is only 11.2 per cent in India. In this regard, it may not be out of place to mention that Bangladesh spends 14 per cent of its budget for education."

And our Government spends much less than that. I do not use the figure what we spend. What Bangladesh can do, we cannot do. What Pakistan can do, we cannot do. I have got other charts also to show that what Bangladesh can do, we cannot do; what Pakistan can do, we cannot do; what other developing and underdeveloped countries can do, we cannot do, so far as education is concerned. This is a sad commentary. I am very sad. I do not derive any pleasure out of this. It is a sad commentary on the condition of education in our country.

Sir I will conclude now. The current budgetary allocation in the Budget for the primary education is

about Rs. 493 crore. You will be astonished to know what the West Bengal State provides for in its Budget. The West Bengal State Budget provide for Rs. 695 crore so far as primary education is concerned. So far as secondary education in concerned, these State Governments spend only Rs. 225 crore for the whole year. It is all over the country and in all the States West Bengal spends Rs. 995 crore for the secondary education. Regarding higher education between the age group of 18-23 the enrolment in Asian countries, in general is 17 per cent and in India, it is six per cent.

What is my case? My case is that adequate attention should be given to education. In this case, I cannot be prevented from quoting what Prof. Galbraith has said. He is not Karl Marx, he is not Kalidin, he is not Lenin, but let us have that new messiah.

[Translation]

MR. DEPUTY SPEAKER : Mr. Basu, please conclude your point.

[English]

SHRI CHITTA BASU : Sir, I have lost that portion. What he says is that America is industrialised. America is a great power. That is a great power not because it has got much capital but because of the contribution made by the improved man, the improved human resources.

Sir, I have got this. Therefore, it is the question not only of capital, it is not the question of external help, it is not the question of IMF or World Bank, it is the question of improvement of human resources, human capital. Unless this human capital is properly harnessed and exploited, country cannot advance and country will get involved in disastrous wavering. Since all the Members are not having the spirit to listen to me, I conclude by saying that these things have prompted and inspired me to appeal to the Government and to this House that there should be a statutory compulsion for the spread, for the universalisation of education, for the free education and for some penal punishment.

I cannot prescribe penal punishment for the Governemnt. But if it is made a Fundamental Right, Sir, then we open the scope, for the Government, of punishment. Therefore, I say that there should be universalisation of primary education. This universalisation should not be stopped at primary level alone, it must be extended to secondary stage and after secondary stage, the scope of higher education is also to be further expanded so that human capital may be further enhanced and the country's progress and prosperity can be assured together with social justice, which is also an important factor. Only development and no social justice is the American way, is the World Bank way. Here, we are for the development of people, development of the society, development of new human

values and development of an objective which creates a new society.

Thank you very much, Sir. I wholeheartedly support the Bill of Dr. T. Subbarami Reddy. If the chance comes to speak on my own Bill, I shall be more happy.

SHRI SRIBALLAV PANIGRAHI (Deogarh) : Mr. Deputy Speaker, Sir, I rise to support the spirit of the Bill being discussed in the House today. Sir, why do I say 'the spirit of the Bill'? The Bill is there which seeks to provide for free and compulsory education upto higher secondary level to all children throughout the country.

As you know, Sir, we have a provision in the Constitution of India to provide for free education. It is not exactly 'provide', it is to strive to provide free and compulsory education for children upto the age of 14 years throughout the country. This is enumerated in Article 45 of the Constitution. This Article comes under the Directive Principles of State Policy.

As you are aware, Chapter III of the Constitution deals with the Fundamental Rights and the following Chapter, that is Chapter IV deals with the Directive Principles of State Policy. In that Chapter, under Article 45 we have this provision wherein it is stated :

"The State shall endeavour to provide, within a period of 10 years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years."

The Constitution came into force in 1950 and if we calculate a period of 10 years from that, by 1960 all children upto the age of 14 years should have got the benefit of free and compulsory education. Now we are in 1996 and till today we are nowhere near that cherished goal. That does not mean that the country has not made an endeavour in this direction. There has been a lot of efforts put in this direction and considerable progress has been achieved. But considering the target that has been set by our Constitution makers we feel disappointed today.

When we are yet to honour this national commitment, when we are yet to fulfil this objective this Bill is before the House now which seeks to provide free and compulsory education upto higher secondary level. That is why, I say that the spirit is very good. Anybody can welcome this Bill. There is nothing to object. So, I also welcome this Bill. But we have to be realistic, we have to be practical.

16.53 hrs.

(Shri Chitta Basu *in the Chair*)

I would rather say that the enormity of the problem, the magnitude of the task was probably not properly assessed at that time in 1950 when the Constituent Assembly was meeting in the Central Hall of Parliament to consider the different provisions of the Draft Constitution. From that angle, we should take a realistic

view and all out efforts should be made to achieve this objective first, that is, to provide free and compulsory education for all children upto the age of 14 years.

Our effort is quite praiseworthy. What was the level of primary education after Independence, in 1950 when the Constitution was adopted? When the planning process started at that point of time the number of primary schools including upper primary schools was 2.22.000

From 1994-95 it has now come to seven lakh forty thousand. So, the growth rate is more than 300 per cent.

Sir, coming to the number of teachers that we had, in 1950-51 - this is again in the primary education arena.

MR. CHAIRMAN : Just a minute. Three hours time was allotted and now it is going to be over.

[Translation]

The time may be extended by one hour.

SHRI NITISH KUMAR (Barh) : Alright, the Government is not providing funds for education, atleast time should be spared for discussion on it.

SHRI SRIBALLAV PANIGRAHI : At that time there were 5 lakh 74 thousand teachers whereas at present there are 28 lakh 26 thousand teachers. There is an increase of 4 thousand. It has been told that number of educational institutions has been augmented by 300 percent whereas our population has almost been doubled. In 1950 the population was about 45-47 crore which is now more than 90 crore and by the end of this century it is likely to reach upto 100 crore. According to the enrolment in primary education the population of students in 1950-51 was 41-42 millions which has now reached upto 148 millions.

[English]

Sir, the task that we have is rather frightening. Apart from 148 million students in this age group who are studying in the primary schools, there are another 28 million children who need to be admitted to the schools. Today, in the whole of the world we are the second largest country in respect of providing primary school education facilities. By 2000 AD - I do not know whether we need to be complimented or otherwise - we will be number one in the world. Today, China is number one and we are following them at number two. The number of children in this age group of India will be 232 million as against 230 million of China. That is why, I said that it is a frightening thing. I told the present level of our students - both who are inside and who are outside - need to be provided education. In this background we had a programme to complete this task within a period of ten years, i.e., by 1960. Then, by mid sixties, there was a Education Commission headed by Shri D.S. Kothari, the famous educationist.

17.00 hrs.

After analysing the position, they set out the target that by 1975-76 this task or this constitutional obligation should be accomplished. That also you could not accomplish. Then came the New Education Policy, during Rajiv Gandhi's time, 1986, and there again after a careful examination of the situation or consideration of the situation, they thought that we should go on till 1995-96 and we should see that this free compulsory education provision was enforced. Before that period ended, in 1992 the Reappraisal Group said that before the beginning of the Twenty-first century or by the turn of the century or by the end of this Twentieth century, we should see that every child under this age group of 14 gets the benefit of free compulsory education in the country.

In the Seventh Five Year Plan, we had allocated Rs. 6,000 crore for education. The Department of Education got about Rs. 6,000 crore in the Seventh Five Year Plan, which was raised to Rs. 18,000 crore during the Eighth Five Year Plan, keeping the requirement and the objective in view. If we really need to complete this task, to achieve this objective set out by different committees and commissions and accepted by the Government, then what is the financial requirement? An amount of Rs. 90,000 crore has to be earmarked or to be allocated to this Department of Education. Of course, there has been an announcement that this present allocation of three per cent of GNP will rise to six per cent of GNP in the coming Plan period, but that would not meet the requirement.

As you said, Sir, we are the largest democracy in the world and we are proud of that. At the same time, our heads also hang in shame when it is known that we are the largest illiterate country in the world. We are not only the largest democracy but also the largest illiterate country in the world! Sixty per cent of the total illiterates, all over the world, live in nine countries including India, Pakistan, Mexico and the nearby countries. This is our record.

As I said, we have increased the number of schools manifold and, in terms of students strength also, their number has increased so many times. But as it was rightly highlighted, Sir, even this Directive Principle deserves to be treated as a Fundamental Right. It should find a place in the Constitution, under Chapter III, as a Fundamental Right.

Why, in spite of all efforts, is this objective not being achieved? Our progress is far from satisfactory. What are the reasons? One of the reasons is paucity of resources, both on the part of the Government and also on the part of the parents. What is the growing percentage of people living below the poverty line?

In States like Orissa, more than 40 per cent people live below the poverty line. In our country as a whole, 30 per cent of the people live below poverty line. That is the national figure. Do you expect such parents who

are below poverty line to be willing and to be ready to send their children to schools? For them even their small children who are eight or ten years old are sources of income. Let us be very practical about it. Some awareness is coming gradually on the part of parents that without education, their children cannot prosper in their life. They understand it. But the compulsion is they have large families. Even though we have publicised the small family norm, it is yet to reach people. They have large families to maintain. They are rotting in absolute poverty to arrange two square meals for every member of the family. It is a stupendous task for the father and the mother of the family and in such background, we cannot expect every child of such a family to come to school. That way, we have to make some arrangement wherein the loss of income caused by the child of such a family going to school is duly compensated. Some allowance can be given or some sort of Employment Guarantee Scheme can be started. We have to set up residential schools for such children. For children of poor parents, uniforms, books and meals will have to be provided. Of course, it is now common knowledge that after the introduction of this mid-day meal scheme, attendance in schools has gone up. It has been received well by parents... *(Interruptions)*

Anyway, these are the practical difficulties. More money has to be provided. The blackboard operation which was introduced ten years ago has done immense good to the primary education sector. School buildings have been provided. Apparatus has been purchased. Many things have been done. But even today, there are many schools without any structure or building. We have to adopt some new technology like open school, open institutions and open education. We have to see that more funds are allotted and this idea also may be made popular. I am not going into details. Some figures have been quoted by the previous learned speakers including yourself. But our purpose is two-fold, not only to bring every child inside educational institutions but, at the same time, to strive for qualitative improvement in education. There must be not only quantitative growth but also qualitative growth. Considered from that angle, at least I am disheartened because the standard of education is going down and down, day by day. What is the reason? The teachers should receive proper training. I do not know if the sincerity that is demanded of the Government employees, including teachers, is present in them. Teachership is just not a profession. It is also a mission.

It is now totally going to be a vocation and it is just a service mentality which is displayed, that too without the sense of sincerity, without any relationship between the student and the teacher and all those things are there. It is good that primary education is going to be manned by the lady teachers. Now, lady teachers are being appointed in different schools in the rural areas where there is no provision for their accommodation. While driving on the national highway at various places,



we find that the lady teachers are standing on the way just waiting for the bus to come and go. Again, from the highway point or the main road, they have to walk two or three kilometres. Then, where is the time for them to devote to the study aspect of the children? Therefore, my feeling is that quarters should be constructed for the lady teachers in the rural areas. If you ask them why they are not regular and attentive, they say that there is no provision of quarters, there is no accommodation available and even on rent they are not getting a house. This is the reply that we are getting. But everybody knows that we are progressing despite all these things.

I want to cite another example. If we go to a Government hospital, what sort of a treatment do we get there? What is the standard of treatment that is available there? The credibility of Government hospitals is so low that even the poor people are preferring to go to private nursing homes even by mortgaging their ornaments and whatever they have in their possession. In many places, people say like this : "Let me first save my life."

There is one thing. Regarding education, there is a mushroom growth of English medium schools. Even in the rural areas, we find different types of schools coming up. Of course, in these days of unemployment, many highly-educated young men and women are trying to establish some such schools. Parents prefer to send their wards to such schools because proper standard of education is not there in the Government schools, in primary schools. Therefore, this is also another problem. So, we have to address ourselves to this sort of a problem. We have to address ourselves not only about the quantitative growth but also about the qualitative growth.

There was a Conference of State Education Ministers and Education Secretaries, I think, in the month of August to consider different aspects financial, administrative, policy and other things - of how to make primary education a Fundamental Right. Two things are there. Educated people have got every right to employment. It is time for us to think how to make employment a Fundamental Right. And, this area of education is also there. Time is passing. As I said, the other countries without education have suffered a lot. Education is an input for development. We have to look at it from that angle also. It is an input for development and human resource development. We are doing that. If we cannot develop the human resource side, if there is no human development, if this aspect is not developed, naturally all other developments do not bring in the desired results.

With these words, I conclude. I said that the spirit of the Bill is good. I would like to hear you after this.

**MR. CHAIRMAN :** The point is that you support the spirit of the Bill.

**SHRI SRIBALLAV PANIGRAHI :** As I said, the spirit of this Bill is good. I will be happy if we can provide for free and compulsory education up to the higher secondary level even up to the age of fourteen. It is already there in our Constitution in Chapter-III which is yet to be achieved in its entirety.

This may be goal. But right now, we have to ensure whatever has been provided in the Constitution, in 1950. All out efforts should be made with all sincerity and with all seriousness to achieve that thing.

[Translation]

**SHRI PRABHU DAYAL KATHERIA (Ferozabad) :** Mr. Chairman, Sir, while supporting the Bill moved by the hon. Member Dr. T. Subbarami Reddy, I would like to say my point.

Sir, the members who have just spoken before me have presented the detailed statistics about our educational system. Hon. Minister is also present in the House I regretfully say that even after 50 years of the independence we are raising this issue today here. This issue was also discussed in this House 20 years earlier. We had been fighting for the right of education since then but I could not understand logic of it. This country has been divided in three parts—India, Hindustan and Bharat. Today 65 per cent population of India is living in villages. I would not like to go in details of the facts to waste the time of the House and like to say something about my area. It would be a great achievement for us if the Government, especially the hon. Minister ponders upon the facts presented by the Members who have spoken before me.

I have already mentioned that 65 percent people of the country live in villages, where there are about 1 lakh 96 thousand gram sabhas. The primary schools functioning under these gram sabhas are in very bad condition. We are discussing here the issue regarding compulsory and free education for the children to the age of 14 years. The Government of India has also adopted double standards in respect of education of 65 percent population living in rural areas as had been done by British rulers. Had the sons of a farmer and labourer provided proper education, they would have been able to take I.A.S. and I.P.S. examinations. Even today we find that wards of the leaders rich people can take part in I.A.S. and I.P.S. examinations, why? It is because of the double standards adopted in respect of education policy. Today, we have not been able to provide compulsory education for people belonging to backward castes living in backward areas. Leave the issue of higher education or engineering education and look at the condition of primary schools. The condition of primary schools in rural areas is deplorable. I would like to say some points about my Parliamentary constituency.

In my constituency, Ferozabad, there is a Navodaya Vidyalaya located at Shikohabad which comes under

the Central Government. There are slaughter houses near that Vidyalaya due to which infectious diseases like dengue are spreading there. I have written three times to the hon'ble Minister in this regard but I regret to mention that no action has been taken in this connection. Further, I had also made a submission to the hon'ble Minister that the Principal of that Vidyalaya was working in that Vidyalaya for the last 14 years and irregularities are increasing there. As regards lady teachers, I have also met him three times. A member of Parliament represent 20 lakhs people. We can also sit in your place tomorrow. Today, we are sitting in Opposition, earlier you were here but primarily a Member of Parliament is a Member of Parliament rather than being a member of opposition or the ruling party. His feelings should, therefore, be honoured...*(Interruptions)* I would like to submit that a model education policy has not been formulated till today. Therefore, my submission is that claim of opening five lakh schools is only on papers. The Government should see as to how many schools are being run at a particular place. When I was a member in the consultative committee on Labour, a Bill was introduced that time also and later on it was passed unanimously. At that time our present Speaker was Minister of Labour. The main feature of that Bill was that arrangements would be made to open a good standard primary school in every district only for the children of labour class but the Government of India have not been able to do so as yet. Still not even a single such school has been opened in any district Headquarters.

Mr. Chairman Sir, education is a temple of knowledge. I think if a person is provided with good education, whether he is poor or rich, he can express his views effectively anywhere in the country. But unfortunately, all are not able to get proper education. I would not like to repeat the points which other members have already made. I would only like to submit that the problem which we have been talking about after Independence, should be resolved unanimously in consultation with the Members of the opposition and others and an education policy should be formulated. The provision made in the constitution about compulsory education for the children upto the age of 14 years that has also been envisaged in this Bill, which should be passed in this House unanimously. Supporting this Bill, I conclude.

SHRI NITISH KUMAR (Barh) : Mr. Chairman, Sir, I support the Bill which has been brought by Dr. Reddy. Our Hon'ble Members who have spoken on this issue, including you, have said that free and compulsory education should be provided to the children. Provisions have not yet been made according to the Directives Principles of the State Policy enshrined in the Constitution. You have held detailed discussions on the position of primary and middle education in the country today. Just now Shri Panigrahi, was speaking. He has told that positions has improved in this regard

to a great extent. Especially, the number of dropouts is decreasing. He has made a special mention about the midday meal scheme. This scheme was implemented by the earlier Narasimha Rao Government. Shri Panigrahi is of the view that this scheme has proved very successful. Education should be imparted to all but there are some reasons for which this vital policy could not be implemented. There are two-three points to be noted in this regard. The first thing is that people of our country are very poor due to which parents are not able to provide better education to their children. The second thing is that there is a shortage of means of education. There are no schools in the villages and where there are some schools available, their condition is very bad. In spite of this, the children who are somehow able to go to schools cannot continue their education due to the poor financial condition of their parents. What is the position of mid-day meal scheme. Panigrahi might have an experience of this constituency with regard to this scheme. Recently, I was visiting my constituency where I came to know that there cannot be any bigger fraud than the fraud which is going on in the name of mid-day meals scheme.

Sir, a photograph was published in newspapers in which the former Prime Minister Shri Narasimha Rao was eating delicious food alongwith the children. But when I reached my constituency, I came to know that no mid-day meal scheme was going on there. The quantity of grain is fixed in the name of each student on daily basis but in fact, it comes to only three to five k.g. per month. Sometimes, grain is given once in three months, once in four months and sometimes once in six months and that too is not given in the school. There are four-five places fixed for the whole block where children have to go to get the grain. The children have to go upto eight-ten kilometers away from their villages to collect grains and they are given ten to twenty kilogram, of grains at a time.

SHRI SRIBALLAV PANIGRAHI : In many constituency, they are provided with the cooked food.

SHRI NITISH KUMAR : In my State Bihar, such is the state of affairs. What does it mean? Grains are given one in three to six months. How can a child carry twenty five kilogram grains from a distance of eight kilometers? Whether this is the mid-day meal scheme? Whether we had excepted it from Shri Narasimha Rao. Grains are released from F.C.I. godowns to Blocks and from Blocks, teachers have to carry it to the schools but they are not provided any transport charges. One block has a population of 70 thousand to 1.25 lakh. Only four places are earmarked in a Block from where children carry the grains. Whether the Government want to stop drop-outs in this way? Shri S.R. Bommai is a competent person and has been the President of the Jantal Dal for a long time. He was the President of our Party while I was only a General Secretary. He has competence to continue this scheme in such a situation. After all the

Government is yours. Your Government have been formed with 13 Parties and now only 12 Parties are there after merger of one party. In such a situation, it is very necessary for an efficient person like you to do something and implement this scheme in letter and spirit so that the children may get mid-day meal in the school.

Long time back, a milk scheme was launched in which some teachers had all round gains. The milk powder meant for children did not reach them. It was sold in the open market. Such schemes are launched when a natural calamity takes place at any place. In such a situation, some teachers have all round gains through illegal means due to which the reputation of all teachers trashed. Children get inspiration from them and follow their conduct. The image of teachers tarnished in the milk scheme as well as mid-day meal scheme. We thought that the grains might have been finished in the way. But now my submission is that the children should be provided mid-day meal in the schools itself and that too of good quality.

Will our policy framers and specially the Education Secretary think that if they send their children to school, will they allow them to eat such food. But they would like the children here to get such food. There are two types of schools. One is in public sector and the other in private sector. The above two types of schools are functioning for the past several years. When we were students our slogan used to be uniform education for sons of President and untouchable. Thereafter such persons who used to raise slogans joined Government but the conditions did not change. The same education system continues even today. When persons who were with us, enter the Government they give the plea of inadequate resources and say that those who can educate their children in public schools should not be stopped. I am also not in favour of stopping anyone from studying. But the condition of municipal and gram panchayat schools would not improve unless the children of ministers and high officials do not get education in those schools. Therefore, unless the children of affluent class, such as Tatas, Birlas or other industrialists, or of high Government officials, or of high officials of public sector undertakings, or of the ministers and leaders, go to Government school, the condition of Government schools is not going to improve. You come to Patna. There are such schools where the teachers outnumber the students. I am saying this with full responsibility. The actual condition may be slightly different. At places the students may outnumber the teachers. But very few students are attending municipal and corporation schools. The teachers are there because of the Government job.

Shri Ramendra Kumar and his party remained associated with education movement. This resulted in simplification of education. This was good and the pay scales of the teachers improved. But the education

system did not improve. Through over condition we can visualise the condition of others. I know about the condition in my State. On asking, the officials tell us that 80-90 percent of the budget is spent in the salaries of the teachers. No money is left for the construction of school building.

Now, Shri Panigrahi mentioned the need to construct living quarters for lady teachers. I feel that we should mobilise funds for the construction of school buildings first you come to my State. The school has no building. The student study under the tree or in such a house, that may collapse anytime, and would hit the headline in the papers. When a Member of this House expires a condolence motion is introduced. Similar condolence motion would be then introduced expressing grief at the death of 200 students, due to the collapse of a school building in a certain village in Bihar.

Shri Bommai never visits Patna. Now a days he does not like to visit Bihar. Make a surprise visit and see the condition there.

SHRI SRIBALLAV PANIGRAHI : If you speak in such a manner you will cause his removal from ministership.

SHRI NITISH KUMAR : Shri Bommai fears to go there. Remember the way Shri Bommai was removed. It is a different matter. But I feel that one day he will forget it... *(Interruptions)* Shri Remendra Babu, politics is every where. Why are we sitting here. Which field remains untouched with politics.

SHRI RAMENDRA KUMAR (Begusarai) : To whom you will support, Shri Bommai or Shri Laloo.

SHRI NITISH KUMAR : This does not concern us. This concerns you. I want Shri Bommai to show some courage and see the condition of schools there. No matter how many schemes you may start, unless they are actually implemented those schemes would be meaningless.

There can be no opposition to the spirit and aims and objectives of this Bill. But the question is that you should think over the situation and then take a decision

*[English]*

THE MINISTER OF HUMAN RESOURCE DEVELOPMENT (SHRI S.R. BOMMAI) : So far as implementation of the mid-day meal scheme is concerned, the Government of India gives foodgrains and transportation charges. The foodgrains are to be lifted from the public distribution shops, and not from the blocks, upto distribution centre where people holding ration cards get the foodgrains and after that transport is provided. So far as cooked food is concerned, money will have to be spent....

*[Translation]*

PROF. RASA SINGH RAWAT : Primary schools are running in jungles and hilly regions. And the ration shops are also located in very remote areas.

[English]

SHRI S.R. BOMMAI : I accept that there are exceptions. I do not deny it. I am not denying what Shri Nitish Kumar has said.

In some States, they give cooked food and also pay for it. There are some such arrangements. In some other States, there are voluntary organisations who come forward, prepare the food and distribute it timely to the students. In some other States, there are village panchayats which are very competent who come forward and contribute for that.

That is how, in some States cooked food is being given. There are 14 such States. The States of Tamilnadu, Kerala and Karnataka are included in that. I can give you the names of the 14 States which are doing like that. They are spending additional money from the States' exchequer. This is how this scheme is working.

Now, the Committee is considering a suggestion; a suggestion has come stating that we should give cooked food throughout the country. Still it is not finalised. For that, 50 per cent must be given by the State Governments and the other 50 per cent must be given by the Central Government so that cooked food can be given to every student at the school premises itself. That matter is under consideration.

I agree that there are some places where at least the foodgrains are lifted. In some States, the foodgrains are not lifted at all. Even for three or six months, the foodgrains are lying there itself and the money given by the Government of India is not spent by those States. There are such places and such districts. I do not say that there are no lapses; there are lapses and the position should be improved.

[Translation]

SHRI RAMENDRA KUMAR : This is satisfactory.

[English]

MR. CHAIRMAN (SHRI CHITTA BASU) : Mr. Nitish Kumar is on his legs.

[Translation]

SHRI NITISH KUMAR : You will know if you visit your constituency. The Hon'ble Minister has stated that the Government's policy is that the foodgrains should reach the Public Distribution shops and it would not be taken to the block level from the godowns of the Food Corporation of India. But I know that this is not happening and when I raised this question here, he is saying that the PDS has to be approached. This would be disastrous. Funds are not being given for distribution, and this is not even reaching the PDS. I am not aware of the situation in Uttar Pradesh. In such a situation how will you provide education? You talk of High school level and Secondary level. Whereas the condition of Primary Schools is very bad. Teachers are not appointed.

They do not favour being posted in the villages. There are no vacancies in the cities. And, then, this is the problem of Bihar. There, the teachers are being transferred in large numbers. This is happening in all the States. The teachers should be recruited at the local level so that they do not have to go far. The teachers are unable to do justice to their jobs due to frequent transfers. They should think over this. Policy should be framed keeping this aspect in view.

Mr. Chairman, Sir, regarding the issue of High School or Middle School, there used to be Committees for this. People used to manage this. But now the Government has taken over the schools as a result of which responsibility of the government has increased. If the School has to be whitewashed, and the building has to be repaired the Government has to give money. And if money is not given, the building collapses after some time. This is the condition of old schools. New Schools are not being setup. Previously private schools were setup with the permission of the Government. The students, thus, could be educated. But it did not benefit the teachers at all. Through those schools, the students were prepared to appear in the Secondary level examinations. Now the situation is such that permission to setup schools is not being given. The situation is such that schools are not being allowed to be setup and the Government too, does not setup new schools. How can education be spread? How can the education of the children be ensured upto the middle level? How will you provide education to someone if he wants to continue his studies after the primary level?

Secondly, there are financial constraints. On one hand some teachers get a substantial amount as pay and then there are some schools where teaching goes on but salaries are not given. In Bihar, no money is being provided for education. The teachers of Bihar staged a demonstration in the streets of Delhi in semi-attired state. I had raised the matter in this House and Hon'ble Speaker had directed the Government of Bihar to look into this issue.

[English]

SHRI S.R. BOMMAI : The Bihar Government has not recognised them as Government employees. They are not Government employees of the Bihar Government. This is the stand of the Bihar Government.

[Translation]

SHRI NITISH KUMAR : It does not matter as to what is the stand of Government of Bihar on this issue. The fact is that such schools and colleges are recognised and the teachers working in these colleges as well as other employees working therein have been accorded recognised status by the Government and then it is said that Government would not give any financial assistance— this is what has been termed as education without Government aid. Under Congress Party regime, all sorts of experiments have been carried

out. Even then we have had such Chief Ministers who implemented a policy of education without government aid. If I mention the name, you will raise objection. But this happened during the regime of Dr. Jagannath Mishra and this system of education without Government aid has become so deep rooted that now education is getting completely wiped out as a result thereof. Even the minimum wages act is not being implemented there.

SHRI RAMENDRA KUMAR : Are we supposed to be discussing Bihar?

SHRI NITISH KUMAR : Please tell him that education is in the concurrent list. Whenever discussion takes place, states will also figure in it and the M.P.s would speak out on the subject from the experiences gained in these states.

MR. CHAIRMAN : Please do not pay any attention to what he says.

SHRI NITISH KUMAR : He is raising objections. They took out a rally, staged a demonstration and also gave a warning to the Government. Although their cadre was in favour of condemning the Government but then they gave only a mild warning. Their workers are not happy with this. I do not know what objection does he have? Whenever the issue of education without Governmental aid is raised, the implementation of minimum wages act comes up. This act is not enforced even in the case of those who are educated and are teaching in schools and colleges. You have given directions that tuition fees should not be charged. Then where would the money come from? In this way, so many systems of education are operating. So long as uniformity is not brought in this regard, improvement can not take place. Uniform education policy should be adopted at primary and secondary level and such education should be provided compulsarily. This should not be the case that D.P.S. is functioning separately. Then there are private educational institutions popularly known as Public Schools. They take a lot of money as donation and then give all possible facilities to children belonging to rich families. They have playgrounds and other facilities at their disposal. On the other hand there are no benches to sit children, no blackboards to teach them and further the children have to attend classes in open spaces under the scorching sun. So long as such a situation prevails our goals of providing uniform and free education to all will not be fulfilled. What is more important is that if the Government has the will power, everything can be arranged. Government has always lacked the will power. We have ignored 'Bharata' to promote 'India'. The state of schools of 'Bharata' is deteriorating whereas the schools of 'India' i.e. the English medium and public schools are flourishing.

[English]

MR. CHAIRMAN : There are other members also to speak.

[Translation]

SHRI NITISH KUMAR : I am concluding.

It is imperative that uniform education is provided throughout the country and strict measures should be adopted in this regard. Shri Bommai is the Minister of Human Resource Development. The name of Ministry of Education has been changed.

SHRI S.R. BOMMAI : That did not happen under our regime.

SHRI NITISH KUMAR : It did not happen under your regime. All these cosmetic exercises have been undertaken in the regime of Shri Panigrahi. Rajivji liked such exercises. The name of Ministry of Education has been changed to Ministry of Human Resource Development. But is the so called development of human resources really taking place? On the contrary, destruction is taking place. People are not becoming literate instead the number of illiterates is rising and when the education is not provided at lower levels how are we going to control population especially when you have just mentioned we will soon surpass China in matter of population. What can be done because whenever a scheme is launched, its benefits are diluted in view of the rising population. Hence there is a need to have education at every level. There is a need for public education. Mr. Chairman has said that I should conclude, hence I am concluding. So far as Adult education and whatever else being undertaken in the country today is concerned, you may also be aware that various types of education are being provided i.e. non-formal education, adult education, elementary education. All the money should be pooled for one type of education only. It is not that harmful if people are unable to become literate even after 25-30 years but it is far more harmful if our forthcoming generation is deprived of education. If funds are left after that, adult education and non-formal education should also be provided but first of all the Primary education should be put in order and uniform education should be provided. All your schemes should be implemented in letter and spirit. At the end I would like to say that there are many states where development is taking place in isolation. If you compare Bihar and East Uttar Pradesh with Maharashtra, Gujarat, Karnataka, Tamil Nadu, Punjab and Haryana, it would be an injustice. Some areas have developed unabated and there has been an increase in their per capita income. If the Government implements any scheme uniformly for all the states, it would not be fair implementation. Hence the Government should identify some states especially the backwards states and whenever any such schemes is implemented in these states, it should be completely funded by the Union Government. Of course, the states have some rights too and we are not in favour of curtailment of their rights. However since the funds would be given by the Union Government, hence there should be a monitoring mechanism to ensure that the funds are not misutilised.

[English]

SHRI S.R. BOMMAI : I want to give information. The most backward States in education are Bihar, Uttar Pradesh, Madhya Pradesh and Rajasthan. These are in the Hindi belt. The literacy rate, particularly among women, is only 15 to 20 percent or even less than that.

[Translation]

SHRI NITISH KUMAR : That is what I want to submit. The states which are said to be the backward states: out of the four states that you have mentioned, Bihar is the most backward state and so far as your statement about female education is concerned, it goes to the credit of Bihar that there is only one woman Minister in the present Government and she is from Bihar. Education may or may not be there but the State does not lag behind in politics. With these words, I request you to implement special scheme for these states and support this bill.

SHRI GANGA CHARAN RAJPUT (Hamirpur) : Mr. Chairman, Sir, thank you for providing me an opportunity to speak on the discussion on the motion for consideration of the Private Members' Bill regarding Compulsory Education moved by Dr. Reddy. All the Members expressed almost similar views and all of them emphasized on only one point that the dual education system should be abolished. Instead, there should be a Compulsory Education System. Education is the greatest problem of our country. It is a country of Goddess Saraswati and She is worshipped here by larger number of people in comparison to any other country. But, unfortunately we have the largest number of illiterates. This dual education system has been in vogue in our country for centuries. It was in existence in Ramayana era and Mahabharat era as well. In the present system, a poor child or a child belonging to 'Shudra' can study but the education system of that era was limited to the palaces of Kings only. It is the result of that culture and system that two - third population of our country remained illiterate and is still illiterate. There used to be 'Gurukul' in Mahabharat era. Whenever any 'Shudra' child went for education in those Ashrams, he was humiliated like 'Eklavya', who after humiliation, went to the jungle and started getting education by making an idol of guru 'Dronacharya'. Even then our social system asked for his right hand's thumb as 'Guru Dakshina' and deprived him of education. It was not a solitary case.

Likewise, when 'Karna' went to the Ashram of Guru Dronacharya, he too was not admitted to the Gurukul and forced out of the Ashram with the warning that Shudras had no right to education. It has been mentioned in 'Vedas' and 'Manusmriti' that Shudras and women have no right to education. It is because of that system that today, a large number of women are illiterate in our country. In fact, only 15 percent women are literate. Though the Governments kept on changing in the

country, the poor and women continued to be deprived of education under a conspiracy.

In the dual education system prevalent in our country, rich children enjoy the facility of education, while the poor children remain deprived of it. Even today, there are many schools for the rich children but for poor children, if study material is available at primary level, there is no good school building and if the building is there, there are no teachers and if teachers are there, there is no blackboard and if all these things are available, the school does not have adequate students.

Therefore, through you, I would like to request the hon. Minister of Education that since he has fought for the cause of social justice he will have to get to the bottom of this problem. When a Dalit boy wakes up in the morning, the problem of meal arises before him. He does not think of school but is always concerned about the food. After waking him up, his old parents send him to wash utensils at some one's house or to do some other works. We see several young children selling peanuts at Railway Stations or bus-stand and some of them washing utensils in hotels.

When the boy brings his earnings in the evening, only then he and his parents get food. Therefore, the need of the hour is to get to the bottom of the problem and find solution to it.

Our country has the largest number of child labourers. Unless we solve the problem of child labour in the country and make it compulsory that no child below the age of 14 years will work in any factory or any hotel or do other labour work...*(Interruptions)* Many laws have been enacted but these are not implemented.

If one happens to go to Railway Station in Delhi, he will find many children polishing shoes. Many other children can be seen washing plates in hotels and restaurants but we just ignore them. We also see children selling peanuts and newspapers while travelling in trains. Do we not see small children selling newspapers, when our cars stop at red light? do we ever think of purchasing a newspaper for 50 paise? How much do they get? Rs. 10 for a whole day! Making education compulsory, will not solve this problem. The Government will have to take stern steps to end the problem of child labour. The Government will have to make arrangements regarding shelter, mid-day meals, school uniform and books etc. for working children. Only then the compulsory education will serve the purpose.

[English]

MR. CHAIRMAN : We had extended the time for the discussion by one hour and that one hour is also over. Is it the desire of the House to extend the time further as many Members want to speak on this?

SHRI S.R. BOMMAI : I will be thankful if it could be postponed to the next day as I have to attend a Cabinet meeting at 6.00 o'clock.

MR. CHAIRMAN : I think you have not understood me. I am asking for extension of time for discussion of the Bill and not for the sitting of the House. It will be taken up next time.

SHRI S.R. BOMMAI : I leave it to the House.

[Translation]

SHRI NITISH KUMAR : Mr. Chairman, Sir, please allot one hour more for discussion on this Bill.

MR. CHAIRMAN : With the leave of the House, the time for discussion on this bill is extended by one hour.

SHRI GANGA CHARAN RAJPUT : Mr. Chairman, Sir, as per present educational scenario, in my Parliamentary Constituency falling under Bundelkhand a most backward area of Uttar Pradesh, there is only one junior High School covering a population of 30 thousand. There are no primary school buildings in nearly 500 village Panchayats. Even today, we do not have a single Navodaya Vidyalaya in our districts. The percentage of literacy is minimum in Uttar Pradesh and in my Parliamentary Constituency - it is 26 percent. This is reason for utmost poverty in the area. Sir, everyday, the farmers, the peon and the labourers come to Delhi by Qutub Express in search of job. They are accompanied by their small children. They get work in buildings and roads under construction. Whenever I happen to pass through any such place, I often see children of my Constituency there.

MR. CHAIRMAN : The time is over. Please conclude.

SHRI GANGA CHARAN RAJPUT : I am concluding. The situation on the educational front in the country is not good. There is no meaning of Non-formal education and adult education and the budget allocation therefor. The Government is trying to teach an old man of 70 years and spending money on him and that too on paper only. I alongwith the district magistrate have inspected many such educational centres and found no adult education centre functioning satisfactorily. On inspection day, the old people of the Mohalla are collected, provided books and slates and are persuaded with selfish motives that in case somebody asked them about their attendance, they should tell them that they attend the classes daily. In this way, the fund is being shown spent on papers only.

**18.00 hrs.**

Therefore, my suggestion is that it should be done away with. I would like to suggest that one million unemployed graduates of the country should be involved in literacy mission. If they are paid rupees one thousand per month, it will involve an expenditure of Rs. 1200 crore in a year, while the Government is incurring an expenditure of Rs. 2000 crore per annum on formal, non-formal and adult education. These persons will get employment and they will make the entire nation literate within a period of five years.

Secondly, I would like to submit that the condition of Navodaya Vidyalayas is known to every one. It is not serving the purpose for which it was set up. These schools do not have buildings and if there are buildings, the schools lack staff. Many schools are being run in huts. The Navodaya Vidyalaya in district Mahua, does not have its own building so far and it is being run in huts. The Government formulates schemes but it is not implemented properly. In Common Minimum Programme of the United Front Government, You have resolved to make education as a fundamental right.

But till now, no step has been taken to implement that resolution. I would like to say that the United Front Government have introduced many good programmes but not a single of them is being implemented properly.

[English]

SHRI S.R. BOMMAI : On the subject of making education a fundamental right a meeting of Chief Ministers of all States was held. After one month of that, a meeting of Ministers of Education of all States has been held. A meeting of Educational Officers of all States has been held. A meeting of experts in the field in the country has been held. My colleague Shri Saikia is the Chairman of that Committee. There are about 11 state ministers in the committee. The committee had held three meetings so far. They are going to submit their report within 15 days on the very issue after which I will come with the proposals. Things are being done.

[Translation]

SHRI GANGA CHARAN RAJPUT : If it is so, then I thank you for that. The society has changed, the social conventions have also changed. Therefore, atleast, this dual education system should be done away with. The Government should take concrete step in this regard. The son of poor studying in primary school becomes peon and the son of the rich studying in convent school becomes the collector. Rupees five thousand per month are spent on the education of the son of the rich, whereas it is only fifty paise per month which is spent in case of the son of the poor. How can one expect him to become the Collector or S.P.? The Government should atleast make efforts to provide uniform education to all, be it the son of a leader or a rich person or that of a poor person. These poor do not lack ability. Baba Saheb Ambedkar was the son of a poor. He proved his ability and became the framer of the constitution of this country. Therefore, the Government should implement the promises made by them. In my constituency, Hamirpur, the building of a primary school collapsed and four children were buried under the debris. The records show a building there but the fact is that the building was not fully constructed and the school was being run in a kachcha house, which collapsed in heavy rain. Four children died and about more than 50 children were severely injured. We wrote to the hon'ble Governor of U.P. and even then no action has been

taken against the guilty officials. Today the situation is such that M.Ps write letters and send complaints to the hon'ble Minister but those letters are never replied to. Only it is replied, "Your letter has been received and action is being taken." But it is a matter of concern that even after lapse of two-three months, no reply about the action has been received. When I wrote a letter to the hon'ble Minister requesting him to open a Navodaya Vidyalaya in my Constituency as no Navodaya Vidyalaya is there, the hon'ble Minister replied, "action is being taken in this matter." Even after lapse of four months no reply has been received in this regard.

SHRI S.R. BOMMAI : We meet everyday but you never asked me about the reply.

SHRI GANGA CHARAN RAJPUT : We do meet but it is the concern of the officials.

The Government should atleast be serious about education because during the Second World War, Churchill...*(Interruptions)*

MR. CHAIRMAN : Rajput ji, please look at the clock.

SHRI GANGA CHARAN RAJPUT : During Second World War, when Churchill had curtailed the education budget, the then Minister of Education of England had said that if our country remained illiterate then it will become slave for centuries and if we lost the War, then our country will become slave for a limited period only, therefore we should pay more attention towards education. If the people of our country become literate and get scientific knowledge, the evils of casteism, communalism developing in our country and all sorts of disputes in the name of language and region will

automatically come to an end. Therefore, we should spend maximum amount on education and I demand that atleast 10 percent of the budget should be spent on education. I would like to say that there are people, belonging to weaker sections of the society and deprived of education for centuries, who are still living in disgrace and being treated like animals. There is a saying :

"Bina Parha Nar Pashu Kahave".

It means that uneducated people are treated like animals. These people belonging to untouchables are leading a life worse than the animals. The facilities which we want to provide them are not reaching them. Therefore, I would like to say that there should be free education for the people of backward classes and especially, for women. Their educational expenses should be borne by the Government and besides this, the expenses made on their living, food and books etc. should also be met by the Government. Then only, we can make this country fully literate and develop it and save it from social evils. With these words, I conclude.

*[English]*

MR. CHAIRMAN : Now the house stand adjourned to meet again on Tuesday, November 26, 1996 at 11.00 a.m.

**18.08 hrs.**

*The Lok Sabha then adjourned till Eleven of the Clock on Tuesday, November 26, 1996/Agrahayana 5, 1918 (saka)*