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Title: Discussion on demands for Grants No. 59 and 60 relating to the Ministry of Human Resource Development.

HON. SPEAKER: The House will now take up discussion and voting on demand Nos. 59 and 60 relating to the Ministry of Human Resource Development.

Motion Moved:

"That the respective sums not exceeding the amounts on Revenue Account and Capital Account shown in the fourth column of the Order Paper be granted to the President of India, out of the Consolidated Fund of India, to complete the sums necessary to defray the charges that will come in course of payment during the year ending the 31st day of March, 2016, in respect of the heads of Demands entered in the Second column thereof against Demand Nos. 59 and 60 relating to the Ministry of Human Resource Development."

Demands for Grants (2015-2016) in respect of the Ministry of Human Resource Development submitted to the vote of Lok Sabha

No. of Demand	Name of Demand	Amount of Demand for Grants submitted to the vote of House.	
		Capital (Rs.)	Revenue(Rs.)
59.	Department of School Education and Literacy	19889,42,00,000	-
60.	Department of Higher Education	4475,88,00,000	-

Hon. Members present in the House whose cut motions to the Demands for Grants in respect of the Ministry of Human Resource Development for the year 2015-2016 have been circulated may, if they desire to move their cut motions, send slips to the Table within 15 minutes indicating the serial numbers of the cut motions they would like to move. Only those cut motions, slips in respect of which are received at the Table within the stipulated time, will be treated as moved.

A list showing the serial numbers of cut motions treated as moved will be put up on the Notice Board shortly thereafter. In case members find any discrepancy in the list, they may kindly bring it to the notice of the Officer at the Table immediately.

Now, we go on to the discussion. Shri R. Dhruvanarayana to initiate the discussion.

SHRI R. DHRUVANARAYANA (CHAMARAJANAGAR): Thank you very much for giving me an opportunity to participate in the Demands for Grants for Human Resource Development.

13.33 hrs (Hon. Deputy-Speaker *in the Chair*)

Education is one of the most important sectors for India today. India's school education is one among the largest in the world. Sir, we have got 1.4 million schools in the country. Twenty five million students are studying in our country. We have got seven million teachers. We have achieved 73 per cent literacy rate. We have achieved nearly universal enrolment in schools, that is 97.4 per cent of enrolment in the primary schools. During the UPA regime, the Right to Education Act was introduced in the year 2010. It has Mid-day Meals Scheme and Sarva Shiksha Abhiyan. Due to these schemes, the enrolment ratio has increased. We need quality education in the Government schools. Especially in the rural areas, the quality of education is very low. As per DISC data 2010-11, the enrolment ratio in private schools is increasing. The enrolment in Government Schools was 69.6 per cent of total enrolment.

This had reduced to 62.8 per cent in 2013-14, whereas in private schools, the enrolment ratio has gone up. In the year 2010-11, the enrolment ratio in the private schools was 28.3 per cent. In 2013-14, it had gone up to 34.5 per cent. In case of higher education, the gross enrolment ratio in developed countries is 60-100 per cent. In India the enrolment ratio in higher education is only 19.4 per cent, especially in the case of Scheduled Caste students, the enrolment ratio in the country is only 12 per cent, and in the case of Scheduled Tribe students, it is 9.7 per cent. So, in this connection, I urge the Government that there is a need to ensure inclusivity and access to higher education.

Regarding vacancies and training of teachers, we have shortage of teachers, especially in rural areas. Across India, there are about 9.4 lakh vacant posts for teachers; 5.86 lakhs in primary schools and 3.5 lakhs in upper primary schools. Totally, 9.4 lakh teacher posts are vacant in our country.

According to an assessment by the HRD Ministry, there are 1,07,591 single teacher schools in the country, especially in Madhya Pradesh, there are 17,984 single teacher schools and in our State of Karnataka, there are 3,948 single teacher schools. Students from multiple classes have to sit together and study the same thing. This seriously compromises quality education.

Regarding teachers' training, in each district we have got District Institute of Education and Training (DIET). As per studies, 17 per cent of the DIETs do not have their own buildings and 40 per cent do not have their own hostel facilities. There are 80 per cent vacancies in faculty position in some States. Despite this, the Department of School Education is spending only 0.9 per cent of its total money to teachers' training. Teachers'

training is very much needed. Only Rs.500 crore has been allocated for teachers' training, especially, for DIETs. So, I urge the Ministry to invest more in teachers' training and aid the State Governments.

I want to raise an important issue. The Government should increase the allocation for Sarva Shiksha Abhiyan and Mid-Day Meal Scheme, especially our UPA Government allocated Rs.26, 608 crore for Sarva Shiksha Abhiyan. Now, the present Government has allocated only Rs.22,000 crore. There is a 17 per cent cut in the Sarva Shiksha Abhiyan Scheme. So, I urge the Minister to enhance, increase the allocation for Sarva Shiksha Abhiyan Scheme.

Regarding Mid-Day Meal Scheme, during our UPA Government it allocated Rs.13,215 crore during the year 2013-14 for Mid-Day Meal Scheme. Now, the present Government has allocated Rs.9,236.4 crore. There is a cut of about 17 per cent. Due to these important flagship programmes, we have achieved 97.4 per cent enrolment at primary school level. So, I urge the Government to increase the allocation for Sarva Shiksha Abhiyan and Mid-Day Meal Schemes.

Regarding Kasturba Gandhi Vidyalaya for girls, these Vidyalayas were established especially for Scheduled Caste, Scheduled Tribe, OBC and minority students. There is a need to have a separate Central administration for Kasturba Gandhi Vidyalayas like Navodaya and Kendriya Vidyalayas because you are providing money for establishment of Kasturba Gandhi Vidyalayas but they are maintained by State Governments.

Lastly, I request you to increase the MP quota in Kendriya Vidyalaya. During the UPA Government, it was six. I request you to enhance it to 15 seats in MP quota in Kendriya Vidyalaya.

With these words, I conclude.

HON. DEPUTY SPEAKER: I want to inform the Members that those who have written speeches can lay their speeches on the Table of the House.

CUT MOTIONS

डॉ. रमेश चोखरियाल निशंक (हरिद्वार): श्रीमन्, मैं आपका आभारी हूँ। मानव संसाधन विकास मंत्रालय का जो यह बजट पेश हुआ है और जो एक के बाद एक अभिनव प्रयोग और नई योजनाओं को समाहित करते हुए शिक्षा के माध्यम से उस हिन्दुस्तान को, जो विश्व में गुरु था, और जिसके बारे में यह कहा गया था-

एतदेश प्रसूतस्य सकाशादग्नौ जन्मनः ।
स्व-स्वं चरितं शिक्षणेन पृथिव्यां सर्व मानवः ॥

सारी दुनिया का मार्गदर्शन करने वाले इस सशक्त और समृद्ध देश में माननीय मंत्री जी स्मृति जी ने जिस तरीके से, जिस भावना से, जिस संकल्पना से इसकी शुरुआत की है, मैं आदरणीय नरेन्द्र मोदी जी के संरक्षण में, स्मृति जी की अनुवाई में होने वाले इस क्रांतिकारी परिवर्तन के लिए माननीय मंत्री जी को बहुत सारी बधाई देना चाहता हूँ।

श्रीमन्, मैं यह कहना चाहता हूँ कि शिक्षा किसी व्यक्ति, परिवार, समाज और राष्ट्र की रीढ़ की हड्डी होती है।

विद्वत्त्वं च नृपत्वं, नैवतुल्यं कदाचन।
स्वदेशे पूज्यते राजा, विद्वान् सर्वत्र पूज्यते॥

श्रीमन्, शिक्षा यदि आधारभूत है तो उसके लिए देश और दुनिया की सभी सीमाएं ऊपर हैं। इसलिए यदि संस्कारभूमि और शिक्षित परिवार नहीं हैं, व्यक्ति नहीं है, राष्ट्र नहीं है तो वह किसी भी चौखटे पर खड़ा उस कटी हुई पतंग की तरह होगा, जो आसमान में तो उड़ रहा होगा, लेकिन उसकी परिणति किस गड्ढे में गिरने की होगी, यह उसको भी मालूम नहीं है। इसलिए मैं समझता हूँ कि जिस तरीके से यह काम शुरू हुआ है और अभिनव शिक्षा नीति के रूप में माननीय मंत्री जी ने श्रेष्ठ और समृद्ध भारत की परिकल्पना को साकार करने के लिए एक के बाद एक देश में शिक्षा को सर्वोच्च वरीयता दी है, भारत को विकसित देशों में शामिल करने की कवायद के हिस्से के रूप में मानव संसाधन विकास मंत्रालय और माननीय मंत्री स्मृति ईशानी जी के नेतृत्व में जो नई शिक्षा नीति बनी है, इसके लगभग 13-14 बिन्दु ऐसे हैं जो उस दिशा में देश को, पीढ़ी को, उसके विचारों को, इसकी समृद्धता को लगातार आगे बढ़ाएंगे।

मैं यह देख रहा था कि इन 13 बिन्दुओं में महत्वपूर्ण बातें हैं। इनमें स्थानीय भाषाओं का उन्नयन, शिक्षा का मुक्त विद्यालय, अध्यापक प्रशिक्षण, विज्ञान, गणित शिक्षा सुधार, माध्यमिक और वरिष्ठ विद्यालयों का सुधार, अनुसूचित जाति और अनुसूचित जनजाति तथा अल्पसंख्यकों में वयस्क शिक्षा, कला, क्रीडा, शारीरिक शिक्षा, कौशल विकास, परीक्षा सुधार इत्यादि ऐसे महत्वपूर्ण मुद्दे हैं जो शिक्षा की रीढ़ की हड्डी और आधारभूत बनेंगे। इसलिए उत्तम शिक्षा में गुणात्मक सुधार लाने के लिए उत्तम शिक्षा नीति में जिन बिन्दुओं का उल्लेख किया है, जैसे शिक्षा का गुणवत्ता सुधार, संस्थानों की मान्यता एवं रैंकिंग, केन्द्रीय संस्थानों की महत्वपूर्ण भूमिका, राज्य विश्वविद्यालयों का उन्नयन, क्षेत्रीय विषमता को दूर करना, शोध तथा अनुसंधान को बढ़ावा देना, शिक्षा का अन्तरराष्ट्रीयकरण करना, निजी क्षेत्र के साथ सार्थक भागीदारी, उत्तम शिक्षा एवं सामाजिक संबंध, नियामक व्यवस्था में सुधार, मुक्त एवं ऑनलाइन शिक्षा को बढ़ावा, शिक्षा में प्रौद्योगिकी, कौशल विकास और उत्तम शिक्षा में समन्वय आदि पर जिस तरीके से ध्यान केन्द्रित किया गया है और जिस रास्ते से उनको आगे बढ़ाने की कवायद की जा रही है, मेरा भरोसा है कि इन नई पढ़ाई से हमारा

मानव संसाधन विकास मंत्रालय इस देश को उसके शिखर तक पहुंचाने में निश्चित रूप से सफल होगा। मैं समझता हूँ कि जिस तरीके से समूह भारत और ग्रेट भारत के निर्माण के लिए विद्यार्थियों, अध्यापकों और अभिभावकों के कल्याण की अभिनव पहल की है, सबके बीच अभिनव समन्वय किया है। जैसे कौशल योजना, इसके लिए मैं मंत्री जी को बधाई देना चाहता हूँ कि पहली बार सरकार ने समूह देश के अन्दर 100 ज्ञान उन्नयन केन्द्रों की स्थापना की है, जिसमें कौशल विकास को बढ़ावा दिया जाएगा, विश्वविद्यालय अनुदान आयोग की देखरेख में ये केन्द्र संचालित होंगे। इसलिए प्रधानमंत्री जी का मेक इन इंडिया और स्किल इंडिया जैसी महत्वाकांक्षी योजनाओं को यह सफलकृत करेगा और निश्चित रूप में उसको एक दिशा देगा। ऐसे ही अन्तर्राष्ट्रीय शैक्षणिक नेटवर्क की स्थापना भी बहुत महत्वपूर्ण निर्णय है। इसके लिए भी मैं मंत्री जी को बहुत बधाई देना चाहता हूँ।

पहली बार सरकार ने यह महसूस किया कि भारत में शिक्षा, उत्तम शिक्षा और शोध के स्तर पर अपेक्षित प्रगति होनी चाहिए। यह देश वह देश है, जहाँ सारी दुनिया के लोग शोध करने के लिए आते हैं। यदि पीछे के दशकों में देखा जाए तो वही देश जो विश्व गुरु था, वह देश ऐसे स्थान पर खड़ा हुआ, जिसकी चर्चा करना भी मैं उचित नहीं समझता हूँ। इसलिए पुनः उस देश को उसके शिखर तक पहुंचाने की जो यह कवायद है, इसमें उसकी श्रेष्ठता सिद्ध करनी होगी और इसी मंशा से मंत्रालय अन्तर्राष्ट्रीय वैज्ञानिकों, विद्वानों को देश में आमंत्रित करने और अन्तर्राष्ट्रीय शैक्षणिक नेटवर्क की जो स्थापना की है, जहाँ विदेशी विशेषज्ञों को देश में कार्य के लिए बुलाया जाएगा और यहाँ के जो विशेषज्ञ हैं, वे बाहर जाएंगे। हम लोग पारस्परिक हस्तांतरण शिक्षा की नीतियों और उनकी तकनीकियों का कर सकेंगे।

बालिकाओं को विद्यालय में शौचालय उपलब्ध कराने की दिशा में पहली बार, मैं समझता हूँ कि शायद पहली बार किसी के मन में ऐसा विचार आया होगा। औद्योगिक क्षेत्र के लोगों का सामाजिक दायित्व का जागरण हो और वे औद्योगिक क्षेत्र के घराने यह संकल्प लें कि वे एक लाख से अधिक शौचालय विद्यालयों में बनाएं। इसके लिए मैं मंत्री जी को बहुत सारी बधाई देना चाहता हूँ कि सामाजिक दायित्वों का जागरण उनमें किया है और यह एक अभिनव पहल है, जो एक लाख से अधिक शौचालयों का निर्माण करेगा। उन्नत भारत अभियान, जो आईआईटी द्वारा दस गाँवों को, पहले शायद किसी को समझ में आया होगा कि जो आईआईटी हमारे विभिन्न स्थानों पर हैं, उनके इंट-मिड आइना दिखना चाहिए कि मेरे क्षेत्र में यह आईआईटी है। उदाहरण के लिए मेरे हरिद्वार लोक सभा के अन्दर रूड़की आईआईटी है तो आसपास के 10-20 गाँवों को लगना चाहिए, उन्हें गैर-महसूस होना चाहिए कि उसकी जो छाप है, उसका जो संरक्षण है, उसकी जो चमक है, वह उन तक और आसपास में पड़ रही है। यह जो पहल की है कि हर आईआईटी को दस गाँवों का चयन करने का जो निर्णय लिया है और उसमें प्रौद्योगिकी के माध्यम से विकास करने का जो संकल्प लिया है, उससे निश्चित रूप में उसके आसपास के गाँवों का बहुत विकास होगा और वे मुख्यधारा से जुड़ सकेंगे। यह देश के लिए अभिनव प्रयोग होगा, एक अलग उदाहरण होगा।

श्रीमन्, स्वतः कार्यक्रम, स्वयं कार्यक्रम वाला जो अनूठा कार्यक्रम है, यह भी आईआईटी, केन्द्रीय विद्यालयों के प्रोफेसर, देश के नागरिकों को ऑनलाइन कोर्स प्रदान करेंगे। यह योजना भी मंत्रालय की एक अभिनव योजना है, नई योजना है। इससे उन लोगों को सहायता मिलेगी जो किसी कारणवश नियमित शिक्षा-संस्थानों में नहीं पहुँच पाते हैं। लोग बहुत प्रतिभाशाली हैं, कुछ करना चाहते हैं, लेकिन उनकी विवशताएं हैं। उनकी विवशताओं में भी उनको उन स्थानों पर सहयोग मिलेगा और वे अपनी प्रतिभा को निखार सकेंगे। देश के निर्माण में उनका योगदान हो सकेगा।

ईशान विकास एक अभिनव योजना है। संवेदनशील और सामरिक रूप से महत्वपूर्ण पूर्वोत्तर राज्यों की समृद्धि से यह संबंधित है। जो पिछड़े क्षेत्र हैं, जब उनकी समृद्धि होगी, जब वे सशक्त होंगे, वे विकास में आगे आएंगे, शिक्षा में समृद्ध होंगे तो देश समृद्ध होगा। इसी भावना से आईआईटी, एनआईटी और अन्य शैक्षणिक संस्थानों के विद्यार्थी पूर्वोत्तर राज्यों में अवकाश के समय जाकर उनको शिक्षा प्रदान करेंगे। मैं समझता हूँ कि यह भी उन बच्चों के लिए, उन छात्रों के लिए जो उन संस्थानों में अध्ययनरत हैं, उनके लिए और जिन स्थानों पर वे जाएंगे, उन बच्चों और छात्रों के लिए, दोनों के लिए उन्नत शिखर पर पहुँचने का एक बहुत अच्छा रास्ता है। इसके लिए भी मैं मंत्री जी को बधाई देना चाहता हूँ कि उन्होंने यह बिल्कुल एक अभिनव प्रयोग किया है।

सक्षम योजना के तहत देश में पहली बार शारीरिक रूप से जो सक्षम नहीं हैं, उनके लिए कुछ करने का प्रयास हो रहा है। उन विद्यार्थियों को तकनीकी शिक्षा और उत्तम शिक्षा से जोड़ने के लिए ए.आई. सी.टी. ई है। अक्षम लोगों को तकनीकी शिक्षा, हर स्थान पर चाहे बच्चों, पिछड़े लोगों या अक्षम छात्रों का हो, ऐसे छात्रों पर भी मंत्रालय की नजर गयी है, उन्होंने अपनी योजनाओं में उनके लिए एक अभिनव प्रयोग किया है, इसके लिए मैं सरकार को बहुत-सारी बधाई देना चाहता हूँ।

श्रीमन्, "उड़ान", देश की महिलाओं की शिक्षा एक बहुत बड़ी चुनौती है। होनहार बालिकाएं उत्तम शिक्षा और तकनीकी शिक्षा से वंचित रह जाती थीं। बालिकाओं को तकनीकी संस्थानों में प्रवेश के लिए यह मदद करेगी। "उड़ान" बालिकाओं की शिक्षा में बालिकाओं के उन्नयन में एक मील का पत्थर साबित होगा।

हमारी सरकार की "स्वामी विवेकानंद छात्रवृत्ति" योजना भी बिल्कुल नयी पहल है। मैं इसके लिए मंत्री जी को बधाई देना चाहता हूँ कि बालिका शिक्षा और परिवार कल्याण को बढ़ावा देने हेतु मानव संसाधन विकास मंत्रालय ने उन अभिभावकों की मदद करने का निर्णय लिया है जिनकी मातृ एक ही बालिका है, मातृ एक ही संतान है। इस उद्देश्य से स्वामी विवेकानंद छात्रवृत्ति शुरू की गयी है। जहाँ एक बालिका है, एक ही संतान है, उस संतान को भी इस देश के लिए एक निधि के रूप में किस शिखर तक पहुंचाया जा सकता है, इस तरह की जो योजना बनायी गयी है, निश्चित रूप में यह भी एक स्वागत योग्य कदम है। मैं इसके लिए भी उनको बधाई देना चाहता हूँ।

उत्तम शिक्षा में 13.1 प्रतिशत की वृद्धि हुयी है। मैं आंकड़ों के मामले में नहीं जाना चाहता हूँ, केवल बहुत पैसे व्यय करके उसकी गुणवत्ता और उसे शिखर पर पहुंचाने का कोई मानक भी नहीं हुआ करता है, उसके एक नहीं सैकड़ों उदाहरण हैं, लेकिन तो भी उत्तम शिक्षा के बजट में मंत्री जी ने 13.1 प्रतिशत की वृद्धि की है। मैं यह समझता हूँ कि उत्तम शिक्षा के लिए बजट में 26,855 करोड़ रुपये का प्रावधान किया है, जो पिछले वर्ष के मुकाबले में 13.1 प्रतिशत अधिक है। मुझे पूरा विश्वास है कि सरकार उत्तम शिक्षा पर पूरा ध्यान केन्द्रित करेगी और निश्चित रूप में जिस तरीके से यह देश अपनी प्रगति की दौड़ में आगे बढ़ रहा है और आदरणीय मोदी जी की अनुवादी में देश पूरी दुनिया की नजरों में आगे बढ़ते हुए दिखाई दे रहा है, हम उन भावनाओं का सम्मान भी कर सकेंगे और सफलता का अर्जन भी कर सकेंगे।

सरकार को मैं इसके लिए भी बधाई देना चाहता हूँ कि सरकार द्वारा पांच किलोमीटर के अंदर "वरिष्ठ विद्यालय" का प्रावधान किया गया है। अब पांच किलोमीटर के अंदर निश्चित रूप में वरिष्ठ माध्यमिक स्तर की शिक्षा उपलब्ध हो सकेगी। इसके लिए 80,000 छात्र स्कूलों का उन्नयन और 75,000 मिडिल स्कूलों का उत्तीकरण होगा। उनसे गांव के गरीब लोगों को सहायता मिलेगी। मैं तो गांव का रहने वाला हूँ, मुझे मालूम है कि कक्षा 5 के बाद हम लोग 8 किलोमीटर सड़की चढ़ाई पार करके पढ़ने के लिए जाते थे। बहुत सारे ऐसे बच्चे होते थे, लगभग 50 प्रतिशत बच्चे जो 5वीं कक्षा के बाद पढ़ नहीं पाते थे। आठ किलोमीटर जाना और आठ किलोमीटर आना, यह बहुत लम्बा रास्ता होता है। मैं मंत्री जी को बधाई देना चाहता हूँ कि उन्होंने ग्रामीणों और दूरस्थ क्षेत्रों के लोगों की भावना का भी सम्मान करते हुए, उन बच्चों के विकास और उनकी शिक्षा के लिए सरकार ने जो यह चिंता की है, उनके लिए 80,000 छात्र स्कूलों का उन्नयन और 75,000 मिडिल स्कूलों के उत्तीकरण का संकल्प लिया गया है और उन्हें पूरा करने का जो लक्ष्य है, उसके लिए भी मैं सरकार को बधाई देना चाहता हूँ।

प्रधानमंत्री विद्या लक्ष्मी कार्यक्रम, मैं इस सदन के माध्यम से निश्चित रूप से मंत्री जी को बधाई देना चाहता हूँ कि भारतीय इतिहास में यह पहली बार विद्यार्थियों की छात्रवृत्ति एवं ऋण प्रक्रियाओं का सरलीकरण करते हुए अतिपारदर्शी और जवाबदेही बनाया गया है। चुस्त-दुरुस्त निगरानी तंत्र स्थापित करते हुए ऑनलाइन हस्तांतरण करने की महत्वाकांक्षी योजना है। अभी तक होता यह था कि हम जाते थे, आंकड़े होते थे, सब्सिडी कहां जा रही है, छात्रवृत्ति कहां जा रही है? वह उन्हें समय पर नहीं मिलती थी। छात्रों को वह मिलती नहीं थी। छात्र उनके लिए दर-दर की लोकरे खाते थे और उन्हें समय पर सुविधाएं नहीं मिलने के कारण उनकी शिक्षा आगे नहीं बढ़ पाती थी। इसलिए यह अच्छा प्रयोग किया गया है। जो अपंगता विश्वविद्यालय बनाया गया है, यह सारे विश्व का अपने प्रकार का एक अभिनव प्रयोग है। इसलिए अंतर्राष्ट्रीय स्तर पर अपंगता विश्वविद्यालय की स्थापना के लिए मैं सरकार को बहुत बधाई देना चाहता हूँ। इसके लिए पाठ्यक्रम कोर्स तैयार किए जाने की योजना है। अंतर्राष्ट्रीय सहयोग में सफलता के कुशल नेतृत्व अनुसंधान और विकास को बढ़ावा देने की है। जर्मनी, नार्वे, अमरीका, इजरायल और जापान के साथ द्विपक्षीय शोध कार्यक्रमों के विन्यासित किए जाने का जो निर्णय सरकार ने लिया है, यह भी बहुत अभिनव है। नेपाल, भूटान और बंगलादेश के साथ शैक्षणिक सहयोग के अनुबंध किए गए हैं। इसके लिए मैं बधाई देना चाहता हूँ।

स्वयं मूल्यांकन को बढ़ावा देने का भी एक अभिनव प्रयोग है। भारत के इतिहास में संभवतः पहली बार स्वयं मूल्यांकन को बढ़ावा देने के लिए दो करोड़ से अधिक छात्र-छात्राओं एवं डेढ़ लाख से अधिक अध्यापकों को मूल्यांकन प्रक्रिया से जोड़ने का व्यापक कार्यक्रम है। यह इस देश का ही नहीं बल्कि विश्व का अद्भुत उदाहरण होगा।

मैं सोचता हूँ कि जिस तरह मंत्रालय काम कर रहा है, मैं माननीय मंत्री जी से अनुरोध करना चाहता हूँ कि उत्तम शिक्षा में जितने भी कुतर्पतियों के पद रिक्त हैं, उन्हें जरूर भरा जाना चाहिए। रजिस्ट्रार के बहुत सारे पद रिक्त हैं। वे भी भरे जाएं। मैं इस मंत्रालय के काम करने के तरीके का एक छोटा सा उदाहरण देता हूँ। यहां आदरणीय अनंत कुमार जी नहीं हैं। मेरे लोक सभा क्षेत्र ऋषिकेश में आईडीपीएल में पचास वर्षों से एक स्कूल चल रहा था। वह आईडीपीएल का भवन था जिसमें केन्द्रीय विद्यालय चलता था। निर्णय हो गया क्योंकि भवन जर्जर अवस्था में था, वह बंद हो जाएगा। वहां अभिभावक घरने पर बैठे थे। एक-डेढ़ हजार छात्रों का भविष्य अधर में लटका हुआ था। मैं जब मंत्री जी के पास गया और सारी बात रखी तो उन्होंने वहीं से टेलीफोन किया। मैं इस सदन में यह उदाहरण इसलिए देना चाहता हूँ कि यदि काम करने की मंशा, इच्छा शक्ति, प्रयास और मन में लालक हो तो ऐसे भी काम होते हैं कि उसी समय टेलीफोन किया। दो दिन के अंदर सारी जमीन

स्थानांतरित हुई, नए कलेक्टर के साथ वह स्कूल वहीं जीवित हुआ। इसलिए मैं आपको अपने क्षेत्र की जनता की ओर से बधाई देना चाहता हूँ। उच्च शिक्षा, माध्यमिक शिक्षा और प्रारंभिक शिक्षा, मैं मंत्री जी से अनुरोध करना चाहता हूँ, क्योंकि यदि शिक्षा संस्कार शम नहीं होगी तो उसके अभाव में आदमी मरी हुई लाश की तरह है। यह प्रारंभिक शिक्षा से शुरू होगी। इसमें कुछ आमूलचूल परिवर्तन करने की जरूरत है, यदि बच्चा बिना परीक्षा के आठवीं बलास तक पास होता है, जब हम पांचवीं की परीक्षा देने के लिए दस किलोमीटर दूर जाते थे तो लगता था कि तैयारी करनी है। मैं निवेदन करना चाहता हूँ कि परिवर्तन के लक्षण अच्छे नहीं हैं। बच्चों को आठवीं बलास में जाने के बाद भी लिखना नहीं आता। इसमें आमूलचूल परिवर्तन किया जाए ताकि प्रारंभिक शिक्षा मजबूत हो सके। बहुत-बहुत धन्यवाद।

***SHRI M. UDHAYAKUMAR (DINDIGUL) :** People of Tamil Nadu consider our leader and "Makkalin Mndhalvar "Idhaya Deivam Manbumigu Puratchi Thalaivi Amma as their mother so only a mother knows what a child wants, and proving to be a good mother. The policy of our holy mother is that " Nothing can be achieved by pursuing a policy of confrontation and extract maximum for the development of Tamil Nadu.

Education is the single most important instrument for social and economic transformation. A well educated population adequately equipped with knowledge and skill is not only essential to support economic growth, but is also a precondition for growth to be inclusive.

Higher Education is a very important sector for the growth and development of human resource which can take responsibility for social, economic and scientific development of the country. Higher education in India is passing through a phase of unprecedented expansion, marked by an explosion in the volume of students a substantial expansion in the number of institutions and a quantum jump in the level of public funding.

Access to higher education is still less than the minimum international threshold levels, distribution of institution is skewed, enrolment in public universities is largely concentrated in the market-driven disciplines, whereas in the private self financed institutions, the student enrolment is overwhelmingly in the market driven disciplines.

A mission mode national programme called *Rashtriya Uchcha Shiksha Abhiyan (RUSA)* geared to achieve 25% national level Gross Enrollment Ratio. The GER in higher education in India (13.2%) is just about half the world's average (24%) and about two thirds that of the developing countries (18%), and scandalously below that of the developed nations (58%). With enrollment already exceeding two million in the universities and 13 million in colleges, a massive expansion in infrastructure and investment would be required. The initiatives proposed to achieve the desired levels of GER between 23.5 and 27% would need an amount of Rs. 1,84,740 crore, the document states.

The committee was set up by the planning Commission under N R Narayana Murthy, founder of Infosys Technologies in January 2012 to examine and provide recommendations on potential and modalities for corporate sector participation in higher education. The committee observed that existing higher education system in India lags in comparison to global standards and is inadequate to meet the demand. There is a need to engage the corporate sector to invest in existing instituting institutions and step up new ones. I request the ministry to accept the reports of the committee on corporate sector participation in higher education.

A committee was constituted by the Ministry of Human Resource Development (MHRD) vide its order F. No. 193/2009TS 1 of 3 February 2010 to suggest a roadmap for the autonomy and future of the Indian Institutes of Technology (IITs) as world class institution for research and higher learning. The committee recommended bringing Amendments to the (IITs) Act. I urge upon the Ministry to accept the recommendations.

It is highly regretted that not a single Indian university finds a place in the top World Reputation Ranking List. We need to build world-class educational institutions in the country.

The United Nations Development Program (UNDP) introduced a new way of measuring development by combining indicators of life expectancy, educational attainment and income into a composite human development index, the HDI. The breakthrough for the HDI was the creation of a single statistic which was to serve as a frame of reference for both social and economic development. India's International human Development Indicator is 0.554. Since it is for below the maximum which is 1.

Indian government can improve Gross enrolment ratio by increasing public spending on education. Public expenditure on education in India is only 3.1 % of GDP which is comparatively low when compared to developed countries and around 15% in USA.

Although Indian universities have been hosting foreign students and scholars on their campuses for many years, "internationalization" of higher education has not been discussed specifically in India until recently. I request the MHRD to evolve a policy to promote the free flow of students from other nations to India as well as allow Indian students to get educated in other countries for globalization of Indian Education.

I welcome the government allocation of Rs. 356 billion (\$ 6 billion) for research to various departments in the ministries of science, atomic energy defence, health, earth sciences, new and renewable energy and space. This allocation is 17.2 percent more than last year's but is still a mere two percent of the total Rs. 17,775 billion available with the government for expenses this year. The scientists, who were expecting some big bang announcements and a huge for scientific research are depressed that no cause for such celebration. Science and technology does not get the prominence it deserved. The hike in allocation this year is only slight, and our science spending is still hovering around 0.8 percent of the GDP- for short of the two percent target.

The Finance Minister's announcement in the union budget that the government will set up one more IIT in Karnataka and six more institutions of the All India Institute of Medical Science-type has brought cheer.

The government's move to establish an Innovation Promotion Platform involving academics, entrepreneur, and researchers and another mechanism called SETU(Self-Employment and Talent Utilisation) to support all aspects of start-up businesses in technology-driven areas has been widely welcomed.

For the year 2015-2016, the government allocated Rs 26,855 crore to the department of higher education under the human resource development (HRD) ministry compared to Rs. 23,700 crore in 2014-2015, registering an increase of 13.31 percent is a welcoming step.

Upgrading over 80,000 secondary schools and upgrade 75,000 junior/ middle to the senior secondary level, new Education loan Scheme: Pradhan Mantri Vidya Lakshmi Karyakram are good steps.

The schemes aim at providing educational loan for higher education Deendayal Upadhyay Gramin Kaushal Yojana: For which Rs. 1,500 crore has been set apart. It will be used to enhance the employability of rural youth.

Atal innovation Mission (AIM): With an initial fund of Rs. 150 crore for research and development and also to promote a network of word-class-innovation.

Sarvashiksha Abhiyan(SSA): It has been allocated Rs 100 crore as compared to Rs 93.14 crore last year. Establishment of new institutions:

AIIMS in Tamil Nadu, Jammu and Kashmir, Punjab, Assam, Bihar, IIT in Karnataka ISM to be upgraded into IIT IIMs to be set up in Andhra Pradesh & Jammu and Kashmir Center for Film Production and Animation in Arunachal Pradesh

There has been a marginally reduce on the overall allocations towards education. About 22% increase towards higher education, this indicated the shift in focus from school to higher education.

The government has set aside Rs. 42,219.5 crore for the department of school education for 2015-2016, as compared to Rs. 46,805 crore last year. Allocations to the school sector was cut by around 10% in its planned outlay from Rs. 43,517.9 crore in the last budget to Rs. 39,038.5 crore in the year that begins on 1 April.

The mid-day meal scheme suffered a drastic fund cut from Rs.1,296.5 crore last year to Rs.132 crore this year.

Basic education ignored the highlights of the government's vision for the year 2022, which focused on provision of a senior secondary school, within every five kilometers of every child and the need for up-gradation of 80,000 secondary schools, as well as making provisions for more schools across the country. The need for improvement in quality of education as well learning outcomes was also stressed upon. However, many thought there was little or no mention of how to make education accessible to all at the grass-root level.

The Budget did not get into the 'Digital India' initiative, whose goal is to enhance digital infrastructure, deploying e-governance and e-services. There were expectations on substantial budgetary allocations to further the digital education agenda.

Visa-on-arrival from 150 countries will help attract researchers, academics and students. This could further help to create India as a global hub education.

Start-ups in service sectors like retail, e-commerce, training, education, etc. are excluded from the CGTMSE scheme of the Indian banking system. They would receive great encouragement and support if such facilities are extended to

In my Dindigul Constituency, the Gandhigram Rural University may be upgraded to Central University which is the ancient and popular University of the Country.

Our sincere thanks to the finance minister for having responded positively to our leader's request by announcing the setting up of an AIIMS in Tamil Nadu. Our leader had written in July, 2014, offering land at their alternative sites for the AIIMS in Tamil Nadu and requested that it may be set up in the current year itself.

***श्री पी.पी. चौधरी (पाटी) :** मैं सरकार का ध्यान केंद्र व राज्य सरकारों द्वारा चलाई जा रही विभिन्न गरीब कल्याणकारी योजनाओं के प्रति जागरूकता की ओर आकर्षित करते हुए बताना चाहूंगा कि अधिकांश योजनाओं का लाभ पात्र लाभार्थी तक नहीं पहुंच पा रहा है। सरकारें गरीबों के कल्याण की योजनाएं बनाती रहती हैं, लेकिन उनका लाभ लाभार्थी को नहीं मिलने के कारण अनेकों महत्वपूर्ण योजनाओं के परिणाम नगण्य हैं। जिनका प्रभाव आगामी योजनाओं को बनाते वक्त भी पड़ता है। सरकार के आंकड़ों के अनुसार कई गरीबों को विभिन्न योजनाओं से लाभान्वित किया जा चुका होता है, लेकिन धरातल पर स्थिति कुछ और होती है। पिछली सरकारों के मुखियाओं का समय-समय पर यह कहना रहा है कि केंद्र सरकार जब 1 रुपया जारी करती है तो नीचे केवल 10 पैसे ही पहुंचते हैं। ऐसी योजनाओं का लाभ गलत एवं समर्थ लोग उठा रहे हैं।

इस विडंबना को दूर किया जाना आवश्यक है। देश के गरीब से गरीब लोगों तक सरकारी योजनाओं की जानकारी पहुंचाने का साथ-साथ आगामी पीढ़ी को इनके बारे में अध्ययन के माध्यम से जानकारी कसते जाने की भी आवश्यकता महसूस होने लगी है। भ्रष्टाचार पर लगाम लगाने के लिए सरकारी योजनाओं की विस्तृत जानकारी प्रत्येक नागरिक को होनी चाहिए। इस कर्म में मेरा भारत सरकार से अनुरोध है कि जन-कल्याणकारी योजनाओं की जानकारी स्कूलों के पाठ्यक्रमों में शामिल की जाए, जिससे हमारी नई पीढ़ी तो इनके बारे में जानेगी ही इसके साथ-साथ योजनाओं की जानकारी को देश के प्रत्येक घर-घर तक विद्यार्थियों द्वारा पहुंचाया जा सकता है। योजनाओं की जानकारी आम जन तक पहुंचाने का यह सबसे सुगम माध्यम है। विद्यार्थी इनको पढ़कर, समझकर अपने परिवारजनों को इसकी जानकारी दे सकते हैं। इससे पाठश्रिता बढ़ने के साथ-साथ भ्रष्टाचार पर लगाम लगाने व योजनाओं का लाभ पात्र व्यक्ति तक पहुंचाने में मदद मिलेगी।

अतः मेरा भारत सरकार के मानव संसाधन विकास मंत्री जी से अनुरोध है कि स्कूलों के पाठ्यक्रम में भारत सरकार की सभी गरीब व जनकल्याणकारी योजनाओं की जानकारी का समावेश कर जन-जन तक इसकी जानकारी पहुंचाने की कृपा करें, ताकि पात्र व्यक्तियों को उनके लिए बनाई जाने वाली इन योजनाओं का लाभ मिल सके।

मैं सरकार को यह भी बताना चाहूंगा कि आज पूरा देश जनसंख्या और जनसंख्या में पुरुष एवं महिलाओं के अनुपात को लेकर चिंतित है। हाल में की गई जनगणना-2011 में 1000 पुरुषों पर केवल 940 महिलाएं हैं। यह अनुपात अत्यंत गंभीर है। इससे भी ज्यादा गंभीर पुरुषों की अपेक्षा महिलाओं की शिक्षा दर है। जनगणना 2011 के अनुसार 65.46 प्रतिशत महिलाएं ही शिक्षित हैं, कुछ जिलों में तो 15 से 20 प्रतिशत महिलाएं ही शिक्षित हैं, जबकि 82.14 प्रतिशत पुरुष शिक्षित हैं और भी चौंकाने वाली बात यह है कि देश के सर्वोच्च शिक्षण संस्थानों में लड़कों के मुकाबले लड़कियों की शिक्षा औसतन अत्यधिक कम है। देश की 50 प्रतिशत जनसंख्या को इन प्रतिष्ठित संस्थानों में केवल 20 प्रतिशत ही भागीदारी मिली, यह चिंता का विषय है। महिलाओं की उच्च शिक्षा दर में वृद्धि करने के लिए हर संभव प्रयास करने संबंधी कदम उठाए जाने की आवश्यकता है।

मैं सरकार का ध्यान देशभर के ग्रामीण क्षेत्रों के गरीबों व किसानों के परिवारों की उन बेटियों की समस्या की ओर आकर्षित करना चाहूंगा, जिनको छात्रावासों के अभाव में शिक्षा को बीच में ही छोड़ना पड़ता है।

भारत के अधिकांश गांवों में स्कूल तक की शिक्षा की सुविधाएं उपलब्ध हैं, गांवों में रहने वाले प्रत्येक छात्र-छात्राओं को कॉलेज शिक्षा व उच्च शिक्षा के लिए नजदीकी शहर या जिला मुख्यालय पर जाना होता है। देश के किसान और गरीब आर्थिक दृष्टि से अत्यंत कमजोर हैं। अपने बच्चों को पहले ही शिक्षा देने में असमर्थ हैं और यदि उस पर छात्रावास न मिलने की स्थिति में किसान पर कमरा

लेकर बच्चे को पढ़ाने का बोझ और बढ़ जाता है तो उस परिस्थिति में या तो छात्र/छात्रा को पढ़ाई बीच में ही छोड़नी पड़ती है या आय के लिए शिक्षा के अतिरिक्त पार्ट टाइम नौकरी ढँढनी पड़ती है, जो कि बहुत मुश्किल है। यदि छात्राओं की बात करें तो छात्रावास न मिलने पर उनके परिवारजनों में हमेशा असुरक्षा का भाव बना रहा है। यही कारण है कि 12वीं कक्षा के बाद कॉलेज शिक्षा में सिर्फ 9 प्रतिशत ही ग्रामीण छात्राओं को पंजीकरण हो पाता है।

ग्रामीण स्तर पर कॉलेज खोले जाए तथा जिन जिला मुख्यालयों पर शहरों में कॉलेज हों, वहाँ ग्रामीण क्षेत्रों से आने वाली गरीब व किसानों की बेटियों के लिए नःशुल्क आवास उपलब्धता सुनिश्चित की जाए, जिससे महिलाओं में शिक्षा का प्रतिशत भी बढ़ेगा।

पूरे देश में केंद्रीय विद्यालयों द्वारा शिक्षा के क्षेत्र में महत्वपूर्ण भूमिका निभाई जा रही है। मैं सरकार का ध्यान अपने लोक सभा क्षेत्र पाली की ओर आकर्षित करते हुए बताना चाहूंगा कि मेरे लोक सभा क्षेत्र में एक भी केंद्रीय विद्यालय नहीं है। पश्चिमी राजस्थान के रेगिस्तानी क्षेत्र का जिला पाली की जनसंख्या लगभग 21 लाख है तथा यहाँ की शिक्षा दर 63.23 है। पाली जिला अपने उद्योगों विशेषकर टैक्सटाईल के लिए प्रसिद्ध है। यहाँ केंद्र सरकार सहित अनेकों राज्य सरकार के कार्यालय भी उपस्थित हैं। अभी तक पाली जिले में एक भी केंद्रीय विद्यालय नहीं है। अतः मेरा माननीया मानव संसाधन विकास मंत्री जी से अनुरोध है कि देश के प्रत्येक जिले में केंद्रीय विद्यालय खोलने के निर्देश जारी करें, जिसमें पाली जैसे भौगोलिक विषमताओं वाले जिलों को भी प्राथमिकता दी जाए।

अंत में मैं मानव संसाधन विकास मंत्रालय के नियंत्रणाधीन अनुदानों की मांगों समर्थन का करता हूँ।

***श्री अजय मिश्रा टेनी (सीसी) :** सामान्य बजट 2015-16 की मानव संसाधन विकास मंत्रालय की अनुदान मांगों का समर्थन करता हूँ तथा कटौती प्रस्ताव का विरोध करता हूँ।

मेरे लोक सभा क्षेत्र लखीमपुर खीरी में साक्षरता का प्रतिशत 60 प्रतिशत से कम है तथा महिलाओं का साक्षरता प्रतिशत 50 प्रतिशत के लगभग है एवं सरकारी प्राइमरी जूनियर व हायर सैकेंड्री स्कूलों में शिक्षकों की कमी व शिक्षा का स्तर बेहद खराब है। महिला महाविद्यालय सहित उच्च शिक्षा के विद्यालयों की बेहद कमी है। एकमात्र केंद्रीय विद्यालय भी किराये के स्थान पर चल रहा है।

मैं मानव संसाधन विकास मंत्री जी व सरकार से अपेक्षा करता हूँ कि मेरे लोक सभा क्षेत्र में प्राइमरी, माध्यमिक व उच्च शिक्षा, महिलाओं की उचित शिक्षा, कृषि शिक्षा तथा तकनीकी शिक्षा हेतु शिक्षा संस्थानों का निर्माण किया जाए तथा मेरे क्षेत्र को एक नया विश्वविद्यालय दिया जाए, क्योंकि हमारे क्षेत्र को कानपुर विश्वविद्यालय से संबद्ध किया गया है, जो काफी दूर (लगभग 300 कि.मी.) है, जिससे कई परेशानियाँ होती हैं। अतः मेरी मांग है कि प्राइमरी विद्यालयों में शिक्षकों की नियुक्ति की जाए, जिससे साक्षरता का प्रतिशत भी बढ़े व स्तर भी ठीक हो, मध्याह्न भोजन की उचित व्यवस्था की जाए। प्रत्येक प्राइमरी, जूनियर हाईस्कूल में शौचालयों का तथा बाउंड्री वॉल का निर्माण किया जाए।

मेरे क्षेत्र की बालिकाओं व महिलाओं के लिए प्राइमरी व उच्च शिक्षा की व्यवस्था हेतु विशेष कार्यक्रम बनाए जाए। महिलाओं के लिए लखीमपुर जिले के सभी विकास खंडों में महाविद्यालय बनाए जाएं। मेरे क्षेत्र में जनजाति की एक बड़ी जनसंख्या रहती है, अतः उच्च जनजातीय क्षेत्र में प्राथमिक व उच्च शिक्षा हेतु विद्यालयों की स्थापना की जाए। महिलाओं, अनुसूचित जाति व अनुसूचित जनजाति के लोग जो बीच में ही अपनी शिक्षा छोड़ देते हैं, उनकी जानकारी करके शिक्षा जारी रहे, ऐसी विशेष व्यवस्था की जाए। सभी शिक्षा संस्थानों को पक्की सड़क से जोड़ा जाए। प्रत्येक विद्यालय में पीने का साफ पानी व बिजली या सौर ऊर्जा पैनल लगाए जाने की व्यवस्था की जाए। सर्व शिक्षा अभियान व प्रौढ़ शिक्षा के लिए विशेष व्यवस्था की जाए।

मेरे क्षेत्र में चल रहे केंद्रीय विद्यालय के भवन का निर्माण किया जाए। चूंकि लखीमपुर भौगोलिक दृष्टि से उ.प्र.0 का सबसे बड़ा जिला है, इसलिए निवासन व पलिया वि.स. में एक और केंद्रीय विद्यालय बनाया जाये। 2 नये नवोदय विद्यालय शुरू किए जाए। पाठ्य पुस्तकें, ड्रेस आदि का समय पर वितरण सुनिश्चित किया जाए। व्यवसायिक महाविद्यालय शुरू किए जाएं तथा उच्च विद्यालयों में कौशल विकास के कार्यक्रम व रोजगार देने वाले कार्यक्रम भी चलाए जाएं। बी.पी.एल. श्रेणी के विद्यार्थियों की आर्थिक सहायता हेतु विशेष कार्यक्रम बनाये जाएँ। विद्यार्थियों के माध्यम से जागरूकता फैलाने वाले कार्यक्रम जैसे सर्वशिक्षा अभियान, बेटी बचाओ-बेटी पढ़ाओ, भारत स्वच्छता मिशन, सुकुन्या समृद्धि योजना, कन्या भ्रूण हत्या आदि का प्रचार-प्रसार किया जाये, इसका व्यापक प्रभाव समाज पर पड़ेगा तथा निश्चित ही अच्छे परिणाम प्राप्त होंगे।

मैं पुनः मानव संसाधन विकास मंत्रालय की अनुदान मांगों का समर्थन तथा कटौती प्रस्ताव का विरोध करता हूँ।

***SHRI RABINDRA KUMAR JENA (BALASORE):** At the very outset, I would like to highlight the importance of this Ministry, because it constitutes the backbone of the enormous plan chalked out by the Government to make the country self-sufficient. One brief look at the link between the other sectors that need Government focus and this sector of education, show us clearly the importance of debating for a high budgetary allocation for the Ministry of Human Resource and the effective utilisation of the same by the ministry as well.

To begin with, one can look at the project of skill development as an example. The dream of skill development that this government has built is not just very necessary but also, by realistic estimates, very ambitious. According to the National Skill Development Corporation's estimates, currently, 47.8% of India's population is below 29 years of age, and the proportion of people within this demographic, i.e. below the age 29 years, will, it is estimated, increase to 49.9% by 2021. So, by 2022, India will have a population of about 1.45 billion, 900 million of whom will be graduates, and the other 700 million, who have not completed any form of higher education in the country, will precisely be the "demographic dividend, whose potential the government and the skill development ministry in particular would like to harness. However, one jarring fact in this calculation is also that only 200 million out of the entire workforce of the country will be graduates by 2022. Thus, skill development must go hand in hand with leaps in higher education in order to truly utilize the potential of our demographic dividend, otherwise we will only be staring at an economic hurdle.

One crucial point to remember about the system of education is that only by strengthening the area of primary education can we truly bring about significant changes in higher education that will reflect on the overall level of education of the average Indian.

The Government must take note of the fact that education spending in India has been lower than the world average. Globally, 4.9% of GDP was spent on education in 2010 while India spent only 3.3% of GDP, according to World Bank data. Compared to BRICS nations, India's literacy rate is only 74% while that of these economies is equivalent to that of the developed world. The BRICS economies are similar to India, but in terms of education, they are closer to more developed economies with literacy rates of more than 90%.

While the government is stressing on skill development, the spending on school education and literacy has been reduced by Rs. 12,895.6 crore. The Finance Minister has promised a school within a 5 km radius of every child but the fall in allocation, many believe that it may be a difficult target to achieve. Total Allocation for School education and literacy also has come down drastically, by 16% from 51828 crores to 39038 crores.

That fact that the total allocation for secondary education has been reduced, can be explained away with the discussion on devolution of more funds to the states under the recommendations of the fourteenth Finance Commission, and the fact that for the same reason, schemes like Rashtriya Madhyamik Shiksha Abhiyan have been put under the budget head of 'Schemes to be run with the changed Share Pattern', and its allocation has been almost halved, from Rs. 2109.2 crores in 2014-15 to 1060 crores in 2015-16. However, it is significant, that the Sarva Shiksha Abhiyan has been kept as a scheme that will still be fully sponsored by the centre, and the bulk of the allocation under SSA is in form of grants to the states, from the Prarambhik Shiksha Kosh and yet, while the allocation just to SSA has increased, (from 18841 crores to 19800 crores in 2015-16) this money is from the total funds of the Prarambhik Kosh of Rs. 27575 crores, and thus is cancelled out.

Coming to secondary Education, while 51% of the total allocation has been made for the RMSA, the funding pattern by the Government as well as the utilization pattern by the department, show a faulty mechanism. The scheme has suffered from several problems with respect to fund flows. In financial year 2010-11 only 30% of the approved GOI share had been released. However, the rate of releases has improved of late. In FY 2014-15, GOI had released 51% of its approved share by November 2014. However, there are delays in spending. Of the total funds available with states, only 50% were spent in FY 2013-14.

Again, as on March 31, 2014 the total unspent balances with states were 5,194 crore (more than RMSA allocations for FY 2014-15). This includes advances given to construction agencies, which are often reported as expenditures by states. A large of the problem is the fact that there is no proper monitoring system for this scheme. And it is extremely important to acknowledge, that while India has finally managed to register most of its children in schools, maintaining them in school, and not letting them drop out in secondary education is a difficult task, so the success of the Sarva Shiksha Abhiyan is only a half success, if it is not followed by an equally successful scheme that can keep the children in school for them to complete their secondary school education.

Finally, it must be pointed out, that the total allocation for elementary education, has decreased, again, from 42696.15 crores to 32517.5 crore, and the total allocation for secondary education has decreased from 55115.1 crore to 42219.5 crore.

As far as Higher education allocations are concerned, it is appreciable that there has been an increase in allocation for Open and Distance education (from 593 crore to 635.5 crore). Again, though, while there has been a leap in allocations for setting up of IITs and IIMs (from 450 crores to 1000 crore), it is significant to note that the Revised Estimates for 2014-15 under this head show only 15 crores. Thus, while a lot of such institutions have gotten newly declared, if the funds are left unutilised, the purpose of this allocations is lost. However, total allocation has decreased from 27656 crores in 2014 to 26855.26 crores in 2015-15.

It is significant again that last year the Government of India has signed an agreement with World Bank to provide financial assistance upto US \$ 500 million to support the Rashtriya Madhyamik Shiksha Abhiyan (RMSA) for a period of four years (2012-2016). The funds resourced from the World Bank are taken towards the Central Share of the RMSA and passed on to the States as part of the Central Share. Yet, this increase in funds is not reflected in increased allocation under this Department's head.

By estimates available, India has 282 million illiterate people. But despite a growing annual budget, 2014-15 as well, Ministry of Human Resource Development received only about less than 5% of the Government's expenditure, while Ministry of Finance topped the list (with 35%), followed by the Ministry of Defence (16%), ministry of Food (6%) and Ministry of Rural Development (4.7%).

The Honourable Minister, Smt. Smriti Z. Irani had, upon entering the office at the beginning of the term, assured that India would soon meet the global ideal, as far as education expenditure goes, and spend at least 6% of India's GDP on education. We currently spend only about 3.3% of our GDP on education, far from the global average.

To say that no improvement has happened in India's education sector would be false. However, in spite of making quantifiable progress, India is still not close to competing with other countries of comparable economic statues, in terms of educational development.

As per the District information system for education (DISE) , the average annual drop-out rate among girl students at upper primary level has decreased to 4.01% in 2013-14 from 6.08% in 2011-12 India's Gross Enrolment Ratio (GER) . and net Enrolment Ratio (NER) continue to be low. In 2013, the national GER stood at 77 and NER at 46. NER in Kerala was 74, while that of Bihar was 36, in 2013, 79% of boys and 80% of girl passed the Class X exams. The annual dropout rate for class IX and X was 14.5% in 2012 .

Another issue is that of quality of education. Over the years, government surveys as well as government schemes and policies in education have mainly focuses on our country's input into the system-in terms student inflow as seen through increase of enrolment ratio, checking the percentage of dropouts at each level and in terms of inflow of infrastructure, seen through statistics on the number of toilets built, the number of school with minimal facilities and so on.

However, 67 years after independence, our focuss in education needs to changer from merely inputs made to facilitate learning to focusing on target learning outcomes. At present, the Annual Survey of Education Report (ASER) is the only survey that charts learning outcomes of children across India, and the data that has been reported in the latest 2015 report shows how obysmal the condition of primary education in the country truly is, especially for the children in rural India. While almost 97% of the children between ages of 6 to 14 are enrolled, thus showing an extremely high enrolment ratio, but 19.5% children all over India in Standard II cannot recognize numbers, only 25 % of all children surveyed across India Standard V could read simple English sentences. This numbers has remained unchanged since 2009. 15.1% of total children in Rural Indian, from Class I to VIII couldn't even indentify a single alphabet, even in their Mother Tongue. Only 19.8% of the total children in rural India could divide while only 18.6% of them could Subtract. Even in the highest class surveyed, standard 8, the number of children who could divide was only 44.1%

This is only the surface of the dismal conditions of the actual outcomes of the education system at the primary level currently. This calls for an immediate shift in focus on part of the Government in order to effectively assess and target learning outcomes as a part of the government's core policy in education.

It 's worth mentioning, however, that in the period between 2001 and 2011, the increase in male literacy was just 6.88%. similarly, the rate at which male and female literacy levels increased between 1991and 2001-male by 12% and female by 14.4% --has slowed down . therefore, total literacy growth of 12.6% (from 1991-2001) has declined to 9.21%.

Again, government data also shows 38% vacancies in central government universities across India.

Another major source of concern is the shift from public to private education. Many in the country. cannot afford private education, and trend show the increase in the quality of the latter implying that the poorest are also left with the worse facilities of education, just initiating a vicious cycle. According to figures provided in the District Information of School Education, of the total number of primary schools in India, 80.51% are government-run and 19.49% are private. In 2010, of the total number of admissions to Classes 1-5 72.13% were in government schools and 27.87% in private schools. Similarly, of the total number of admissions to Classes 6-8, 63.10% were in government schools and 36.90% were in private schools. Thus, 69.51% of children in Classes 1-8 were in government schools and 30.42% took admission in private schools. Government schools remains greater, their declining popularity and the simultaneous growth of private schools is an early warning of the country deteriorating education system.

To conclude, education for all is also one of the Millennium Development goals that India is signatory to. A lot more clearly needs to be done, and while Skill Development and Make in India show a shining picture of the future, this future cannot be achieved till the basics are met.

***SHRIMATI KIRRON KHER (CHANDIGARH) :** Education is the most important ingredient for the future of our great nation. We have a rich history and culture of teaching and learning, a guru-Shishya Parampara that continues to this day in various forms of art, and in our day to day lives-formally and informally. As the famous Sloka goes : Guru Brahma, Guru Vishnu, Gurudevo Maheshwara!

The teacher-the guru- has been equated with God in India because we have always realized the importance of a good teacher in our lives. I'm sure no one in this August House will disagree with me when I say that a teacher is one of the biggest influences in any human being's life.

Yet, today, in many of our Govt. schools – the teachers who are supposed to guide young minds into a bright and liberated future are shying away from doing their job.

The biggest chunk of Sarva Shiksha Abhiyan, as everyone is aware, is set aside for teachers' salaries. Yet the absenteeism among teachers in Govt. schools has never been higher. A World Bank report puts the number of teachers bunking school on any given day at 25%. If that wasn't bad enough, the number of teachers who are actually teaching on any given day is at 50%.

So, when we talk about improving learning levels – which is indeed a massive challenge for India right now – how do we fix that when the most important person in the process – the teacher – is not invested enough in the future of a child? What do we need to do to ensure that teachers do their primary job of teaching?

I believe that it is not enough to give good salaries as incentives to teachers: we need to concentrate on training the teachers properly, we need to periodically test their performance, and in the event they do not perform, we need to take action to improve their performance. In some cases, it might mean more training. In other cases – where the discipline and the motivation levels of the teacher are the core problem – we need to send out a message that a Govt. job is not a holiday from actually working, and take disciplinary action against these erring teachers. We need to make better allocations for training our teachers, therefore, and to monitor their performance.

Not just teacher performance, but monitoring the system as a whole needs to be concentrated on. I had raised a question earlier on the number of private schools being shut down under Section 18 of the Right to Education Act – I was shocked to learn that the Govt. does not know how many such schools have been shut down across India. While I understand that RTE is implemented by the State Govts – I want to stress on the fact that education is on the concurrent list in the constitution, and the Central Govt. has as much responsibility for the future of India's children as the state Govts do. Why are we not asking the states to constantly update the Centre on how many schools are shut down by them, and getting a clear picture of the reason for the same? Is it because they were not teaching the children properly, is it because they were indulged in some wrongdoing, or is it because of some arbitrary reason like the land on which the school was built was rented and not owned by them.

We keep talking about how our enrolment rates have increased – and that is a good thing! But how do we account for children who are affected by these schools shutting down? In Govt. schools, while enrolment is high, student absenteeism is also high. What about the education of those children?

What we also need to do is concentrate on inclusive education for disabled children. We need to ensure that our schools have the right infrastructure and the right teaching methodology and the right curriculum to ensure that the disabled are not left behind.

I'm happy to see that the allocation for Madhyamik Shiksha has increased in the current budget – it is a welcome move, and I think I say this on behalf of all the members of this House. However, there seem to be delays in the spending of these funds, and I request the Govt. to streamline that process so that, the way we have done with primary education, we can get more and more children to enroll and to stay in secondary school.

In Higher Education, I strongly believe that we need to focus on research and innovation. There is not a single Indian University in the Top 200 list and that is a baffling fact, considering our great intellectual history.

I want to bring your attention to access to higher education in India, which I believe is the biggest challenge facing us today.

The Gross Enrolment Ratio in Higher Education in India today is less than 20%. Which means a large majority of our youth – who should be in colleges and universities in India, are missing from these institutions of higher learning. So today, while India has achieved great success in getting children into schools – with our enrolment rates in the high nineties when it comes to primary education – why is it that we are not able to convert those numbers when it comes to higher education?

While considering the devolution pattern, the cut in Higher Education is not large – I believe we need to do more to ensure that enrolment increases.

But while we address the problem of access, we must simultaneously ensure that the quality of education we provide is top notch. Once again, I reiterate – why are Indian Universities not in the Top 100 in the world?

When we look at what University should do, what it should give to its students and what it should expect from its students, we can perhaps think of three basic kinds of Universities. The first are those that provide the foundation – which give basic higher education to their student. The second are the institutions that are focused on the job market – that produce graduates who are ready to enter the professional world and succeed in their chosen careers and the third kind are those that improve our knowledge base – the universities and institutions focused on research and innovation, without which we cannot move forward as a society. In India today, we see a lot of colleges and universities that focus on the so-called 'professional courses'. We have hundreds of engineering colleges that have mushroomed across the country – but there is very little focus on holistic education in many of these newer institutions and original research is something that India needs to concentrate on, in every field – whether it is science and technology, or liberal arts.

The pedagogy that we follow in our universities is too focussed on teaching – which is important – but we must give our students and professors some incentives to foray into the field of research.

I request the Govt. to take that into consideration in the Revised Estimates, because there's a spending cut on institutes of innovation and research – including the IITs and the Indian Institute of Science.

*** SHRI K. PARASURAMAN (THANJAVUR) :** Under the able guidance of our hon. Makkalin Muthalvar Puratchithalaivi Amma, I would like to express my views on Demand for Grants with regard to Human Resource Development.

First of all, I would like to thank our Minister for Finance for having allotted Rs.68,968 crore for education in the Budget 2015-16. Also, it is heartening to know about the steps to be taken by the Government of India to start a High School in each of 5 km distance. Definitely, this will help the rural students who face lot of hardships in getting education. It is also mentioned in the Budget that separate Commission will be launched to look after the problems of getting education loans.

I humbly request our hon. Minister for Human Resource Development to give more attention in this regard as many students are facing lot of hardships in getting education loans and there will be many confusions regarding interest on education loan as each bank has its own criteria in fixing the rate of interest or cancellation of interest on education loans. This should be seriously looked into by our hon. Minister for Human Resource Development.

I am proud to say that our Tamil Nadu stands first in the field of education. Government of Tamil Nadu under the able guidance of hon. Makkalin Muthalvar Puratchithalavi Amma has allotted one seventh of total budget of Tamil Nadu for the cause of education. In Tamil Nadu A to Z is free for students from primary school to college education. This is due to our hon. Makkalin Muthalvar Puratchithalavi Amma's vision for the development of education and that is why, the students from the state of Tamil Nadu are doing many laudable achievements. Hence, I request our hon. Minister for Human Resource Development to allocate more funds through UGC to Tamil Nadu Universities and colleges to achieve many more achievements by our students.

Already I made a plea in the hon. House to start basic science courses in the languages universities which are promoting cultural heritage research studies. For a development of the country, both culture and science should go together. So, I request our Minister for Human Resource Development to take immediate steps to start basic science courses in Tamil University, which is in my constituency, which would help many poor students from rural areas to know deeply about science subjects.

I request our hon. Minister for Human Resource Development to take some urgent steps for permanent building and adequate appointment of permanent staff for Kendriya Vidyalaya at Airforce station, Thanjavur which is also in my constituency. Also, I request that this Kendriya Vidyalaya is situated in Air Force station which give many hardships to general public to reach the school as it is meant mainly for the students of three services such as Airforce, Army and Navy. So, it is essential to have another Kendriya Vidyalaya in my constituency which comprises of six assembly constituency each having more than 18 lakhs of people. It may be either in Pattukottai or Orathanadu and this help many rural students and the Government employees who admit their students. With regard to admissions in Kendriya Vidyalaya Schools, the people's representative, Member of Parliament may give recommendation for admission only to six students and in order to help of the poor students this should be increased to at least 10 to 15. And I hope that this is the desire and demand Members of the Parliament.

Agriculture is our primary source of economy. Thanjavur is rice bowl of Tamil Nadu. So, it is essential to start a Central Agricultural University, in Thanjavur which will help the farmers of Cauvery Delta who are not only cultivating paddy but also sugarcane, banana, coconut, oilseeds and grains etc., In Thanjavur there is the Indian Institute of Crop Processing Technology which may be upgraded as Central Agricultural University.

It is sad to note that 65% of our youth are having less ability in skill activities. So, it is essential to increase the skill development of your with necessary steps and more allocated funds.

Again, it is the worrying factor to note that less number of students are going for higher education and research in our country whereas in USA 53% of students, 35% of students in China pursuing higher education. But in India only 13% students opt for higher education, this should be changed and more facilities are to be given for higher education.

The Government and our hon. Prime Minister always speak about "Make in India" concept. But in the field of education, our students are going to foreign countries for research and higher education, because our educational institutions are lacking behind in the infrastructure facilities for research. If the Government is sincere and serious, then the situation is changed and the students are willing to do research in our country itself. For this, our hon. Minister for Human Resource Development should take immediate steps and allocate more funds for research facilities.

In our days, the schools are providing place and time for sports or physical education which helped the students for physical, mental health. But, today sports facilities are not given to all students. Scoring high marks in the examination become the aim of students because of the current situation in the society and because of this students are suffering from mental stress and it will affect him whole career and life. This should be stopped, by introducing and encouraging sports and yoga from school education upto university education. For this, more funds to be allocated.

Also, now a days education becomes memory based textual content only. This theory based education must be changed to practical one. From 9th standard itself, professional courses are to be introduced and encouraged.

*** SHRIMATI RITA TARAI (JAJPUR) :** If we look at the budget, there has been an increase in the amount allocated to higher education this year by nearly 22%. But it is disappointing that this is being done at the cost of a reduction in the funds allocated to primary education. There has even been a marginal reduction in the overall funds for HRD Ministry, since it has been proposed to set aside Rs.69,074.76 crore for education in 2015-16, as against Rs.70,505 crore in the revised estimate in 2014-15. It is vital that we increase the funding for this sector if we expect to become a recognised country in the area of education.

There are several shortcomings in higher education. Technology firms complain that graduate recruits are not up to scratch. Only 25% students with technical degrees are considered employable, according to a report by ASSOCHAM. An immense amount of money is spent by companies to train the fresh graduates in order to make them employable. From the perspective of the Government, this expenditure should be avoidable for companies and the government should be made responsible for such trainings.

It is important to increase the quality of higher education in India so that we attract more students from other countries to study, at the same time we should ensure that Indian students don't have to go to other countries to get good higher education. Why can't we have an equivalent of Harvard or Cambridge in India? We have the teachers and the talent required to do it, all we need is political will to push it through.

Six years ago, a Minister from the previous government launched a plan to create 14 world class universities or "universities of innovation" which would be "unencumbered by history or culture of the past" . But those efforts came to a standstill almost immediately. It is for the previous government to explain what happened to that program and for this government to answer whether they are taking it forward or not. We desperately need such universities which allow, not just promote, innovation in research.

Recently, there was a big protest which went largely unnoticed. It was a protest by research students demanding an increase in their stipend. The

researchers had demanded a stipend hike for junior research fellows from Rs.16,000 to Rs.25,000 and an increase from Rs.18,000 to Rs.28,000 for senior research fellows. The government partially yielded after the protest reached its peak. I thank the government for that. But I would also like to say that this situation should not have arisen in the first place. Is this how we treat our young researchers? When they want a fellowship hike, should they go on another protests a few years from now? There needs to be an annual and timely hike, instead of announcing hikes through notifications.

The Minister need to answer some uncomfortable questions about what she is planning to do with regard to encouraging these students to stay on and continue their research in India. After how they have been treated, I wouldn't be surprised if they opt to study abroad.

SHRIMATI V. SATHYABAMA (TIRUPPUR): I thank the Chair for giving me an opportunity to participate in the discussion on the Demands for Grants pertaining to the Ministry of Human Resource Development.

I feel the Indian children are not that unfortunate at the hands of this Government because the HRD allocation has not been drastically cut this year. But still, the usual cut that has been applied to all the Ministries has fallen upon HRD too. As far as School Education and Literacy are concerned, the revised budget estimates for the year 2014-15 were Rs. 43,000 crore, scaled down from Rs. 51,828 crore, which was initially allotted in the Budget in the same year. When many other Ministries have faced huge budgetary cuts to the tune of 71 per cent and even 91 per cent, the allocation for HRD has been kept at a level of Rs. 39,038.50 crore.

This has not seen any major shift from the previous way of funding for Human Resource Development.

14.00 hrs

The Centre is very enthusiastic in bringing about introducing the new Government's avowed policy of promoting certain programmes of its own. I need not mention about the promotion of Hindi and Yoga here. The Centre has enacted legislations like the Right to Education Act, the Central Universities Act and even several laws pertaining to professional education in the country. But still when the States ask for funds related to enhancing the quality of skill building measures, the Centre comes with a standard reply that education is a State Subject and the State Governments must fend for themselves.

First and foremost, I would like to bring to your notice the failure on the part of the Centre to provide funds for the Post-Matric Scholarship Scheme meant for SC students to pursue higher education after their completing matric level education. In Tamil Nadu, under the guidance of our dynamic leader, *Makkalin Mudalvar Manbumigu Amma*, the enrolment of students from rural areas especially girl students among them are on the increase. Our Government of Tamil Nadu comes out with several incentives to encourage students to continue with higher education. Free laptops, free distribution of cycles for students especially in rural areas, free distribution of text-books for under-privileged and children from rural areas, free distribution of uniforms in certain identified areas have all helped the younger generation to complete education up to a minimum level of Class XII. Girl students are motivated further to get at least a degree as children from the poor and deprived sections are even offered by our State Government 'gold for *mangal sutra*, the *thali* besides Rs.50,000 for sanctifying the marriage. Enough care has been taken to extend this incentive to girls hailing from such poor background even if they could not go for degree course.

That way, girls who have completed Class X and girls who have completed Class XII are also given gold and cash by the Government based on a reduced slap to a level of Rs. 25,000 along with half a sovereign of gold.

The percentage of allocation to education from the total Central Revenue has to be increased drastically. Considering the fact that capabilities to acquire skills are inherent in the Indian minds, our professional degree holders and skilled workers are in great demand world over. I am afraid our Human Resource Development Ministry has not woke up as yet to make the best use of this capability in our younger generation. This is evident from the non-increase of fund allocation for education sector. There is no denying of this fact.

The Fee Fixation Committees pertaining to professional education have fixed a higher amount. Even this fee structure is on the increase due to

various cost escalation factors including periodical price rise of several materials and commodities. Ignoring this aspect, the Centre has allocated more or less the same amount for higher education. It was Rs.14,637.16 crore during 2014-15 and in 2015-16, it is fixed at Rs.15,034.97 crore. I would like to seek an assurance from the Minister that it would not be reduced to a final level of Rs.13,445.65 crore witnessed last year.

When it comes to the Department of Women and Child Development, the Centrally Sponsored Schemes have been more or less stopped overnight in this year's Union Budget. The State Governments have been put to a rude shock to continue with the much needed scheme like the ICDS.

Through the Chair, I would like to draw the attention of the hon. HRD Minister that ensuring health and providing nutrition to children below three years is the first stage and children from three to 13 years is the second stage. This is necessary to enhance the IQ level and healthy growth of children. Instead of strengthening and continuing with this thrust area programme, the Centre has given up its responsibility towards the nurturing of the national assets called the younger generation.

The flagship programmes for women and children both in the Ministry of HRD and in the Ministry of Health and Family Welfare have been drastically reduced this year both up to a level of -51 per cent. So is the case with the fall in allocation for Sarva Shiksha Abhiyan and Support to Teacher Training which is -20 per cent and -36 per cent respectively. When it comes to the scheme for setting up 6000 model schools at the block level, the fall in allocation is 99.9 per cent.

When it comes to Mid-day Meal Scheme, our Tamil Nadu has a promising history in successfully implementing it over the year. The scheme was strengthened as a very popular scheme in all the schools all over the State when our founder leader Puratchi Thalaivar Dr. MGR took it up as a mission. UN body like UNICEF appreciated and observed this successfully implemented scheme to be followed in certain other developing countries. Our leader Amma, in order to pursue this mission with a vision, has given greater importance to this mid-day meal scheme as nutritious noon-meal scheme. Our Government of Tamil Nadu provides variety of cereals along with eggs to ensure that young children maintain not only physical health but also a good brain growth. This is a real investment for a bright future with a promising next generation. I am afraid the Union Government is losing sight of it. I urge upon you to follow the Tamil Nadu model and implement it all over India.

At a time when there is progress of enrolment in elementary schools all over the country, instead of giving a boost to elementary education as done in Tamil Nadu, the Centre is taking its hands off from elementary education. Next to literacy programmes, this sector needs to be strengthened. This is necessary to groom skilled and unskilled labour for the envisioned Make in India programme and also to create awareness for Swachh Bharat Programme. I hope the Union Government will reconsider its financial withdrawals for education in the country and will come out with a more vigorous coordinated measure.

Last but not least, I would like to lay stress on Research and Development coordination between academic bodies and industry. More than the Ministry of Science and Technology, the Ministry of HRD must also come forward to make positive moves to give a pep to this need of the modern scientific era.

Urging upon the Union Government to invest more in shaping the minds of the younger generation to shape a better future for India, I conclude. Thank you.

PROF. SUGATA BOSE (JADAVPUR): Mr. Deputy-Speaker, Sir, I rise to take part in the discussion on the Demands for Grants of the Human Resource Development Ministry. Once upon a time it used to be called the Education Ministry.

This Government, through the President's Address at the beginning of this Session, had declared that education was going to be the priority of priorities. But from the allocations that we see in this budget it appears that education is the least of the priorities of this Government. There have been savage cuts in the allocations for both the Department for School Education and Literacy as well as the Department of Higher Education.

The Standing Committee Report of the HRD Ministry, which was tabled in Parliament yesterday, has shown that the plan allocation for School Education and Literacy has been reduced by "a whopping 24.68 per cent." The non-plan allocation has also come down. So far as the Department of Higher Education is concerned, the plan allocation has been reduced quite dramatically and there is a marginal increase in the non-plan allocation. The Standing Committee Report shows that overall there has been a decrease of Rs.799.74 crore in the budget of the Department of Higher Education.

Now, I was wondering why this is happening. Why is the Government acting against its declaratory promises? It seems to me that the Finance Minister was punishing the Human Resource Development Ministry. I cannot understand why the children and youth of our country are being punished for the poor functioning of the Human Resource Development Ministry. I know that this Government will say that some allocations have been cut because following the recommendations of the 14th Finance Commission, more funds have been devolved to the States. But that does not justify the slashing of the Budget for flagship schemes in the field of education, such as Sarva Shiksha Abhiyan, Mid-day Meal Scheme etc. If you look at the per centage cuts in these sectors, the budget in Sarva Shiksha Abhiyan has been cut by more than 20 per cent and in the Mid-day Meal, the cut is more than 30 per cent.

HON. DEPUTY SPEAKER: Let the Minister intervene as she wants to say something.

THE MINISTER OF HUMAN RESOURCE DEVELOPMENT (SHRIMATI SMRITI ZUBIN IRANI): Hon. Deputy Speaker, Sir, I request the hon. Member to not give an indication that this Government is at loggerheads within itself as was in the case of the UPA. I would humbly request him to take back that statement or the aspersion that has been cast that the Finance Ministry is punishing the Human Resource Development Ministry. Let me say this here today as a part of the Government that we are keeping our promises on education. If he has any part by part observation, I would welcome that because in a democracy, it is not necessary to possibly agree on anything but we can mutually disagree respectfully.

PROF. SUGATA BOSE: Sir, I was not showing any disrespect and there is no question of taking back what I have said. I have actually read the reports of the Standing Committee very carefully. Do you know what the Standing Committee has said? It has said that it has found that the Human Resource Development Ministry was helpless. These are not my words. I am not casting any aspersion. They seemed helpless in the face of the cuts imposed by the Finance Ministry. I am going by what this Parliamentary Standing Committee has said about the Demands for Grants of the Human Resource Development Ministry.

Unfortunately, I have to say that the catchphrase 'cooperative federalism' is being reduced to a convenient pretext for the complete abdication of the responsibility by the Centre in fulfilling its commitment in the social sector.

So far as school education and literacy is concerned, the flagship programmes have been cut. I know that in past few years, we have had success in terms of enrolment; our children are being enrolled but they are not being educated. We have cause to worry about the quality of education because the outcomes in terms of language and arithmetic skills are extremely poor once you reach the upper primary level and the drop-out level is also alarming from the upper primary level onwards. Also, I should point out, again from the Standing Committee's report, that over 60 lakh children are out of school and this is worrisome because the majority of these out-of-school children belong to the disadvantaged communities like Scheduled Castes, Scheduled Tribes, Minorities, Migrants and so on.

It is incumbent on this Government that instead of being defensive, it should take this into account and address these major problems. The Human Resource Development Ministry could be renamed the bricks and mortar Ministry excepting that it has failed to build proper infrastructure as well.

If one looks at the sector of higher education, in the last two years there are 14 new IITs and IIMs that have been announced and yet we find that a foundation stone has been laid for one IIT. Now, this is a completely wrong-headed policy to go ahead and announce new institutions particularly IITs and IIMs in a formulaic manner and as a result tarnishing the brand name image that the IITs and IIMs have. If you are going to establish new IITs and IIMs, you should have the allocations to support them. We know that these IITs do not have permanent buildings. Even if you look at the IISERs, they do not have permanent campuses. That is hampering the research of the talented scientists who have come to the IITs and IISERs.

Why do I want the Human Resource Development Ministry to focus on human resources rather than buildings? If you look at the vacant faculty positions, in Central institutions, Central universities and also State universities and institutions, it is staggering. In Central universities alone, the number of vacant positions is 6,107 out of 16,339 faculty positions. We have to really re-orient our priorities. How are we going to fill up these faculty positions? Mr. Deputy-Speaker, Sir, we have to be innovative. We must even be open to inviting qualified foreign nationals to come and take up some of these positions. I am an Indian citizen and Prof. Amartya Sen is an Indian citizen but we have no difficulty in holding professorship positions in a university in the United States of America. Do you know what happens here? We can take Assistant Professors in contractual posts up to a period of five years but the Home Ministry has a minimum threshold in terms of salary so that if a State university or even an IISER appoints an Assistant Professor who is a foreign national at the lowest grade which falls below the minimum threshold, that person cannot be appointed. I would urge the HRD Minister – and I do respect her greatly – who is present here to take up this matter with the Home Ministry so that we do not suffer this kind of a shortage of faculty due to lack of co-ordination between Ministries.

I would also like to point out that we have to re-think how we deal with the balance between Central and State universities. Approximately 80 per cent of our students who go to universities attend State universities; about 20 per cent attend Central universities. If you look at the funding, particularly from the Central Government source, 80 per cent goes to the Central universities and 20 per cent goes to the State universities. If I give an example, from my own State, there is of course, only one Central university, Viswa Bharati. It is facing all kinds of problems in recent times. I would hope that without interfering the Government would play an enabling role and a facilitating role towards solving some of the problems so that the university established by none other than Rabindranath Tagore is able to achieve the eminence that it deserves in our country and worldwide.

HON. DEPUTY SPEAKER: Most of the State universities are funded by the State Governments also but the Central universities have to depend only on the Centre. Still you have suggested they have to give more funds to the State universities.

PROF. SUGATA BOSE: State universities are under the regulatory bodies of the Centre including the UGC.

We have three universities in West Bengal with great potential: Presidency University which has been rejuvenated in the last three years; Calcutta University; and Jadavpur University. But we have a difficulty, Deputy-Speaker, Sir, because our State has such a big debt burden. Our dearness allowance at the State level is not as high as the Central dearness allowance. So, the total remuneration of the faculty who are probably better than those who are serving in Central universities is much lower and the Centre should devise a formula so that we can provide some incentives to outstanding researchers and faculties who happen to be in State universities. The Centre has a regulatory role to play and we have to think in new ways.

I am also rather sad to note that there is a lot of discussion and public debate about how some of our premier scientific institutions and technological institutes are being adversely affected from meddling and unwarranted interference in appointments. I think the Ministry should be respectful to our eminent scientists. We know that the Director of the IIT Delhi resigned. We know that the Chairman of the Board of Governors of IIT Mumbai also refused to take part in the appointment process of three new IIT Directors. Interviewing 36 candidates in six hours is no way to actually create fine new leadership for the new IITs that are coming up. If we go on that route we will never be able to get any of our higher educational institutions to break into the top 100 or even the top 200 of the world's universities and higher educational institutions. That should be our ambition. That should be our goal. And, I would want the Government to be an enabler and not interfere in the autonomous working of these institutions.

Also, we are very concerned to hear reports that the most competent bureaucrats who know something about education have been fleeing from the HRD Ministry. I would like to know the reasons why this is happening.

As a historian I am dismayed to find that the Indian Council of Historical Research has been packed by ideologues rather than scholars. I would wish that until a moment comes that we have genuine historians on the Committee of ICHR, the Council deserves no funding from the Central Government, which of course comes out of the taxes paid by the ordinary citizens of this country.

So, I think we have a lot of work to do, Mr. Deputy Speaker, Sir, in the field of education, in the field of human resource development in the proper sense of that phrase, to make sure that what we talk about as our demographic dividend, our huge youthful population, does not turn into a demographic disaster.

If one looks at the attitude of the current Government, we know that the current Government is very friendly towards the corporates. We know that this Government is hostile to the farmers...*(Interruptions)* Let me come to what I feel is the attitude towards our children and youth and towards our students and teachers. I think it is one of plain indifference and that attitude has to change. We have to give top priority to our young population and we have to introduce a great deal of respect for students and teachers.

Finally, I will have to say that our Prime Minister, borrowing from two words used by the US President, had talked a great deal during his campaign about change and hope. We are still waiting to see real qualitative change, particularly in the field of education and human resource development. So far as hope is concerned, I hope that this Government will not dash the hopes and aspirations of our young generation in the way that they have dashed the hopes and aspirations of poor people who live in the rural areas of our country.

So, I would urge this Government to change course. I would urge this Government not to perpetuate an atmosphere of disenchantment and disillusionment. Let us actually remember the true meaning of the word aspiration. We have to allow our young generation to have high aspirations, not to be satisfied with mediocrity. And, therefore, I would urge the HRD Ministry to battle with the Finance Ministry, if necessary, to restore some of the cuts that have taken place. Certainly the Mid Day Meal and the Sarva Shiksha Abiyan ought to be funded at the same level at least that it was last year. We need to rethink our higher education policy and it is only by doing so, by bringing about genuine change, genuine innovation that we will be able to serve the young generation of Indians in the way that they deserve. Thank you, Mr. Deputy-Speaker, Sir.

***DR. J. JAYAVARDHAN (CHENNAI SOUTH):** I would like to thank hon'ble Makkal Mudhalvar Puratchi Thalaivi Amma for giving me this opportunity. I would like to bring it to the notice of the Government regarding an important issue highlighted in the memorandum submitted by our hon'ble Makkal Mudhavar Puratchi Thaliaviamma to hon'ble Prime Minister pertaining to the Ministry of Human Resource Development namely (1) the total number of admissions under the Right to Education Act in private schools for 2013-2014 is 49,864 and for 2014-2015 is even more higher; the reimbursement amount for 2013-2014 works out to Rs. 25.13 crore. The Government of India is requested to release this sum of Rs. 25.13 crore at the earliest.

In 2010-2011, the Project Approval Board sanctioned 344 Infrastructure works for Rashtriya Uadhyamik Shiksha Abhiyan at a cost of Rs. 499.20 crore. The amount received by the State from Government of India was only Rs. 310.52 or even though the Centre had to put 75 per cent share of the Project which works out to Rs. 374.40 crore. This Rs. 63.88 crore already incurred from the State Government funds is yet to be received. In addition, an amount of Rs. 29.45 crore is pending for the Model schools sanctioned in the year 2010-2011. For the year 2011-2012, the revised PAB approval is Rs. 675.05 crore and entire Central Government share of Rs. 506.29 crore is yet to be released. Therefore, the Government of India is requested to reimburse the total pending claims of Rs. 599.62 crore for the year 2010-2011 and 2011-12. Grants for post matric scholarships for scheduled caste students for Rs. 1104.20 crore including 2013-14 arrears of Rs. 451.41 crore are yet to be released and may be released at the earliest.

*** SHRI SANKAR PRASAD DATTA (TRIPURA WEST) :** I would like to express my views on the Demand for Grants of the Ministry of Human Resource Development.

It is a pride for the people of Tripura that it has achieved the first position in literacy with 94.65% beating Kerala which is having a 93.91%. From the 12th position in 2001 census and the 4th position in the 2011 census it could reach in this first position in the year 2013.

In this respect I strongly demand that the State of Tripura should be provided with national level institutions like IIT, IIM, AIIMS, IISER (Indian Institute of Science Education and Research) etc. in view of Tripura's prospect as an Asian corridor.

The Government of India should take the initiative to introduce such courses as would facilitate the job prospects of unemployed youth through utilization of local natural resources like natural gas, rubber, jute, bamboo etc.

The activities of the Ministry of DoNER are to be strengthened to cater to the needs of the north eastern states especially in respect of vocational education.

In this connection, I would like to place some hurdles which are being faced by the only general central University in our state of Tripura.

TU Executive Council consists of 11 members including 5 nominees of the hon. Visitor of which 2 are from amongst 31 members of the Court of the University and the remaining 3 are from outside. The term of three outside nominees on the EC expired in May, 2014 and the MHRD was informed of this status in early May, 2014. While the names of two nominees of the hon. Visitor from out of the Court members have just been received names of three outside nominees are not yet received.

Although Tripura University was converted to a Central University in 2007, the first College Development Council of Tripura University, to be set up by the Government of India, has not been done as yet.

With the approval of the UGC, Tripura University introduced M.P. Ed. Course in 2012-13 and two batches have been admitted in 2012-13 and 2013-14. Tripura University failed to apply to National Council for Teacher Education in time. Students are suffering. Appeal has been made by the Government of Tripura to NCTE. Tripura University also made appeals to NCTE, Hon. President of India and Minister for HRD but no result seen as yet.

Tripura University has 268 teaching posts sanctioned by the UGC till the 12th Plan of which 140 positions are filled in. Since the posts of Professor and Associate Professor could not be filled in spite of repeated advertisements, the Government of India should seriously think of devising some method so that the students do not suffer. One positive step may be to sanction additional posts of Assistant Professor.

Three years of 12th Five Year Plan is already over but fund flow is very irregular particularly during the last one year in respect of fund for plan expenditure.

I hope, sufficient fund will be given to the state of Tripura which is having an excellent performance in the field of total literacy.

SHRI TATHAGATA SATPATHY (DHENKANAL): Sir, how much time do I have?

HON. DEPUTY SPEAKER: You have a maximum of 10 minutes. Education is an examination and time limit is fixed. Therefore, you cannot exceed. Therefore, you have to conclude in 10 minutes.

SHRI TATHAGATA SATPATHY: Thank you, Mr. Deputy Speaker, Sir, for being so kind.

While taking part in the discussion on the Demands for Grants under the control of the Ministry of Human Resource Development, we heard learned professors. I thought I could tell that there is a clash of interest because he is a Professor and he is speaking on education. So, there are very many vested interests that come into play.

PROF. SUGATA BOSE: There are no vested interests here.

SHRI TATHAGATA SATPATHY: I know and I understand. I am praising you.

Sir, you have been in this House for so long. The Governments come and go but you have stayed on for a long time. You must have noticed that even in the last two Governments as also during Vajpayeeji's time when you were a Minister that everybody was talking about IITs and IIMs. We want them in our States. We want them in Bhubaneswar. We want them in Chennai. We want them in Tiruchirappalli. Everywhere there were demands for higher education.

At the same time, if we go to any builder from Mumbai to Bhubaneswar or from Srinagar to Trincomalee, he will tell you that unless the foundation of the building is strong, it is not going to stand. You build an Empire State building on a weak foundation, what will happen is that the building will come collapsing down on all of us, that means on society, on system, on democracy and on this very august House.

We have completely ignored primary elementary level education. I am for one not at all interested in advocating higher education because people who go in for higher education are already considered rich people who can afford higher education. They can go and study wherever they like. It is the child who is the hardest to reach and who matters. I would like to quote a gentleman who has worked wonders in this country but we would not have ever heard of him also had he not been given a Nobel Laureate by some white people living in Europe. His name is Kailash Satyarthi. What does Mr. Satyarthi say? He says:

"Education is under threat because donor Governments have failed our children time and again. Is it not a pity that in today's knowledge driven world, less than four per cent of global aid goes for education? I was one of the founding members of the high level group on education in UNESCO in 2001. I underlined again and again that until we address the issues of hardest to reach children, we cannot achieve the rest of the Millennium Development and Education for All Goals."

Today, what do we see? We see images of parents trying to scale up two floors and three floors also. It has happened not only in Patna, Bihar but it has also happened in Odisha and all across the country. Parents are scaling up the walls to pass on cheat slips - some people call them cheat slips - so that the kids can pass. The desire is somehow to pass. We see over and over again in many States how Question Papers are being leaked.

Education has become a multi-billion, Indian rupee has been banned, dollar business in India all over. What we see is a complete lack of road map, a complete lack of vision as to how we want to address this problem. We only talk about India being a very youthful country and by 2020 or by 2025 we will have 65 per cent of people who will be below the age of 35. That kind of a situation is not exclusive to India. If you go to Vietnam, if you go to Malaysia, if you go to African country, everywhere the youth is very visible. It is not something very exclusive to us. We are just happening to have a huge population. That could be a major drawback for us because the whole hoard of young boys and girls completely uneducated and unaware and completely conscious will become a social problem, not a social asset. Owing to this refusal to understand, consecutive Governments have not tried to address the problem with any policy guidelines.

Sir, if you see, this country has Excise Officers on a Central Service, you have the Income Tax Officers on the Central Services, you have the IAS officers, the IPS officers. All these are in the Central Services. You have a whole hoard of these people which are in the Central Services. But somehow our Founding Fathers never thought it fit that teachers could also probably be part of a Civil Service where a certain level of training and

re-training would keep them up to the mark of at least the national standards, if not international standards. We would need teachers to be trained in effective ways where they can encourage curiosity and not just rote learning. What is happening in our schools today? Whether it is the ICSE Board or the CBSE Board, it is just a question of whether you want to be an officer or a job seeker, or in other words you want to be a servant. In that case you get into this system where you are forced to learn and remember things. Once you give an examination and if you manage to pass, then that is the end of education for our children. That is primarily because we are not training teachers *per se* on how to impart such a feeling to students so that they feel encouraged in posing questions, in challenging everything – not challenging the law or this Narendra Damodardas Modi Government – challenging nature, challenging society, challenging set beliefs and wanting to discover life for themselves. We are completely doing away that kind of a thing.

A few Members of this House, not many from the Treasury Benches ...(*Interruptions*) I am impartial and therefore I am in a more elevated position than them, apart from that everything is alright. I accept your point.

SHRI ARJUN RAM MEGHWAL (BIKANER): His name is Tathagata and Tathagata is always impartial.

SHRI MALLIKARJUN KHARGE (GULBARGA): Tathagata is always blessed with closed eyes...(*Interruptions*)

SHRI TATHAGATA SATPATHY: *Tathasthu*. I would like to say that against this kind of an education system that we are seeing in India where we are making our children learn by rote, learn, remember and then once you give the examination and pass and then you can forget that, we have a system which is already in vogue. The hon. Minister is a young person and has a vision and she has the tenacity to fight for her cause, not that there is any injustice towards her, we agree with her. But she has the ability and can probably project a different image to this whole system. She can study the Finnish school system which is a very interesting case study. This system gives the children the freedom to study what they want and in a way they want to learn. That country, Finland, is changing the way it teaches students. Finnish schools will be placing less emphasis on individual subjects like Maths, History and Geography and will instead focus on broader and more interdisciplinary topics. The goal, according to Finnish educational leaders, is to provide students with necessary skills for a more technological global society. Their hon. Prime Minister has been emphasising very much that they need to change the way that people see this country and how people in this country behave. So, this is a system which is already in place and it does not require much imagination to go and study how they are doing it. We are just ending up by giving money for Sarva Shiksha Abhiyan where all that you do is to build school rooms, build boundary walls, courtyards. But you are not actually investing in the HR part of the Ministry. You are only investing in infrastructure. I understand that there is a craze for infrastructure. But by building these infrastructure, you are not really giving anything substantive to the children.

I would like to refer to UNESCO's Education for all (EFA) Report released by the HRD Minister on 9th April. It mentions:

"There is a strong preference of parents for their children to go to private schools to learn in English for better job and life opportunities. It also notes the disparity across States in the learning outcome. This finding is supported by the National Achievement Survey of Grade 3 students released by the Ministry of HRD in 2014."

Another problem that we have is this. In my State also, we have had an instance of a young lady called Etishree. She faced many troubles and she lost her life because of them. The swelling number of contract teachers and teacher absenteeism has been something to which nobody is paying attention to. Contract teachers are - no offence to any group - generally undertrained and they do not have any ability to teach as they are not trained.

I would like to quote here:

"Contract teachers have poorer working conditions, job security and salaries than permanent teachers. They are more likely than civil servant teachers (permanent) to have either no training or less than one month training."

In this sort of a situation, I would like to again quote from UNESCO Report.

"In 2013-14, 47 per cent teachers in Jharkhand were on temporary contracts compared to less than two per cent in Karnataka. The rate of teacher absenteeism in primary education exceeded 20 per cent during 2004-11. There has been substantial expansion of low cost private schools in developing countries including India with little evidence that private schools offer innovative ways to improve quality."

So, private schools do not necessarily mean that kids coming out of those schools are better.

Sir, before you ring the bell and ask me to wind up - you know how disciplined I am - I would like to mention one thing.

On the concepts of Hindi and Sanskrit that the Minister is so passionate about, I appreciate that it is an Indo-Germanic language. It is an Aryan language and many of us who are not Aryans are not bothered so much about Sanskrit. We would prefer that, first of all, you let our children choose the language they want to learn. Do not dump any language on them. I do not believe that there is any *Rashtra Bhasha*. Hindi is not my language and neither is it your language.

You know that the first language based riots in India for which many people had to sacrifice their lives started in the Dravidian Empire of Tamil Nadu before it was named as Tamil Nadu.

It was an eye opener for the rest of the country because we realised the importance of our mother tongue. Now, what is happening is that there is no investment going in to improve the quality of education of different Indian regional languages. There is no investment going in to improve on the quality of tools, such as books and other aids to education, which are complementary to regional languages. Therefore, we are very surreptitiously

trying to kill regional languages in such a manner that there is no further investment. State Governments whatever little they are able to give, they give it. But Centrally we are not encouraging regional languages.

I would be very happy if the Central School quota is deleted. It is a big head ache. There are 362 applicants applying to me this year, where as I have only six quota. Then they bring their tiny children. They tell me, "You do not like me. What has this child done to you? Why do you hate the child? Please put the child in the Central School." So, I would request that this quota should go. I abhor this Central School quota.

Secondly, I would say that the Minister must concentrate on finding sources to fund regional languages. ...(*Interruptions*)

श्री अर्जुन राम मेघवाल: आप केन्द्रीय स्कूल में एमपी कोटा बढ़वाना चाहते हैं या खत्म करवाना चाहते हैं?

श्री तथागत सत्पथी : मैं चाहता हूँ कि यह कोटा बंद हो जाए।

That is my opinion. I am speaking for myself.

I would also request that special emphasis must be placed so that children upto class VII are made to learn at their own pace the subjects they like and their mother tongue must be made attractive to them. The Central Government must not invest money in creating infrastructure, not buildings, roads and class rooms, but by bringing out books which have no religious tilt or involvement. No religion is greater or inferior to any other religion. It is all the same sham.

I would suggest that there has to be investment on regional languages starting with Tamil, which is an international language – you have such a wonderful Conference there – with Oriya, Bengali, Assamese, Marathi, Gujarati – because everything is now a Gujarat model -- ...(*Interruptions*) Kannada, Telugu, Malayalam -- so that tools are improved. We can actually improve education at the elementary and primary level. ...(*Interruptions*)

श्री लक्ष्मी नारायण यादव (सागर): आप सभी लैंग्वेज को लिंक लैंग्वेज के रूप में नहीं रख सकते हैं। कोई न कोई लिंक लैंग्वेज तो होनी चाहिए।

SHRI TATHAGATA SATPATHY: The link language has to be English. Link language cannot be any Indian language. English is no more a foreign language. India has an edge today in the world because we know English. You cannot go to North-East and speak in some Indian languages. You cannot go to Odisha or Tamil Nadu and speak in some north Indian language. English can be accepted. That is why China, whom we keep on referring to in this country, starting from GST to every other subject, is compelling its youngsters to learn English in a massive way. Today they are saying that the number of Chinese students learning English is greater than the population of the United Kingdom.

I would wind up by saying that there has to be more investment in Indian languages. Steps have to be taken that within a period of two years we produce books and materials whereby children can be taught their mother tongue in a much better way and do not allow any one north Indian language to kill and stifle all other languages. Please pay attention to the elementary and primary school education. Thank you.

HON. DEPUTY-SPEAKER: Regarding the Central School admission quota, some Members want it to be increased and some Members want it to be abolished. I want to make some observations. In the same way, in regard to the MPLAD Fund, the same problem is coming up. You want to increase it. Sometimes, you say that if the Government is not increasing it, it has to abolish it. We cannot abolish certain things. Why we are giving a certain quota is to give something to the deprived people to help them because many people will come demanding it. Even in regard to railway tickets, we are having the reservation system. Some quota is there. This quota cannot be abolished. Do you say that also should be abolished?

...(*Interruptions*)

HON. DEPUTY-SPEAKER: These are emerging things. I am telling it. It is your view. All the hon. Members cannot accept it because they want certain things. Certain privileges cannot be taken away. If you want more, that is a different issue. It is all right.

* **SHRI NISHIKANT DUBEY (GODDA)** : Free and compulsory education to all children up to the age of fourteen years is the constitutional commitment in India. At the time of adoption of the Constitution in 1950, the aim was to achieve the goal of Universalization of Elementary Education (UEE) within the next ten years i.e. by 1960. Keeping in view the educational facilities available in the country at that time, the goal was far too ambitious to achieve within a short span of ten years. Hence, the target date was shifted a number of times. Till 1960, all efforts were focussed on provision of schooling facilities. It was only after the near realization of the goal of access that other components of UEE, such as universal enrolment and retention, started receiving attention of planners and policy makers. It is the quality of education, which is at present in the focus in all programs relating to elementary education in general and primary education in particular.

Significant efforts have been made in the last ten months to universalize elementary education. Since 1950, impressive progress has been made in every sphere of elementary education. In 1950-51, there were about 210 thousand primary and 14 thousand upper primary schools. Their numbers are now increased to 627 thousand and 190 thousand respectively as in the year 1998-99; thus showing an average annual growth of 2.30 and 5.58 per cent per annum. As many as 83 per cent of the total 1,061 thousand habitations have access to primary schooling facilities within 1 km and 76 per cent habitations to upper primary schooling facilities within a distance of 3 km. About 94 and 85 per cent of the total rural population is accessed to primary and upper primary schools/sections. The ratio of primary to upper primary schools over time has improved which is at present 3.3. More than 84 per cent of the total 570 thousand primary schools in 1993-94 had school buildings. The number of single-teacher primary schools has also considerably declined.

- Enrollment in the 6-14 age group continues to be very high, with more than 96% of children enrolled in school.

- The proportion of out of school girls in the 11 to 14 age group has declined since last year.
- Overall, enrollment numbers remain very high. Over 96% of all children in the age group 6 to 14 years are enrolled in school. This is the fifth consecutive year that enrollment levels have been 96% or more.
- At the All India level, the proportion of girls in the age group 11 to 14 who are not enrolled in school dropped from 6% in 2012 to 5.5% in 2013. The greatest progress is visible in Uttar Pradesh, where this percentage dropped from 11.5% in 2012 to 9.4% in 2013.
- The proportion of schools with a total enrollment of 60 students or less has increased steadily since 2010, from 27.3% in 2010 to 33.1% in 2013. This means that almost a third of all government primary schools in India are "small schools".
- Since 2014 there has been a significant increase in the proportion of schools with a useable toilet, from 47.2% in 2010 to 62.6% in 2013. In 2010, 31.2 % of all schools visited did not have a separate toilet for girls. This number has declined to 19.3% in 2013. The percentage of useable toilets for girls has also increased from 32.9% in 2010 to 53.3% in 2013.
- Over the last ten months, there has been a steady increase in the provision of libraries in schools that have been visited. The All India figure for schools with no library provision dropped from 37.4% in 2010 to 22.9% in 2013.
- Nationally, mid day meal was observed being served on the day of the visit in 87.2% of schools. This year, in 14 states, mid day meals were seen in more than 90% of schools visited.
- Compliance with most measurable Right to Education (RTE) norms continues to grow. The proportion of schools that comply with RTE pupil teacher ratio (PTR) norms has increased every year, from 38.9% in 2010 to 45.3% in 2013. The proportions of schools with an office/store, a playground, and a boundary wall have increased slightly over 2012 levels.
- However, in some states the proportion of out of school girls age 11 to 14 rose for the second year in a row, from 8.9% in 2011 to 11.2% in 2012 to 12.1% in 2013.
- Teacher attendance in both primary and upper primary schools shows no change over the 2012 level of 85%. But student attendance shows a slight decline, especially in upper primary schools from 73.1% in 2012 to 71.8% in 2013.

In summary, there has been remarkable progress in increasing access to pre school and elementary education in rural areas, particularly over the past ten years or so. Of course, several problems such as irregular attendance of children and teachers, low levels of time on task and gaps in provision still persist and the issue of how to ensure a quality education for all is paramount. But these challenges are being addressed and there are positive signs that the emphasis in major government programs such as SSA is shifting from universal enrolment to universal retention and quality. In tandem with this, there is also increasing attention being given to the governance of schools with the formation and functioning of VECs and more transparent processes for managing school resources. The next most pressing challenge is to increase access in rural areas to secondary education, particularly for girls, SC, ST and minorities as well as improve access in rural areas to technical and vocational education and skills. At this level of the education system, the private sector is growing rapidly and playing the major role of service provider. But in both elementary and secondary education better services will only come about with greater expansion of infrastructure, both within and around schools. This will require, in part, larger allocations to education, but probably not more than the already stated goal of 6 per cent of GDP, but these increases will need to be accompanied by appropriate reforms and strategies. It will also require the continuation of strong central support for policy, strategy, technical assistance, and monitoring and evaluation combined with increased decentralization within government, stronger public private partnerships, and improved accountability relationships between the service providers, policy makers and consumers.

Education infrastructure broadly includes teachers, teachers' guides to the curriculum and syllabus, non-consumable learning materials (such as curriculum materials for students, textbooks, visual aids, and equipment), consumable learning materials (such as chalk, paper, pencils, exercise books), school buildings, including water facilities, latrines and school furniture.

A highly qualified, experienced and competent teacher could probably be an effective educator with fewer resources than an untrained, poorly educated and inexperienced teacher.

To be effective teachers must be competent and knowledgeable about the subjects that they teach. But they must also love learning and be able to pass on skills and knowledge to their students. In countless assessments of furniture, in India, is not provided to primary schools as a matter of policy and it seems to have wide acceptance among teachers, students and parents. However, in many developing countries furniture is used and is often badly designed, badly made and maintained, and of the wrong size. Good furniture will assist the learning process but poor furniture and especially, the wrong size furniture can actually be a barrier to learning education systems in developed and developing countries conclusive evidence has been established that shows the critical role of the teacher in ensuring positive learning outcomes for students.

The present state of higher education of the neglected Santhal Pargana region/Jharkhand, is pathetic, Sathal Pargana is a schedule 5 area and constitutionally it is the responsibility of the central government to take care of the education needs of poor and neglected people of this region.

I may mention here that the important document of 12th Five Year Plan (chapter 11) specifies the criteria of social equity, backwardness, border and remote areas for acceleration of growth in all sectors including education Santhal Pargana fulfills all these criteria unfortunately.

Also as you are aware that Jharkhand is a poor state in terms of finances and out of 600 districts, Godda (my parliamentary constituency) is one of the last on the index of education.

I may also add that the latest national accreditation bill, how will a rural university like Sidhok anho without proper upgradation to central university compete with Central Universities like Delhi and Mumbai?

As the guardian of the nation, you have to undertake several crucial steps to expand and develop the educational structure of the state. However, the continuing neglect of the state with the respect to the setting up of a Central University schools. Jharkhand has little access to quality educational infrastructure.

You know well that the large part of state are afflicted by Naxalism. The spread of Naxalism is an indication of the sense of desperation and alienation that is sweeping over of large sections of Jharkhand's Santhal Pargana region, which have been not only systematically marginalized but cruelly exploited and dispossessed.

The state is known as a vast reservoir of natural resources in terms of forests as well as minerals. It contributes to the nation's development and is one of the top exporters of raw materials.

Santhal Pargana districts Deoghar, Godda, Jamtara, Pakur, Sahibganj and Dumka count amongst the socially, educationally and economically backward districts of the country. A look at the statistics of health, literacy, education, income, etc., gives an appalling picture of the poor state of the people.

Jharkhand is a rich state of poor people. It possesses 40% of India's mineral resources but the access to resources has made little difference to the lives of ordinary people. Poverty and ignorance are still causes for low literacy rates, poor school attendance and large-scale drop outs.

I, therefore, seek your personal attention to need to set up a Central tribal University in the state/upgradation of present Sidhokanho Murmu University (Dumka) and make proposal for KG to PG colleges and new IIT, IIM, LAW University, Model college, skill centers, model schools in blocks in the Santhal Pargana region.

I am hopeful that you would consider my request.

HON. DEPUTY-SPEAKER : Now, Shri P.K. Biju to speak.

SHRI P.K. BIJU (ALATHUR): Hon. Deputy-Speaker, Sir, I am very much happy to take part in the discussion on the Demands for Grants pertaining to the Ministry of Human Resource Development. Education is a tool to develop a society; to develop a man. I would like to quote what Dr. Radhakrishnan has said:

"The main function of a University is not to grant degrees and diplomas, but to develop the University spirit and advance learning. The former is impossible without corporate life, the latter without honours and post-graduate. "

But, nowadays, education is going to be a big business in our country.

SHRI BHARTRUHARI MAHTAB (CUTTACK): Is it going to be? It is already there.

SHRI P.K. BIJU: Sir, we have placed so many Bills in our Parliament, sent them to the Standing Committee. The Standing Committees made their comments and placed the Reports on the Table of this august House. But I would like to ask the Minister what happened to those Bills which we have passed in our Parliament to curtail the marketing methodology and to safeguard our institutions. What is the present status of those Bills which we have presented in our Parliament? Those Bills are: The Foreign Educational Institutions (Regulation of Entry and Operation) Bill, 2010; the Educational Tribunal Bill, 2010; the Prohibition of Unfair Practices in Technical and Medical Educational Institutions and Universities Bill, 2010, and so on.

Now, I would like to go through the Budget allotment of this year. Coming to the Budgetary allocation for School Education, the Plan fund is Rs.39,038.50 crore. There is a reduction of 24.68 per cent. The Non-Plan fund is Rs.3181 crore. Again, there is a reduction of 3.23 per cent. In the

case of Higher Education also, the Government has reduced a sum of Rs.799.40 crore comparing the previous year. We have projected so many ambitious projects. Without money, how can we strengthen the educational sector in our country? The projected estimate is Rs.85,237 crore in 2013-14 for the improvement of school education. But, as we know, the allotment is very meagre. Also, the allotted amount is not spent. I was a Member of the MHRD Committee for five years. Every year, we have seen that at the end of the financial year we could see a lump sum of unspent balance in all the Departments. I would like to know from the hon. Minister as to what steps need to be taken to utilise the allocated funds in education sector.

We have passed in this august House the Right to Education Bill in 2009. Now, we have the Right to Education. In regard to the implementation of the Right to Education, the former HRD Minister, Shri Kapil Sibal had pointed out that a minimum of Rs.1.74 lakh crore is required every year. How can it be possible to implement the Right to Education in a proper manner in our country?

The enrolment ratio for students, at the primary level, is 118.9 per cent; at the upper primary level, it is 86.5 per cent. The net enrolment ratio was 19.98 per cent in primary level; and at the upper primary level, it is 64.7 per cent. But the rate of dropout is still persisting in the school education. In the case of Standard 1st to 5th, in Meghalaya, it is 58.4 per cent; in the case of Standards 1st to 8th, it is 70 per cent. In Bihar, it was 35.7 per cent and in the case of Standards 1st to 8th, it is 58.3 per cent. I am not stating the details of all the States.

It is evident that the dropout rates are alarming – it is between 50 and 70 per cent in North Eastern States. We have pointed out from the MHRD Report but still we are not rectifying the dropout problem in the North Eastern States. When it comes to the SCs and the STs population in the North Eastern Region, as we know, it is sizeable. Hence, I urge upon the hon. Minister to look into this matter. This matter of dropout needs correction; there is a need to curtail the dropout ratio in the North Eastern State, particularly in the SCs and STs population of our country.

Enrolment of SCs and STs has improved a little bit, that is 20.09 per cent and 9.86 per cent respectively but the dropout rate is 43.30 per cent and 55 per cent respectively. We have laid a special focus on Special Focus Districts (SFD) to check out and to main the situation. We have taken a sizeable SCs and STs population districts for pilot projects. But what is the status of those SFDs?

The second major flagship programme is *Sarva Shiksha Abhiyan*. In that, we are thinking to increase the access of primary institutions and upper primary institutions; strengthening infrastructure, student-teacher ratio is to be increased. The ratio at present in RTE is 27:1. At present, it has to be 48:1. We have to increase the student-teacher ratio in RTE level at the school level. We are planning to construct 6,97,511 additional classrooms. What is the present status of that? We have decided to increase the number of classrooms and toilets in our schools so as to improve the enrolment of students.

Sir, some hon. Members have already pointed out that the Government has reduced the budget allocation for the Mid-Day Meal Scheme. This scheme is not only meant to increase the attendance of students in schools but it is also aimed at preventing classroom hunger and also to act as a supplement for nutrition among our school children. But the budget allocation to this scheme has been reduced drastically. I would like to urge upon the Minister to look into this.

In 2008, we have announced setting up of eight additional IITs and IIMs in our country. Some of them have already started functioning and in 2014 we have announced opening of some more institutions. But we have to seriously look at the condition of these IITs and IIMs. Even after the passing out of two or three batches, they still do not have permanent buildings.

Sir, another important issue is that in most of our higher educational institutions, we do not have enough staff and many faculty positions in our colleges and universities are vacant. About 34 per cent staff vacancies still exists

in our schools. Hence I would like to urge upon the Minister to look into this and take appropriate measures to increase the strength of teaching staff and also take measures to immediately fill up the existing vacancies.

With these words, I conclude. Thank you.

DR. RAVINDRA BABU (AMALAPURAM): Hon. Deputy Speaker, Sir, it is a coincidence that whenever I speak in the House, hon. Deputy Speaker is always in the Chair.

HON. DEPUTY SPEAKER: Today at 3.30 p.m. we have to take up Private Members' Business. Some Members wanted to speak in this debate and that is why I am requesting you to speak briefly.

DR. RAVINDRA BABU: Sir, my wife asked me one question. Why are you so unfortunate to get only hon. Deputy Speaker in the Chair and he does not allow you to speak for more than two or three minutes? Sir, today please show me relaxation and give me one or two minutes more at least to satisfy my family members and to satisfy the people of my constituency.

HON. DEPUTY SPEAKER: All right.

DR. RAVINDRA BABU : Sir, in the history of education in post-Independent India, two unfortunate events have taken place. One is privatization of education and another privatization of medical education and health. Due to these two events, the country has been clearly divided into rich people and poor people. There are certain schools in our country where students go in air-conditioned buses, study in air-conditioned classrooms, have five star hotel food and come back home again in air-conditioned buses. They do not realize what rural India is, what real India is and what poverty is. There are students in villages studying in municipal and Panchayat schools where there are no tables, no chairs and no teachers and they are facing

the fate as determined by God.

But most fortunately in India, in spite of this lopsided policy and in spite of the rich-poor divide, Government-run educational institutions like IITs, IIMs and AIIMS are producing great luminaries every year. The type of competition our IITs, IIMs and AIIMS have is unparalleled and unprecedented. I congratulate the Ministry of Human Resource Development for this and urge upon them to maintain that kind of autonomy and the type of merit these great institutions have. In the vast ocean of private educational institutions in India, their autonomy, merit and identity are unsurpassed.

15.00 hrs

For example, for studying in the private schools and colleges, a person does not have money also. He would either sell goods or sell his movable properties like car and scooter. Some people sell their properties to buy a seat in an engineering college, a medical college and they pursue higher studies. Those people who are unlikely to get admission to Government colleges, they always go through this route. Ultimately what happens, it becomes an investment. After graduating from these institutions, they heavily indulge in major social evils like dowry. When such a person becomes an engineer or a doctor, his demand for dowry increases by leaps and bounds. This social evil should be curbed. I do not know what is the plan of the HRD Ministry, whether HRD Ministry is aware of this social evil spreading in the higher educational institutions. It is spreading specially in civil services also. When they qualify for IAS, IPS, IRS and various other services, their demand for dowry increases to unbelievable figures.

HON. DEPUTY SPEAKER: That is more in your State; I think so.

DR. RAVINDRA BABU: There are people who demand hundreds of crores of rupees to buy a bridegroom from the IAS circle. I urge upon the HRD Ministry to please have a link with the DoPT. Please try to curb this social evil, this arrogance, this thinking that they are an elite class. Though they have a social responsibility, they never exhibit these qualities. Rather they behave like British East India people. Civil Services are such services, even now it is very difficult to walk into a Secretary's room, an Additional Secretary's room, an Under Secretary's room because he or she is never told about giving respect to the Parliamentarians. It is very easy to walk into a Minister's room than walking into a Secretary's room. It is because, there is no accountability. They think they are there for 35 years and MPs and MLAs have to be there for only five or six years. We have to go back; naturally we have to be very humble.

HON. DEPUTY SPEAKER: You come to the education.

DR. RAVINDRA BABU: Sir, my point is that HRD Ministry has an immense role in mid-term appraisal of the Civil Services. Not only Civil Services, even the doctors, engineers, IIT Professors, IIM Professors are totally unethical to the extent of not giving any respect to the democratically elected people. The HRD Ministry should also inculcate this type of behaviour among these high-paid professionals.

Another thing is this. After the invention of penicillin, the incidence of sexually transmitted diseases has increased because of the confidence. In the same way, after the introduction of higher education system, the social evils have increased. For example, untouchability increased, caste discrimination increased, dowry system increased. All these things are increasing correspondingly with the higher education system. I urge upon the HRD Ministry, please have a curriculum on the moral values as a part of higher education especially in IITs, IIMs and in Civil Services also. In Lal Bahadur Academy, in Police Academy, in NADT, in all such institutions there should be such a system that if any educated person going into the Civil Services either demands a dowry or indulges in any arrogant behaviour, he should be immediately punished and taken to task.

HON. DEPUTY SPEAKER: Already, law is there. Do not particularly attribute it to only Civil Service.

DR. RAVINDRA BABU : HRD means human resource development. Human resources have to be addressed. It should not be confined only to education. I thank the Minister for making MPs as Chairpersons for implementing the Sarv Shiksha Abhiyan and Rashtriya Madhyamik Sarv Shiksha Abhiyan and Mid Day Meals. I appreciate it and thank her. But I also urge upon the Minister, as you are increasing MPLAD fund from Rs. 5 crore to Rs. 25 crore, please increase seats from 10 to 25. It will go a long way. We always highly regard you. Among so many Ministries, we always would like to come to the HRD Ministry.

Lastly, Andhra Pradesh being the residuary state after bifurcation, thank you very much for allotting us IITs and IIMs. The speed at which you are implementing it is also highly appreciable. But I want that the speed be increased further so that it can be implemented and admissions can be started this year.

Thank you very much, Sir. Jai Hind.

***श्री रवीन्द्र कुमार पाण्डेय (गिरिडीह) :** आज़ादी के 63 वर्षों के बाद जो देश में शिक्षा की स्थिति होती, उस अनुरूप में नहीं है, परंतु आज वर्तमान प्रगतिशील सरकार के नेतृत्व में शिक्षा के क्षेत्र में जो कार्य हो रहे हैं, वह काबिले तारीफ है, तभी तो हमें प्राथमिक शिक्षा और बच्चों के ड्रॉप आउट रेट में गिरावट के कारण अंतर्राष्ट्रीय मंच पर ख्याति मिली है। इस ख्याति के लिए मैं माननीय मंत्री महोदया और उनके सहयोगियों का साथ-साथ भारत के माननीय प्रधानमंत्री जी का हृदय से आभारी हूँ।

आज हमारी सरकार ने देश में शिक्षा को सुलभ बनाने के लिए प्रत्येक बच्चे के लिए 5 कि.मी. के भीतर एक सीनियर सैकेंड्री स्कूल की स्थापना, 80,000 माध्यमिक विद्यालयों का उन्नयन करने तथा 75,000 जूनियर/मिडिल स्तर तक के विद्यालयों का स्तर बढ़ाकर सीनियर माध्यमिक स्तर तक करने की परिकल्पना की है और देश के विद्यालयों में शौचालयों के निर्माण के लिए जो परियोजनाएं शुरू की गई हैं, और पूरा हो रही हैं, वह वास्तव में देश की स्कूली शिक्षा के लिए क्रांतिकारी कदम हैं। उसे सरजमीं पर उतारने के लिए नियमित निगरानी और अनुश्रवण की व्यवस्था होनी चाहिए। आज विभिन्न शिक्षण संस्थाओं में शिक्षकों की भारी कमी है और विभिन्न शिक्षा परियोजनाओं में कार्यरत शिक्षक और गैर-शिक्षण संवर्ग के लोग हैं, उनकी स्थिति पर भी हमें विचार करना होगा और पूरे देश से वित्त रहित शिक्षा को समाप्त किया जाए।

आज देश में निजी विद्यालयों की संख्या बढ़ रही है, परंतु हम सरकारी शिक्षण संस्थाओं में गुणवत्तापूर्ण शिक्षा देने में कामयाब नहीं हो रहे हैं। परन्तु कुछ ऐसी व्यवस्था है, जिसे हम अपग्रेड करके शिक्षा की गुणवत्ता में सुधार कर सकते हैं। जैसे झारखण्ड में दिसंबर, 2011 की स्थिति के अनुसार कुल स्वीकृत पद 28,836 के विरुद्ध 21,591 पारा टीवर बच्चों को शिक्षा देने में काफी स्तर तक कामयाब हो रहे हैं, जो वितेज एजुकेशन कमेटी के नियंत्रण में कार्य करते हैं और झारखण्ड में ऐसे शिक्षकों-विद्यार्थियों का अनुपात 1:40 है। यानी इन शिक्षकों के सहारे सरकारी विद्यालयों में बच्चों की पढ़ाई हो रही है, इनका कोई भविष्य नहीं है। हमारे पास संसाधनों की कमी जरूर है, परंतु हमें गुणवत्ता पर भी ध्यान देना होगा। ऐसी स्थिति में पारा टीवरों की सेवाएँ नियमित करने के पश्चात् हम झारखण्ड या देश में नियमित शिक्षा व्यवस्था की ओर अग्रसर होंगे।

स्वच्छ भारत अभियान- इस अभियान के तहत शौचालय निर्माण का कार्य काफी सराहनीय रहा। देश के कई पी.एस.यूज. इस प्रोजेक्ट का कार्यान्वयन सुनिश्चित करने के लिए बेहतर कार्य कर रहे हैं। इस कार्य हेतु सी.आई.एल./एन.टी.पी.सी./एस.एस.ए. कंपनियाँ झारखण्ड के कुल 893 विद्यालयों में से 530 विद्यालयों में शौचालय निर्माण की योजना बनाई गई है और इस कार्य को प्रत्येक संसदीय क्षेत्र में संपन्न किया जाएगा। परंतु इस कार्य में कुछ तकनीकी गड़बड़ियाँ हैं। सर्वप्रथम संबंधित पी.एस.यू. क्षेत्र के माननीय सांसदों से संपर्क कर उनके क्षेत्र के जिला एवं प्रखण्डों को विनिश्चित करें, क्योंकि सामान्यतः एक लोक सभा निर्वाचन क्षेत्र में लगभग तीन जिले होते हैं और उन जिलों में अन्य लोक सभा निर्वाचन क्षेत्र का क्षेत्र भी पड़ता है। ऐसी स्थिति में यह मॉनिटरिंग करने की आवश्यकता है कि प्रत्येक जिले में एक लोक सभा के कितने विद्यालयों में शौचालय का निर्माण हो रहा है, परंतु पी.एस.यू. जिलावार स्कूलों का आंकलन कर रहे हैं। अतः पी.एस.यू. को लोक सभा संसदीय क्षेत्रवार आंकलन कर संबंधित सूचना सांसदों को उपलब्ध करानी चाहिए।

आज हमारे संसदीय क्षेत्र में गिरिडीह जिला अविभाजित बिहार का ही सबसे पुराना जिला है और जैन तीर्थस्थल, अश्वक और कोयला खदान के लिए विश्व प्रसिद्ध है। उक्त जिला में केंद्रीय विद्यालय की स्थापना का प्रस्ताव कई वर्षों से लंबित है। मेरा आग्रह है कि गिरिडीह में केंद्रीय विद्यालय की स्थापना की जाए।

मिड-डे मिल की जांच के लिए कई एजेंसियाँ नियुक्त हैं तथापि बच्चों को बेहतर भोजन उपलब्ध नहीं कराया जा रहा है और डिब्बा बंद भोजन उपलब्ध कराने की व्यवस्था की जा रही है। अतः मेरा आग्रह है कि डिब्बाबंद भोजन के स्थान पर परंपरागत भोजन ही उपलब्ध कराया जाए और इसके लिए सुदृढ़ निगरानी तंत्र की व्यवस्था की जाए।

आज झारखण्ड के कई क्षेत्रों में पेयजल में आर्सेनिक, प्लोराइड और जहरीले पदार्थों की मात्रा पायी जाती है। ऐसी स्थिति में प्रत्येक विद्यालय में पीने के पानी की नियमित जांच की व्यवस्था सुनिश्चित करवाकर शुद्ध पेयजल उपलब्ध कराया जाए। आज कई बच्चे अर्थाभाव में स्कूल छोड़ देते हैं और कुछ बच्चे शुरू से ही खेलों में रुचि रखते हैं, परंतु उचित मार्गदर्शन नहीं मिलने के कारण अपनी प्रतिभा का समुचित विकास नहीं कर पाते हैं।

मेरा सरकार से आग्रह है कि स्कूलों में कौशल विकास के अंतर्गत इच्छुक विद्यार्थियों को पाठ्यक्रमों एवं प्रयोगशाला के माध्यम से प्रशिक्षित किया जाए ताकि वह स्कूल छोड़ भी देते हैं तो अपने दुनार को आगे बढ़ा सकें। इसी प्रकार आज स्कूलों में खेलों के विकास हेतु पर्याप्त साधन उपलब्ध नहीं होते हैं और प्रतिभावान खिलाड़ी बच्चों को उच्च स्तरीय खेलों में भाग लेने के लिए स्कूल स्तर पर जानकारी और सुविधाएं उपलब्ध नहीं होती हैं।

अतः सरकार से मेरा आग्रह है कि इस दिशा में प्रभावी कदम उठाए जाएं और विशेष बजटीय उपबंध की व्यवस्था की जाए।

***श्री राम टहल चौधरी (सँची) :** भाई नरेन्द्र मोदी जी की अनुआई में माननीया मानव संसाधन विकास मंत्री जी ने जो अनुदानों की मांगों को सदन में प्रस्तुत किया है, वह अत्यंत ही सराहनीय है। इन्होंने पिछड़ा वर्ग, अनुसूचित जनजाति, अनुसूचित अल्पसंख्यक अर्थात् सभी वर्गों के बच्चों पर ध्यान दिया है। इससे कौशल विकास, मेक इन इण्डिया पर जोर दिया गया है, जिससे युवाओं को रोजगार उपलब्ध होगा। आई.टी.आई. का जाल बिछाने का संकल्प आदि क्रांतिकारी कदम हैं। शिक्षा में गुणवत्ता पर भी जोर दिया गया है। विद्यार्थियों की छात्रवृत्ति में भी दुगुनी वृद्धि की गयी है, इससे गरीब छात्रों को काफी लाभ मिलेगा, छात्रों को ऋण सुविधा भी दी गई है। हर स्कूल में शौचालय की व्यवस्था स्वच्छ भारत की परिकल्पना है। सर्वशिक्षा के प्रति व्यापक कार्यक्रम चलाना बहुत ही सराहनीय कार्यक्रम है। इसके साथ-साथ मेरा सुझाव है कि शिक्षा विभाग में खासकर गांवों के विद्यालय में प्राइमरी से लेकर उच्च विद्यालयों में एवं महाविद्यालयों में शिक्षकों की भारी कमी है, जिसके कारण छात्र संख्या भी घट गई है और इससे गांव, गरीब के बच्चों को अच्छी शिक्षा नहीं मिल पा रही है। शिक्षक न रहने से छात्रों की संख्या सरकारी विद्यालयों में घटती जा रही है। इसलिए शिक्षकों की कमी को दूर किया जाए और शिक्षकों की बढ़ती पहले राज्य सरकार और केंद्र सरकार करें तभी सर्वशिक्षा अभियान सफल होगा। छात्रों को जो भोजन दिया जाता है, उसमें सुधार की जरूरत है। शिक्षकों की कमी के कारण बच्चे भोजन कर घर चले आते हैं। शिक्षा में गुणवत्ता के लिए हर वर्ग में परीक्षा आवश्यक है। बिना परीक्षा के पास करना कतई उचित नहीं है। ज्ञान देना है तो परीक्षा आवश्यक है। झारखण्ड में शिक्षकों की भारी कमी है।

अन्त में, मैं इस अनुदान माँग का समर्थन करता हूँ एवं मानव संसाधन विकास मंत्री जी को बधाई देता हूँ और इसका सारा श्रेय प्रधानमंत्री एवं मंत्री जी को देता हूँ।

***श्री सुमेधानन्द सरस्वती (सीकर) :** मैं मानव संसाधन विकास मंत्रालय की अनुपूर्व मांगों का समर्थन करता हूँ। हम सभी इस बात को जानते हैं कि किसी भी देश में सामाजिक, आर्थिक और राजनैतिक बदलाव लाने में शिक्षा सबसे सशक्त जरूरी होती है। आर्थिक एवं सामाजिक बदलाव के लिए संबंधित ज्ञान, दृष्टिकोण एवं वैश्व प्रज्ञा श्रमशक्ति होना आवश्यक होता है।

वर्ष 2015-16 के बजट में यह आशा व्यक्त की गयी है कि हमारी आर्थिक विकास दर 8 से 8.85 प्रतिशत तक होगी। हम इस विकास दर को प्राप्त कर सकते हैं। यह बात मैं इसलिए कह सकता हूँ कि माननीय प्रधानमंत्री श्री नरेन्द्र मोदी की सरकार बनने के बाद आर्थिक माहौल तो देश में काफी बेहतर बना है। देश में जो निराशा के बादल छाए हुए थे, वे अब छंट गए हैं। कोयला खदानों की नीतामी में पूर्ण पारदर्शिता एवं साथ ही साथ स्पैक्ट्रम की नीतामी में हुई पूर्ण पारदर्शिता मेरे विश्वास को आधार प्रदान करते हैं। सकल आय की दृष्टि से भारत विश्व की बड़ी आर्थिक शक्तियों में गिना जाने लगा है। लेकिन शिक्षा के क्षेत्र में भारत अभी भी काफी पिछड़ा हुआ है। इस क्षेत्र में वास्तविक बदलाव लाने हेतु बहुत कुछ किया जाना शेष है।

शिक्षा पर इस वर्ष के बजट में कटौती की गयी है। वर्ष 2014-15 की तुलना में 2015-16 के लिए शिक्षा हेतु लगभग 13 हजार करोड़ रूपए कम आवंटित किए गए हैं। इस कटौती की मुख्य वजह केंद्रीय करों में राज्यों की भागीदारी अधिक होना रहा है। इस कटौती का सबसे ज्यादा असर विद्यालयी शिक्षा पर पड़ेगा। यह हमें मानना चाहिए कि बजट धनराशि बढ़ाने के बजाय धन के बेहतर इस्तेमाल पर जोर दिया गया है। सर्वशिक्षा अभियान पर होने वाले खर्च में राज्यों की ओर से होने वाले अंशदान में वृद्धि की गयी है। राज्यों को इस अंशदान में वृद्धि से समस्या नहीं पैदा होनी चाहिए,

वर्षों के वित्त आयोग की सिफारिश के बाद राज्यों का हिस्सा लगभग 10 प्रतिशत बढ़ा है।

सरकार शिक्षा के लिए निर्धारित किए गए बजट का उपयोग करने में थोड़ी पिछड़ती नज़र आ रही है। पिछले वर्ष विद्यालयी शिक्षा के लिए कुल लगभग 55 हजार करोड़ रुपये की व्यवस्था की गई थी। मगर खर्च लगभग 47 हजार करोड़ रुपये ही हो पाए। उत्तमतर शिक्षा की भी कमोवेश स्थिति यही है। जहाँ पिछले वर्ष आवंटन इसके लिए लगभग 28 हजार करोड़ था, वहीं खर्च 24 हजार करोड़ ही हो पाए।

हमारे देश की एक समृद्ध विरासत है। हमारे प्राचीन ग्रंथ जो ज्ञान का अथाह भण्डार हैं, वे संस्कृत भाषा में लिखे हुए हैं। संस्कृत भाषा के दो प्रमुख संस्थान हैं, पहला राष्ट्रीय संस्कृति संस्थान एवं दूसरा राष्ट्रीय संदीपनी वेद विद्या प्रतिष्ठान। इन संस्थानों के लिए कुछ भी आवंटन नहीं किया गया है। मेरा निवेदन है कि अनुपूरक अनुदानों की मांगों के समय इन संस्थानों के लिए पर्याप्त धनराशि की मांग की जाये।

भारत में अंतर्राष्ट्रीय स्तर में शैक्षणिक संस्थानों की भारी कमी है। लगभग सभी अंतर्राष्ट्रीय रैंकिंग में भारतीय विश्वविद्यालयों की स्थिति में लगातार गिरावट देखी जा रही है। उदाहरणार्थ 50 वर्ष से पुराने विश्व के शीर्ष 100 विश्वविद्यालयों में वर्ष 2013 टी.एच.आई. रैंकिंग में भारत का एक भी विश्वविद्यालय नहीं था। 400 विश्वविद्यालयों की 2012 की रैंकिंग में जहाँ एक तरफ चीन के नौ विश्वविद्यालय थे वहीं भारत का केवल एक ही विश्वविद्यालय था। हमारे प्रतिष्ठित आई.आई.टी.एच. एवं आई.आई.एम.स भी उत्कृष्टता के अंतर्राष्ट्रीय मानदंडों पर खरा नहीं उतर रहे हैं। भारत विश्व की तीसरी सबसे बड़ी शैक्षणिक प्रणाली है। यहाँ पर लगभग 600 विश्वविद्यालयों सहित लगभग 35,000 कॉलेज हैं। भारत को उत्तम शिक्षा के संस्थान की और अधिक आवश्यकता है, क्योंकि छात्र उत्तम शिक्षा के क्षेत्र में आरंभ करें। ऐसी स्थिति में मौजूदा विश्वविद्यालयों के स्तर को उन्नत बनाना और गुणवत्ता संस्थानों की स्थापना, हमारी प्रथम प्राथमिकता होनी चाहिए।

अब मैं युवाओं के रोजगार के बारे में कहूँगा। एक ओर तो कौशल विकास करने और दूसरी ओर उन कौशल का प्रयोग करने की दोहरी चुनौतियाँ हैं, क्योंकि कौशल का उपयोग नहीं करने का अर्थ यह होता है कि उन्हें नया देना। श्रम ब्यूरो रिपोर्ट, 2014 के अनुसार भारत में औपचारिक तौर पर कुशल कार्यबल का आकार लगभग 2 प्रतिशत ही है, जोकि बहुत ही कम है। जबकि यही आंकड़ा दक्षिण कोरिया एवं जापान में क्रमशः 96 व 80 प्रतिशत है। अखिल भारतीय स्तर पर 15 वर्ष या इससे अधिक आयु वर्ग के करीब 6.8 प्रतिशत लोग ही हैं, जो व्यावसायिक प्रशिक्षण प्राप्त कर चुके हैं या प्राप्त कर रहे हैं।

वर्ष 2013 और 2022 के बीच की अवधि के लिए राष्ट्रीय कौशल विकास निगम द्वारा कराए गए अध्ययन के अनुसार गैर कृषि के लिए 120 मिलियन कार्यकुशल लोगों की जरूरत होगी। यह सरकार कौशल विकास के लिए किताबी गंभीर है, इसका अंदाजा इस बात से ही लगाया जा सकता है कि सरकार ने इस उद्देश्य के लिए एक नया मंत्रालय का भी गठन अध्ययन किया है। मंत्रालय रोजगार उपलब्ध कराने के उद्देश्य से कौशल विकास पर 1500 करोड़ खर्च करेगा। अब गाँव-गाँव में कौशल विकास की बात हो रही है। योजना के उद्देश्य बहुत अच्छे हैं, लेकिन इस बात को भी नकारा नहीं जा सकता है कि गाँवों में सरकारी स्कूलों की स्थिति अभी भी दयनीय है। अध्यापकों की कमी तो है ही, कहीं कहीं तो विद्यालय भवन भी नहीं हैं। शहरों में पब्लिक स्कूलों की भरमार होती जा रही है। लोग सरकारी स्कूलों में बच्चों को भेजना पसंद नहीं करते हैं, क्योंकि उनमें पढ़ाई का स्तर विंताजनक है और सुविधाओं का अभाव है। जबकि योग्य शिक्षक सरकारी स्कूलों में हैं। स्कूलों में कौशल विकास के प्रशिक्षण के लिए प्रशिक्षित अध्यापकों की बड़ी पैमाने पर आवश्यकता होगी। बजट में इसके लिए कोई प्रावधान नहीं किया गया है। जबकि पिछले बजट में प्रशिक्षकों के प्रशिक्षण के लिए महामना मदन मोहन मालवीय प्रशिक्षण संस्थान की व्यवस्था की गई थी। जिसका उद्घाटन माननीय प्रधानमंत्री जी कर चुके हैं।

छात्र, धन के अभाव में उत्तम शिक्षा से वंचित न रहें। अतः पहली बार प्रधानमंत्री विद्या लक्ष्मी कार्यक्रम शुरू किया गया है, इसके तहत निम्न एवं मध्यम वर्ग के छात्रों को छात्रवृत्ति एवं शिक्षा ऋण उपलब्ध कराया जाएगा।

नई सरकार ने एक और महत्वपूर्ण कार्यक्रम की शुरुआत की है, जिसका नाम है, ""बेटी बचाओ-बेटी पढ़ाओ"। इस कार्यक्रम की सफलता हमें बहुत आगे ले जा सकती है। इसकी सफलता से न केवल देश में लिंगानुपात की जो विंताजनक स्थिति बनी हुई है, वह दूर होगी एवं साथ ही हमारा नारी समाज भी शिक्षित होगा।

इन्हीं शब्दों के साथ मैं अपनी बात समाप्त करना चाहता हूँ और एक बार पुनः मानव संसाधन विकास मंत्रालय की वर्ष 201 5-16 की अनुदानों की मांगों का समर्थन करता हूँ।

SHRI VARAPRASAD RAO VELAGAPALLI (TIRUPATI): Thank you very much. I thank the Chair before getting into this lighter discussion. I thought I could share with the august House where hon. Minister is present. All of us know the importance of education. It is like a magic key where disparity is so much. Poor is the poorest who cannot be compared on the earth and the rich is the richest. Except with education, India can never be made socially equal. Therefore, if at all any importance has to be given for any particular thing in India, it is education. It is extremely a serious business and cannot be attempted with half-hearted ideas.

The present system is mostly memory oriented. It gives less importance to the creativity and independent thinking. Therefore, to inculcate the creativity in the minds of the people, the HRD should evolve a system where ultimately the creativity and independent thinking is given to the child. What is now lacking in the system is the political will. I am not pointing out to the present politics. It is there right from the beginning. If adequate importance is given to education, things would have been far improved. So, the political will is lacking. Accountability on the part of the educational functionaries is also lacking now. We do not have a longer perspective. Every time, we think for one year rather than thinking for the next 20 to 25 years. If these things are taken into consideration and if education system is improved, the country will automatically improve.

We are still talking of enrolment, literacy and all that. Those days have gone now. We have to get into the next step of the quality education. Let us not still harp on these things like enrolment, literacy etc. Fifty percent of the drop-outs take place before the child reaches the tenth class. Therefore, the very idea of talking about the literacy, the very idea of talking about this enrolment is meaningless. Drop-out aspect is an extremely important issue which needs to be considered. There are a number of cases where fifth standard children cannot read even the second standard books. The Government of India unfortunately has wound up as many as twelve central schemes of which one is extremely important where hon. Minister should fight and get back. That is the scrapping of 6,000 model schools at block level. That is extremely important. We should get it back. What exactly is required is the model schools and modernized schools at the block level which is extremely important.

On the infrastructure issue, many hon. Member have spoken. I am not talking about the infrastructure at the higher level of development. I am talking about the infrastructure at the school level like drinking water, school buildings, toilets, libraries etc. Thirty-five per cent of the schools do not have proper libraries. Computer access has to be created because India is fast growing as far as IT is concerned. If you are able to provide computer access even to the small kids, it will go a long way. Unfortunately, thirty per cent of school teachers are under-graduates. They do not have proper training. Many unprofessional teachers are there. That aspect has to be considered. There is a disconnect in elementary school, secondary school and the vocational training. They are all independent. If you can have an integrated approach with the elementary schools, secondary schools and the vocational, which we call tertiary, it would be extremely useful. Generally, we follow the trickle-down theory. Unfortunately, in education, it does

not happen. A majority of the people are going abroad for pursuing higher studies. Since we are neglecting secondary school and vocational education, perhaps, what we have to consider is the trickle up theory rather than the trickle down theory. Please strengthen the broader pyramid in the education system.

It is good that a lot of IITs and IIMs are coming up. We are extremely thankful to the hon. Minister. Recently, the hon. Minister has laid the foundation for one IIT. But one point here is that a majority of the students from the IITs and IIMs are going abroad. After having such a good education at the cost of the society, they are going abroad. I do not say that they should not be permitted. They should be permitted to go but the cost of education that was incurred on them, by way of fees or by way of an alumni payment or by way of something, should come back to the country. That is extremely important because as much as 30 per cent of the students are going abroad.

Secondly, by opening up more IITs and IIMs, one important thing that we are forgetting is that the challenge of the GATE is coming down. The aspirants are coming down year after year. It is like familiarity breeds contempt. So, the more number of IITs, the more its importance is coming down. Therefore, the Government may go in a little phased manner of opening up of the great institutions of IITs and IIMs.

Regarding skill development, we must thank the present Government. The hon. Prime Minister himself is stressing on that. He has created a Ministry exclusively for skill development. We really thank the hon. Prime Minister on behalf of the House for focussing on skill development. But the link, connection has to be done right from the beginning, between elementary schools, skill development and tertiary level. So, that connection is extremely important. It is because practically what I want to convey to the hon. Minister here is that we have one small difficulty. A lot of SEZs are coming up. A lot of industries are coming all over the country. Unfortunately, the rural people, who are highly educated, are remaining unemployed for the simple reason that the information about employment is not going to them. These people, after having education, thanks to the system, are not able to go for proper jobs. The Government system is providing free education and all that. So they are becoming engineers, graduates and management students. They are not able to go for proper jobs to the cities for the simple reason that they do not have adequate economic cushion to go in search of jobs. Therefore, what I request is that in rural areas, some allowance may be given for them to find a proper job. Till they get a job, these unemployed youths in the villages should be considered for some allowance. In all the companies, which are coming at the village level and all that, adequate representation should be given to the local people.

I have been telling that the focus should be on rural areas. Along with rural areas, the economically weaker sections should also be considered so that the gap between the rich and the poor should not increase further and there will be no different economic strata. I do not think after Independence of 70 years, the gap between the rich and the poor, as far as the social aspect is concerned, has bridged in any way.

Coming to the investment part of it, unfortunately the GDP that we are now spending is only 3.2 per cent as against the required GDP of six per cent. We need to have six per cent of the GDP for the public expenditure on education. Some small countries like for example, Mexico, and all that, are able to spend 2900 dollars, which is 10 times more.

At the same time, I would like to appreciate some of the schemes of the Government like Nai Manzil, Kaushal, Atal Innovation Mission, SETU, Student Financial Aid Authority and all that. Some of them are really interesting. I must appreciate that also.

With regard to the budget, there is one small point. We all have tremendous confidence in the young Minister. We have been supporting her all along. But she should take up the cuts in the allocation to these schemes so that further cuts should not take place. Unfortunately, I am sorry to point out that there is a drastic cut in the allocation for school education. Similarly, regarding Swachh Bharat which we have been talking about, there is a 50 per cent cut. There is a cut in the allocation to the ICDS. Allocation to the Mid-Day Meal Scheme has been cut. Allocation to NREGA has also been cut. So, it is very unfortunate that we should fight out. All along people have been telling the hon. Minister to take up the cause. It is not because of herself but it is because of school education which requires more importance.

Last but not least, I would urge that priority to woman and girl child should be given.

HON. DEPUTY SPEAKER: Please conclude.

SHRI VARAPRASAD RAO VELAGAPALLI: Sir, I finish with one last suggestion, which is in respect of foreign universities. Since the world is becoming a global village, we should take into consideration the advanced technology being used in some foreign universities. Thank you, Sir.

***डॉ. किरिट पी. सोलंकी (अहमदाबाद) :** शिक्षा सबसे बड़ा विषय है, मेरा मानना है कि देश के विकास के लिए शिक्षा, एक अहम आयाम है। आजकल शिक्षा संस्थाएं, जो सेल्फ फाईनेन्स हैं, उनमें शिक्षा का व्यापारीकरण रोकने पर जरूरी प्रावधान करने के लिए प्रार्थना करता हूँ। जो शिक्षा संस्थान डोनेशन या अलग अलग नामों पर वित्तीय उपार्जन करते हैं, उन पर कड़े कदम उठाने चाहिए। पीपीपी मोड पर चलनेवाले कई शिक्षा संस्थान बड़ा कार्य करते हैं, उनको हमें बढ़ावा देना चाहिए, मगर जो शिक्षा संस्थान शिक्षा में व्यापारीकरण करता है, उस पर रोक लगनी चाहिए। लोगों को शिक्षा का नःशुल्क अधिकार मिला है, मगर अभी भी जमीनी हकिक्ट कुछ अलग ही है। शिक्षा संस्थानों में 25 फीसदी गरीब बच्चों को दाखिला करने पर बल देना चाहिए और यह सही तरीके से संपन्न हो उसका निश्चित करना चाहिए।

जहाँ तक अनुसूचित जातियों/जनजातियों का सवाल है, उन वर्ग के बच्चों के लिए कई प्रकार की मुसीबतें रहती हैं। ट्यूशन फीस की पृथा के कारण उनके बच्चे उत्तम कोर्स जैसे कि एमबीए, एन्जीनियरिंग मैनेजमेंट में दाखिला नहीं ले सकते हैं। उन बच्चों को अवसर प्रदान करना जरूरी है।

आज जब डा. बाबा साहब अम्बेदकर जी की 125 जन्म जयंति हम सब मना रहे हैं तब मेरा आपके माध्यम से निवेदन है कि, जिस तरह केन्द्रीय विद्यालय चलाए जाते हैं, बस उसी तर्ज पर अनुसूचित जातियों/जनजातियों की बस्तियों हर जिला का मुख्यालय पर "डा. अम्बेदकर शिक्षा संस्थान" शुरू करना चाहिए, जहां पढ़ने के साथ साथ उनके लिए छात्रावास भी चलाने चाहिए। यह सब केन्द्रीय विद्यालय के स्टैंडर्ड का होना बेहद जरूरी है।

शिक्षा संस्थान एवं विश्वविद्यालयों में अनुसूचित जातियों/जनजातियों के कर्मचारियों के लिए कड़े आरक्षण का प्रावधान करवाने चाहिए। स्पीकर महोदया, आप के माध्यम से मेरा निवेदन है कि केन्द्रीय विद्यालय संस्थानों में हर सांसद को सिविल दाखिला कराने का प्रावधान है। मैं अहमदाबाद शहरी विस्तार का प्रतिनिधित्व करता हूँ तथा मेरे क्षेत्र में तीन केन्द्रीय विद्यालय स्थित हैं। मेरे पास सैकड़ों की संख्या में लोग दाखिले के लिए आते हैं। मेरी प्रार्थना है कि ऐसे क्षेत्रों में और भी दस दाखिले देने का प्रावधान करना चाहिए। तुने हुए प्रतिनिधि के रूप में लोगों की अपेक्षाएं पूर्ण करने पर निर्णय करना चाहिए।

***श्री भैरों प्रसाद मिश्र (बांदा) :** मैं मानव संसाधन विकास मंत्रालय द्वारा प्रस्तुत अनुदानों की मांगों का समर्थन करता हूँ। माननीय प्रधानमंत्री जी की सोच के अनुरूप माननीय मंत्री जी ने बजट में प्राथमिक शिक्षा से लेकर उच्च शिक्षा तक के लिए जो प्रावधान किये हैं, वे स्वागतयोग्य हैं। पिछली सरकार की गलत नीतियों के कारण शिक्षा के स्तर में गिरावट आई थी, उसे इस बजट में दूर करने का प्रयास किया गया है। जिससे आने वाले समय में सुखद परिणाम आएगा। मेरा सुझाव है कि मध्याह्न भोजन के अंतर्गत अध्यापक की भूमिका को बिल्कुल अलग रखा जाना चाहिए, जिससे वह केवल शिक्षा में ध्यान रख सके। रसोईघर वलासरूम से दूर होना चाहिए, जिससे छात्र व छात्राओं का ध्यान उस ओर न जाकर अपने वलासरूम तक ही केंद्रित रहे। मध्याह्न भोजन की दरों को भी वर्तमान महंगाई दरों के हिसाब से संशोधन की जरूरत है, जिससे बच्चों को पर्याप्त पौष्टिक भोजन मिल सके। स्कूलों में स्थित शौचालयों की व्यवस्था के लिए भोजन बनाने वाली आया की तरह, पार्ट टाइम सफाई कर्मियों की नियुक्ति की जानी चाहिए। हर न्याय पंचायत स्तर पर जूनियर से उत्तीकृत कर हायर सेंकेण्ड्री स्कूल बनाने की जो केंद्र सरकार की योजना है, वह बहुत ही स्वागतयोग्य है, लेकिन इसके लिए और बजट बढ़ाकर यथाशीघ्र उन्हें उत्तीकृत कर सभी विषयों के अध्यापकों की नियुक्ति करनी चाहिए। उच्च शिक्षा के क्षेत्र में हमारे संसदीय क्षेत्र बांदा-चित्तकूट में एक केंद्रीय विद्यालय स्थापित कर बुटेलखण्ड क्षेत्र की इस कमी को दूर किया जाए। इसके लिए यहां पर्याप्त संसाधन मौजूद हैं। कौशल विकास के लिए नये संस्थान खोलकर यहां से रोजगार हेतु पलायन कर रही श्रमशक्ति को रोकने की व्यवस्था की जाए, जिससे उनकी श्रमशक्ति का उपयोग यहीं क्षेत्र के विकास में हो सके। मेरे संसदीय क्षेत्र में स्थित बांदा जिले के केंद्रीय विद्यालय को शीघ्र शुरू किया जाए। चित्तकूट जिले में स्थित केंद्रीय विद्यालय के लिए जमीन लेकर यथाशीघ्र उसे व्यवस्थित किया जाए। सांसदों के लिए विभाग द्वारा प्रदत्त केंद्रीय विद्यालय के 6 छात्रों के कोटे को बढ़ाकर कम से 50 किया जाए, क्योंकि एक संसदीय क्षेत्र में कम से कम 5 से 6 विधान सभाएं होती हैं और 2 से 3 जिले तक आते हैं। एक जिले के जिलाधिकारी को 15 छात्रों का कोटा होता है, लेकिन जो सांसद 2 से 3 जिलों से चुनकर आते हैं, उनके लिए यह कोटा बहुत ही असंगत है और उन्हें अपने मतदाता की नाराज़गी का सामना करना पड़ता है। इसी के साथ ही मैं अनुदान मांगों का समर्थन करता हूँ।

***DR. MAMTAZ SANGHAMITA (BARDHAMAN DURGAPUR):** Education is an important pillar of uplifting of any society, specially education of child and youth is important for productive economy and social life. Primary school enrollment have increased in this decade but most often it is in paper. Sometimes for getting Government aids, many times enrollment may be true but many pupil are coming for mid day meal only and there are dropouts due to socio-economic condition. There is dearth of teacher and in many places proper teaching is not done. Government should look into the matter seriously and introduce proper monitoring system.

This year, budget have been drastically cut due to lack of fund. It is a shameful thing when Modi Government's slogan is '*Pade Bharat Bade Bharat*'. If fund is a problem instead of giving free education up to 14 years to all students it can be offered to economically deprived pupils and in subsidized rate to female students.

In the name of nutritious wholesome food in Mid Day Meal Scheme, teachers and other staff are more busy to maintain the system, supervising cooking, whereas part of food and other materials go somewhere else. They get less time to teach and look after children. Instead of cooked meal etc. can be supplied with egg, Banana, bread and similar food of good nutritional value. The *per capita* expense on mid day meal must be increased.

In SSA school, education is given up to class eight, usually many pupil drop out after that level. If Government can introduce skill development courses in different vocational training according to local demands and continue with mathematics, regional language and workable English teaching and give a special certificate in this respect that may be helpful for their future life. Regular evaluation system for teachers may be useful to improve teaching level.

So far as general degree colleges are concerned, it has almost at the verge of going down and down. Teacher student ratio usually not fit for proper teaching. Enrollment are beyond capacity. Dearth of teachers leads to duplication, triplication of teachers in different colleges. Standard teaching is almost impossible for various reasons. UGC should have more fund for distribution for development of infrastructures, teaching facilities and residential facilities.

SHRIMATI SUPRIYA SULE (BARAMATI): I stand on behalf of my party for Demands for Grants of HRD Ministry. A lot has been said about the cuts and the Minister did make an intervention. So, I hope in her reply, she will explain at length how she is going to manage the economics of this Department.

Being a woman, it is always good because we know how to manage our money. With less money, we have done a lot. As a woman is at the helm of affairs, I am very hopeful that she will find solutions for most of our financial situations, which earlier Members have already brought up. I would not take the time of the House regarding that but there are a few very short points that I will have to ask her to make some interventions on.

A number of colleagues have talked about the quality of education. Education is one topic and I do not think it as UPA verses NDA. There is a topic like malnutrition across board. Whichever party is in power, we all agree that education has to be the top priority of any Government of any State. It is the aspiration of today. Every parent today wants their children to have quality education and, I think, it is the right which our Constitution has also given to them.

The biggest problem which I feel even as a parent sometimes is the exams. Most children today do not give exams and are pushed ahead all the way till 8th Standard. There is a lot of debate about this in society because every time in my constituency when I go to any school and ask them whether we should take exams or not, most parents and children say that they want exams because the new assessment policy is not helping the cause. That is why children go up to the 8th Standards and after that most children fail, especially in English and Mathematics. So, what really is the view of the Ministry in this respect and how are we going to take this forward because exams could be one way of assessing and making sure that our children are doing a good job?

We have started an intervention in our district where the Collector has made a lot of efforts. He has taken the Mathematics as universal reading – at one time in one day in all the schools, which has given us an idea of where really the intervention is required? Sir, you will be surprised, even I was very much surprised that most advanced blocks have done badly and blocks which were away from highways have done much better in our school education system, especially the Jila Parishad schools. So, what is the plan for quality education?

Fortunately, the State where I come from, education has been the priority of any Government, whoever has been in power. We have given a lot of good schooling and things like cycles to encourage girls. We have made a lot of interventions. But what we really lack is that we have not been able to manage to incentivize and motivate the teacher who goes into the class. You have given Sixth Pay Commission to teachers; we have given good infrastructure; there are books and nobody can say that there is no infrastructure available. But that is not really easy. Only giving them more training is not going to help because every resource person in every training programme is not necessarily highly qualified. In a magnitude of the kind of resource persons that we, I am sure, what we need is very hard to find in every village from Kashmir to Kanyakumari. This is something that we really need to innovate in Sarva Shiksha Abhiyan by motivating teachers to give us better results. So, whether exam is a solution or not is something for which she will have to put through all the experts in education and find out the answer.

Many Members have said about IITs, which is also a concern to us because we know what the numbers are. But I would like to make one more intervention to her because her Government is constantly talking about more quality or equal quality education for girls, since the drop out rate of girls is much higher. The Government of Maharashtra has started a scheme for free education for girls, which many States are doing. But can we expand this?

The Kasturba Gandhi Balika Vidyalaya Scheme was launched five years ago. It is one of the nicest ways of including girls from adivasis. But the problem of that scheme is – what would happen after the 8th Standard? We bring in girls from Zila Parishad's schools from the 5th Standard and after the 8th Standard, they are absolutely left on their own. There are some private schools which teach them. But there is no access to higher school education to the girls from Kasturba Gandhi Vidyalayas. I urge the hon. Minister to expand the Kasturba Gandhi Balika Vidyalaya Scheme all the way up to 12th standard because it is very unfair to these girls as they come from adivasi areas. We bring them into modern India and then in the 8th Standard say that nothing more can be done. So, if you could urge that to the 12th standard and add a skill development quotient, which most of the schools are doing privately, it will really be a great service and an opportunity for all these girls.

PROF. SUGATA BOSE: Since she has raised a very important point about the Kasturba Gandhi Balika Vidyalayas named after the *sahadharmini* of the Father of our Nation, I really want to highlight for the hon. Minister what the all-party Standing Committee has said. The overall enrolment percentage of the minorities and the BPL girls in KGBVs is abysmally low. Further, even in Muslim-concentration districts, the enrolment percentage of Muslim girls is very low. I think, this is a problem which needs to be addressed at the level of the schools.

SHRIMATI SUPRIYA SULE: Sir, another thing is early childhood education. What happens is that all the anganwadis are taking care of 0-3 years old children which only talks about health and nutrition. Nobody is talking about education. Then, from 3-6 years, the child is completely at a loose end because RTE only covers children from 6-14 years. So, from 3-6 years, there is a very nice intervention. One of our corporations, Navi Mumbai Corporation, in Maharashtra has done a very nice thing. They pay for the cost of three. If you could kindly ask corporations which have enough money to get this three to six, even if your Government does not have funding, it would be a very good thing. But a lot of corporations do have this opening. If they could add some value to this – because three to six years of age is very critical – it would be better. If we could take eventually RTE from zero to fourteen or fourteen to sixteen to eighteen, I think, that really should be our ambitious plan to make this whole thing really work.

Another thing the RTE, unfortunately, has done is that in the Right to Education Act, you have stopped all schools from migrating children. We had two proposals in Maharashtra which were working. One was for all these sugarcane labourers, all these people who are migrants and travel from one district to another for cutting sugarcane. The others are the people who are involved in the work of brick-making or work in quarries. None of these children get an opportunity. Nobody is driving them in a school bus to go to the local Zila Parishad schools. Because of RTE, a lot of these kinds of schools, which had different methodologies to make inclusive education, are no more there, unfortunately. Could the Minister kindly intervene at this level and see what can we do? There is data which she would validate, if it is true. I have got it from the net and in various articles that are two crore children, who are migrant children, who are out of our education system. At one time, we are very proud. These are all NGOs' numbers. That is why, I said that you will be able to throw more light on it. But they say that these are the migrant children. So, if they are enrolled in one school and they are really not going to schools, then there is really a gap here. So, I would definitely seek her help in allowing specially these schools, which we have done for different methodologies, to keep more flexibility.

Shri Tathagata Satpathy rightly said in his speech that our children are into rote learning. We are not looking at different methodologies of learning. So, having either exams or looking at other ways of doing it would help. We all talk about autonomy. I think, Shri Bose talked about autonomy of colleges. I think, autonomy is not about universities and people; the autonomy should be to the child. Let the child have the autonomy of his education, especially in higher education. If that has more flexibility, this entire skill mission programme, which they are talking about, and if we can connect it with autonomy of these children in education, like foreign countries do, I am sure that it will be a great service to the nation.

Sir, for some reason, I would definitely like to highlight another programme which this Government has talked about – Digital Classroom. We have a very successful one even in Maharashtra, but it is only in pockets. It is very hard to get infrastructure. With no power available, it is a very

ambitious programme which looks wonderful on paper, but it is very difficult to implement it. How are they going to look at these digital classrooms? There is constant innovation with technology going on. Technology has to be used for different methodologies in education, but we really need to look at the autonomy point of students. So, I would urge upon the hon. Minister to study all these various success stories and see how we can have a realistic view.

Like most of my colleagues say, unfortunately this Department has gone through a little bit of stormy weather. So, I think, let us all clear the air because it is not about the personal agenda. Education is a very serious subject; it is not about making a political score. If there are some good success stories, we will be glad to help the Minister to look for solutions, to build a good nation and an educated nation.

I still remember Shri Pranab Mukherjee saying on the floor of the House that we have a very robust and energetic youth in this country. If at all, he is not challenged properly, taught properly and educated, it will be a sitting time bomb. So, I would urge upon the hon. Minister to think of all these solutions and we will be more than happy to help her as long as we know that the common agenda is to build a strong nation, which is above caste, creed, language and religion.

I would like to mention one last point regarding the aspirations of English. Whether we like it or not, today, even a helper in all our homes wants to send his child to a school where he learns English. It is because they feel that it gives you much better opportunity. We are very proud of our own mother tongues. I would like to ask the hon. Minister to make one more intervention. Most of our ICDS programmes are only in the local language. I would like to give you an example of Pune, which I represent. In Pune, there are Hindi schools, Gujarati schools, Urdu schools and so on. In ICDS, when we do it, most of these children -- who do not understand the mother tongue -- have very great difficulty learning Marathi. Suppose, a Urdu-speaking family or a Gujarati kid comes into Marathi-speaking area, then they are completely lost in that Anganwadi. Is there a possibility to try out something different like this where we could get various languages included? Perhaps, corporations could start it because we in Pune are trying to do it. If you could give us more flexibility in running this, then it will be much appreciated. Thank you very much, Sir.

***श्री विद्युत वरन महतो (जमशेदपुर) :** मेरा संसदीय क्षेत्र जमशेदपुर एक आदिवासी, दलित एवं आर्थिक रूप से पिछड़े लोगों का क्षेत्र है। यह क्षेत्र नक्सल प्रभावित है। जहाँ बच्चों की पढ़ाई के लिए कोई उच्च शिक्षा संस्थान नहीं है। मेरे संसदीय क्षेत्र के अंतर्गत जमशेदपुर शहर में बहुत सारे कार्यालय एवं फैक्ट्री हैं, लेकिन वहाँ पर बच्चों को पढ़ने के लिए केवल एक ही केंद्रीय विद्यालय है। लेकिन इसमें ज्यादातर केंद्रीय सरकार के कर्मचारियों के बच्चों को प्राथमिकता मिलती है और हमारे क्षेत्र के मूल निवासियों के बच्चे प्रवेश से वंचित रह जाते हैं। लोग हमारे पास एक सांसद के रूप में प्रवेश कोटा के तहत अपने बच्चों के एडमिशन हेतु आते हैं। हमारी मर्यादा छः एडमिशन की है, जबकि मांग करने वालों की संख्या दो सौ के आस-पास होती है। हम सभी बच्चों को न्याय नहीं दे सकते और प्रवेश न मिलने पर लोग हमसे नाराज़ हो जाते हैं।

यह क्षेत्र नक्सल प्रभावित है इसलिए यहाँ शिक्षा की बहुत आवश्यकता है। अगर लोगों के बच्चे पढ़े-लिखे होंगे तो नक्सल समस्या बहुत दूर तक सुधरेगी तथा यह क्षेत्र विकास के पायदान पर आने लौड़ेगा। यहाँ पर ग्रामीण बच्चों को पढ़ने के लिए केवल एक ही जवाहर नवोदय विद्यालय है, जिससे ग्रामीण बच्चों की पढ़ाई पूरी नहीं हो पाती। आबादी के अनुसार इसे बढ़ते जाने की जरूरत है। गाँवों के यदि प्रतिभाशाली बच्चे, जवाहर नवोदय विद्यालय में शिक्षा ग्रहण करते हैं तो नक्सली गतिविधियों को ये बच्चे पढ़-लिखकर दूर करेंगे तथा मुमयह युवकों को देश की मुख्यधारा में लाने का काम करेंगे तथा यह क्षेत्र फिर से विकास की पटरी पर दौड़ने लगेगा। इसलिए मैं सरकार से मांग करता हूँ कि वलासरूमों की संख्या एवं प्रवेश के लिए निर्धारित छात्रों की संख्या को बढ़ाया जाए तथा मेरे संसदीय क्षेत्र के अंतर्गत पटमदा एवं बहरागोड़ा पूखंड में एक केंद्रीय विद्यालय एवं एक जवाहर नवोदय विद्यालय की स्थापना करायी जाए।

KUMARI SUSHMITA DEV (SILCHAR): Thank you, Deputy-Speaker, Sir. I take your permission to speak from here.

I would like to start by saying that for the last several days in this Budget Session we have all debated the agrarian crisis, and the consensus that arose in this Parliament is that agriculture is one of the backbones of this nation. I do not think that any one of us present here in this august House can deny the fact that education is equally the backbone of this nation.

The Right to Education Act was enacted by the UPA Government, but education still remains a challenge. Despite that landmark legislation, the Government of India and the various State Governments have to work towards making education a right and a ground reality. The Kothari Commission in 1966 had emphasized the fact that they wish to see 6 per cent of the national income of this country should be invested in education. It does not matter how many years which Party has ruled this country, but there is no doubt that today India has one of the lowest adult literacy rate and general literacy rate even amongst the BRICS nation.

Given the recommendations of Kothari Commission and given the fact that this nation agrees that education is the backbone of this country, the present Government, I am sad to say, has deprived the Human Resource Ministry of allocations. Figures have been presented before this House and I would not like to take too much of the time reiterating that, but the Demands for Grants by the Department of School Education and Literary under HRD is some Rs. 69,794.50 crore. I know that there is a marginal increase, but I would request the Finance Ministry to give it a better increment so that we can see improvement in this sector.

Unfortunately, I have heard various Ministers of this Government repeatedly mentioning about the North-Eastern States. But I am sad to see that the Demands for Grants of the North-Eastern Regions has declined to Rs. 3,925.20 crore in 2015-2016 Budget Estimate as opposed to Rs. 4,351 crore in 2014-2015.

I am happy to see that the Department of Higher Education Demands for Grants has gone up, but should it be at the cost of school education and universal literacy that this nation believes in? Does it not reflect the Government's negligence towards education in the rural and remote areas?

In the case of Central Assistance to State Plans, all nine schemes related to education have seen a decline. Mid-Day Meal scheme and Sarva Shiksha Abhiyan have seen a decline of Rs. 9,566.31 crore from the 2014-2015 Budget Estimate.

I would like to ask the hon. Minister that my understanding of the Mid-Day Meal schemes was to incentivize children to get into the main stream education. Are we, today, encouraging greater dropout rates in the education system by reducing the allocation of Mid-Day Meal? Today, the RMSA has seen a decline of 29 per cent, and 48 per cent lower allocation in the *Rashtriya Uchchatar Shiksha Abhiyan* (RUSA). Allocation for the Technical Education has been reduced by 2 per cent, this is my understanding.

Today, we do not mind that the UPA's Teacher Education Scheme has been rehashed and renamed as the Madan Mohan Malviya Teachers Training Programme and Rs. 500 crore has been allocated by this Government. But may I take the liberty to point out that the UPA Government in 2012-2013 had released Rs. 395 crore to the States and Union Territories for the programme. In addition, proposals aggregated to an investment of Rs. 692 crore. ...(*Interruptions*)

HON. DEPUTY SPEAKER: It is now 3.30 p.m. We have to take the Private Members' Business. If you can finish it in one or two minutes, you can take, otherwise if you want to continue, you can continue on Monday.

KUMARI SUSHMITA DEV: I will finish it in two to three minutes.

HON. DEPUTY SPEAKER: All right, you take two, three minutes.

KUMARI SUSHMITA DEV: I thank you Deputy Speaker, Sir.

As I was preparing for this speech, and as many of my learned colleagues pointed out in the House that several Central Universities do not have Vice Chancellors. Those posts are lying vacant. I would request her to look into this matter. I would like to say something with a lot of emotions and a personal request. Today, an average school fee for a special child in Vasant Valley School or the Goenka School is beyond the reach of an average man. Can this Government make a special effort to make schools or sections in Government schools for special children? It is a huge challenge in this country. Earlier this provision was there. Let it go to smaller towns; let it go to remote areas so that those children do not get deprived there.

I remember in the first Session when she stood up to answer a question, I was one of the first women Parliamentarians who, across party lines, supported you as a Minister. But today when I started my search on the HRD Ministry, I was sad to see that it almost looked like a charge-sheet against her. That has been repeatedly coming in the media whether it is about the retirement of the NCERT Chairman; whether it is about the Director of the IIT, Delhi; whether it is about the FYUP; whether it is about the autonomy of the UGC, autonomy of the Central Universities or whether it is about the MoUs for foreign collaboration being referred to the Home Affairs Ministry. Today I do not say it as a criticism. But politics is about perception.

Yesterday I got a call from my constituency that a new Registrar is going to be appointed in Assam University, Silchar. The first thing that the Press reported is that he is the Assam State President of the ABVP. That may not be the reason why the Assam University, Silchar has done it. But sitting here, she may not be aware, but these accusations are following her. So, it is my humble request and I do not say it to put her down. Today, she has helped my Kendriya Vidyalaya in Hailakandi District, which is a remote area. Despite the fact that they owe money to the Kendriya Vidyalaya Sangathan, she has allowed the admission process to continue. मैं आपकी तारीफ़ कर रही हूँ। I thank the Minister that today despite the fact that a Kendriya Vidyalaya in a remote area could not pay its dues to the Ministry, she decided to continue the admission of young children in the Kendriya Vidyalaya. I express my faith in her. I want her to tell this nation that there is no saffornization. It is not good enough to go on a prime time talk show. She has to say it on the floor of this Parliament that she takes this responsibility that the education system will not be a victim of saffornization. I thank you hon. Deputy Speaker.

***श्री देवजी एम. पटेल (जातौर) :** भारत में शिक्षा के क्षेत्र का क्या महत्व है, ये किसी को बताने की जरूरत नहीं है। हमारे देश के करोड़ों बच्चे हर सुबह अपना बस्ता लेकर स्कूल जाते हैं। हर माता-पिता की तमन्ना रहती है कि उनका बच्चा पढ़-लिखकर खूब बड़ा बने और दुनिया में खूब नाम रोशन करे। इन स्वप्नों को पूरा करने में स्कूल और हमारे देश की शिक्षा व्यवस्था बहुत बड़ी भूमिका निभाती है।

भारत में स्टेट पीरियड यानी आज़ादी के पहले स्थापित हुए कुछ स्कूलों का आज भी बहुत नाम है। ये स्कूल अपनी उत्तम स्तर की शिक्षा के लिए देश में ही नहीं पूरी दुनिया में अपना नाम बनाए हुए हैं। इन स्कूलों की लिस्ट में कुछ स्कूल आज़ादी के बाद भी जुड़े हैं। इन स्कूलों को शान से कॉलेज भी कहा जाता है। लेकिन आम बातचीत में इन्हें पब्लिक स्कूल कहा जाता है। इनकी संख्या देश में नौ है। ये पब्लिक स्कूल हैं ग्वाल्थियर का सिथिया स्कूल, कोलकाता का बिशप स्कूल, राजकोट का राजकुमार कॉलेज, अजमेर का मेयो कॉलेज, इंदौर का डेली कॉलेज, देहरादून का दून स्कूल, दिल्ली का दिल्ली पब्लिक स्कूल आदि। इन स्कूलों में प्रतिवर्ष फीस प्रति छात्र एक लाख से दो लाख रूपए है। ये स्कूल पब्लिक स्कूल जरूर हैं, लेकिन ये पब्लिक के लिए हैं नहीं, आम लोगों को इन शानदार स्कूलों से दूर ही रखा गया है, बस पब्लिक सिर्फ नाम के साथ, और नाम के लिए ही जुड़े हुए हैं। इन स्कूलों में क्या कुछ नहीं है। कई वर्ग किलोमीटर क्षेत्र में ये स्कूल फैले होते हैं। इनमें पढ़ने के साथ-साथ संगीत, कला के साथ ही घुड़सवारी, तैराकी, ग्लाइडर और छोटे हवाई जहाज उड़ाने से लेकर विदेशों की ट्रिप तक शामिल होती हैं। ये स्कूल पढ़ने वालों के लिए जन्मते हैं और हमारी पहचान से बहुत दूर हैं, इसलिए हम इनकी ज्यादा बात नहीं करेंगे। मैं सिर्फ यह कहेंगा कि इनमें पढ़ना और अपने बच्चों को यहाँ पढ़ाना दोनों ही स्टेटस सिंबल हैं और पूरी ज़िंदगी ये बताने के काम में आते हैं कि हमारी पढ़ाई इन स्कूलों से हुई।

स्कूलों ने काली कमाई कर-करके नाक में दम कर दिया है। जो स्कूल कुछ साल पहले कुछ कमरों में चल रहा था, वह आज एकड़ों में फैले कैम्पस और कई हज़ार बच्चों की स्ट्रेंथ के साथ सिर उठाए खड़ा है और शहर के कई नामी-गिरामी लोग अपने बच्चों को वहाँ एडमिशन करवाने के लिए लाइन लगाकर खड़े हुए हैं।

कालांतर में इस व्यवसाय बनती शिक्षा का क्या होगा, मैं नहीं कह सकता, लेकिन इतना तय है कि सरकारी स्कूल अपनी सिकुड़ती भूमिका में है और जिस देश के सरकारी स्कूलों में 18 करोड़ से ज्यादा बच्चे पढ़ रहे हों, उस देश में सरकारी स्कूलों में पढ़ाई करने वाले बच्चों को नकारा करार दे दिया जाता है, ये निहायत ही दुख वाली बात है। हम मानते हैं कि हमारी सरकार शिक्षा को राज्य स्तर में बाँटने के कारण स्कूली शिक्षा का स्तर बनाए रखने में पिछड़ गई, लेकिन केंद्रीय विद्यालयों की सफलता बताती है कि स्कूली लेवल पर शिक्षा का अच्छा स्तर बनाकर रखा जा सकता है, बशर्ते इसकी मंशा हो।

किसी भी देश की संपन्नता उस देश की जनसंख्या के साक्षरता अनुपात पर निर्भर करती है। यद्यपि संपन्नता के लिए साक्षरता के अलावा अनेकों अन्य कारण भी होते हैं, लेकिन यह पूर्ण विश्वास के साथ कहा जा सकता है कि बिना शिक्षा के किसी देश, राज्य या परिवार की प्रगति संभव नहीं है। शिक्षा के बिना मानव पशु के समान है, क्योंकि शिक्षा ही सभ्यता एवं संस्कृति के निर्माण में सहायक होती है और मानव को अन्य प्राणियों की तुलना में श्रेष्ठ बनाती है। शिक्षा के प्रति केंद्र तथा राज्य सरकारों को मिलकर एक अच्छी नीति बनानी होगी, जिससे शिक्षा सर्व सुलभ हो सके।

भारत के संविधान में नीति निर्देशक तत्वों में सरकार को यह निर्देश दिया गया था कि वह 14 वर्ष तक के सारे बच्चों के लिए मुफ्त शिक्षा देने की व्यवस्था 26 जनवरी, 1960 तक करेगी। यदि इस तारीख के लगभग 50 वर्ष बीतने के बाद भी यह काम नहीं हो पाया है, तो यह दुःख की बात है।

आज हमारी सरकार ने शिक्षा के क्षेत्र में अनेक क्रांतिकारी कदम उठाये हैं। विशेषकर स्कूलों की मूलभूत समस्याओं पर ध्यान दिया है। माननीय प्रधानमंत्री जी ने बालिका शिक्षा पर जोर दिया है। स्कूलों में नामांकन तो हो रहा था, लेकिन सबसे ज्यादा बालिकाओं द्वारा बीच में ही स्कूल छोड़ने पड़ रहे थे, इसलिए हमारी सरकार प्राथमिकता के साथ सभी विद्यालयों में छात्रों के लिए अलग से शौचालय बनाने का कार्य हाथ में लिया है। हमारी सरकार ने "बेटी बचाओ-बेटी पढ़ाओ" अभियान की शुरुआत की है।

शिक्षा के अधिकार विधेयक में किसी भी छात्र को फेल नहीं करने का प्रावधान है। इसमें कक्षा 8 से पहले कोई बोर्ड परीक्षा नहीं होगी। इस प्रावधान के चलते सरकारी स्कूलों में पढ़ाई की छलत और बिगड़ती चली जा रही है। परीक्षा नहीं होने के कारण छात्रों की पढ़ाई में रूचि भी कम हो गई है। कई राज्यों में आठवीं के बच्चे अपनी पुस्तक को ठीक से पढ़ नहीं सकते हैं। अतः विद्यालयों में फेल न करने की नीति पर पुनः विचार करने की आवश्यकता है।

शिक्षा से संबंधित मेरे कुछ सुझाव इस प्रकार हैं:- (1) पूर्व प्राथमिक से लेकर कक्षा 12 तक की शिक्षा का पूरा खर्च सरकार उठाए। स्कूलों में पर्याप्त शिक्षक, भवन, शौचालय, पेयजल, खेल का मैदान, प्रयोगशाला, पुस्तकालय, शिक्षण सामग्री, खेल सामग्री, उपकरण, छात्रावास, छात्रवृत्तियाँ आदि की पूरी व्यवस्था के लिए सरकार जरूरी संसाधन उपलब्ध कराए; (2) मध्याह्न भोजन की जिम्मेदारी शिक्षकों को न देकर दूसरों को दी जाए व कर्तव्य निर्वाह न करने वाले शिक्षकों पर कार्यवाही की जाए; (3) शिक्षा का माध्यम मातृभाषा हो, शिक्षा और सार्वजनिक जीवन में अंग्रेजी का वर्तव्य खत्म किया जाए; (4) स्कूलों का प्रबंध स्थानीय स्वशासन संस्थाओं द्वारा और जनभागीदारी से किया जाए; (5) प्रतिस्पर्धा का गलाकाट एवं दमघोड़ माहौल समाप्त किया जाए, निजी कोरिंग संस्थाओं पर पाबंदी हो, प्रतिस्पर्धाओं के द्वारा विद्यार्थियों को छांटने के बजाय विभिन्न प्रकार की उत्तम शिक्षा, प्रशिक्षण पर रोज़गार के पर्याप्त अवसर उपलब्ध कराये जाएं; तथा (6) शिक्षा को मानवीय, आनंददायक, संपूर्ण, सर्वांगीण, बहुमुखी, समानतापूर्ण एवं संवेदनशील बनाने के लिए शिक्षण पद्धति और पाठ्यवर्षा में आवश्यक बदलाव किए जाएं। बस्ते का बोझ कम किया जाए। किताबी एवं तोताखोर शिक्षा को बदलकर उसे ज्यादा व्यवहारिक, भ्रम एवं कौशल प्रधान, जीवन से जुड़ा बनाया जाए। बच्चों के भीतर जिज्ञासा, तर्कशक्ति, विश्लेषणशक्ति और ज्ञानपिपासा जगाने का काम शिक्षा करे। बच्चों के अंदर छुपी विभिन्न प्रकार की प्रतिभाओं व क्षमताओं को पहचानकर उनके विकास का काम शिक्षा का हो। शिक्षा की जड़ें स्थानीय समाज, संस्कृति, देशज परंपराओं और स्थानीय परिस्थितियों में हो। शिक्षा को हानिकारक विदेशी प्रभावों एवं सांप्रदायिक आगुहों से मुक्त किया जाए। संविधान के तक्षकों के मुताबिक जागरूक नागरिक तथा एक अच्छे इंसान का निर्माण का काम शिक्षा से हो।

***SHRI T.G. VENKATESH BABU (CHENNAI NORTH):** I would like to express my views on the Demands for Grants for the Ministry of Human Resource Development for the year 2015-16.

The Ministry of Human Resource Development comprises two Departments viz. the Department of School Education and Literacy and the Department of Higher Education.

The Budget Estimates for the Department of School Education and Literacy stands at Rs. 42,219.50 crores out of which Rs. 39,038.50 crores for Plan outlay and Rs. 3,181.00 crores for Non-Plan outlay. The total Budget Estimates for this Department has been reduced from Rs. 55,115.10 crores for the fiscal year 2014-15 to the present Rs. 42,219.50 crores. The Government intends upgrading over 80,000 secondary schools and add or upgrade 75,000 junior/middle to the senior secondary level to ensure that there is a senior secondary school within 5 km reach of each child. Considering the necessity of achieving universal school education and continuing the many ongoing schemes under this Department, the Budget allocation for the year 2015-16 should have been increased from the previous fiscal. We hope necessary steps would be taken in this direction.

It would be also prudent if the outlay for this Department is hiked to meet the such school education related issues including mid-day meals. The

example of the State of Tamil Nadu in providing mid-day meal to the school children with balanced nutrition and also providing the students free of cost with all necessary things like bicycles, books, mathematical instruments, atlas, uniform, bags, shoes etc. to all school going children and even laptop computers to higher secondary, ITI, Polytechnic and College students should be supported by Central Government for replication universally.

The Budget Estimates for the Department of Higher Education stands at Rs. 26,855.26 crores out of which Rs. 15,855.26 crores for Plan outlay and Rs. 11,000.00 crores for Non-Plan outlay. The total Budget Estimates for this Department has been reduced from Rs. 27,656.00 crores for the fiscal year 2014-15 to the present Rs. 26,855.26 crores.

There are proposals for setting up of a new IIT in Karnataka and upgradation of Indian School of Mines, Dhanbad into full-fledged IIT, setting up of Institutes of Science and Education Research in Nagaland and Odisha, a Centre for Film Production, Animation and Gaming in Arunachal Pradesh and Apprenticeship Training Institute for Women in Haryana and Uttarakhand setting up All India Institutes of Medical Sciences (AIIMS) in Jammu and Kashmir, Punjab, Tamil Nadu, Himachal Pradesh and Assam.

While welcoming the announcement of setting up of new Institutes and upgradation of one present Institute, we will be happy if setting up of a All India Institutes of Medical Sciences (AIIMS) in Tamil Nadu is honoured in this year itself.

In all, put together, the school education and literacy department and higher education department have got a total of approximately Rs. 69,074 crores. The revised estimate for 2014-15 was approximately Rs. 70,505 crores. In brief, the total slash in the education sector as compared to the revised allocation in 2014-15 fiscal is 2.02%. The cut is, however, about 16.54% if compared with actual outlay the 2014-15 fiscal.

The reduction in the outlay for both the school education and literacy department and higher education department will not help in achieving the objectives of providing a better school education and higher education.

I would urge the Government to rethink on the present allocation and substantially enhance it to such levels which will help in serving the important sector.

*** SHRI P.R. SUNDARAM (NAMAKKAL):** I would like to make suggestions on behalf of my party All India Anna Dravida Munnetra Kazhagam on the demands of grants for the Ministry of Human Resource Development for the year 2015-16. Education is the key for a development of not only for an individual but also for a society having potentially to remove people from various kinds of clutches like poverty, ignorance, etc. As such, you will appreciate that giving importance for the education is major responsibility of the government. Particularly, for women education of the protector to lead a successful life and I thank the government for having given more importance for the girls education and higher education.

Hon. Minister during his budget speech ensured in this House that there is a secondary school within five km reach of each child and assured upgradation of 80,000 secondary schools and upgrade 75,000 middle to the senior secondary level. While upgrading the senior secondary schools, the government should also include some of flagship schemes being implemented in the state of Tamil Nadu by the guidance of our dynamic leader Dr. Puratchi Thalivi Amma especially laptop have been provided to the senior secondary schools to increase their reading power and exposure to the advanced study. Such kind of schemes should be supported by the government to cover more students every year.

Particularly, the budget allocation of Rs.26,855 crore to the department of higher education, plan for setting up of major central institute in every state is a welcome move. But, I am disappointed on the reduction of 9.79% decrease for the department of school education comparing to the year 2014-15 and the government has announced only Rs.42,219.5 crore for the current year.

School education is the main base for the higher education and majority of schools in the country do not have adequate infrastructure. Even though, the government is implementing Sarva Shiksha Abhiyan with the aim of universalization of elementary education in a time bound manner, if failed to develop basic infrastructure of elementary education. Particularly, still the rural schools are witnessing shortage of adequate teachers and the pupil teacher ratio is very low.

As far as the state of Tamil Nadu is concerned, I would like to inform this august house that above 25,000 teaching posts have been filled during the last four years under the golden leadership of our hon. Puratchi Thalivi Amma. I assure you that the Central is aware about the appointment of those teachers which have been achieved by the Government of Tamil Nadu through proper examination procedure so as to achieve better pupil teacher ratio in the state. Thus, the basic objective of Right of Education Act has been implemented in the state.

Therefore, I would like to urge the government to allocate special fund for development of school infrastructure and also provide special grant to the state of Tamil Nadu as it is the only state which appointed a major number of teachers in primary and middle level schools across the state.

In conclusion, I raise my concern here that there is a drastic cuts in the current budget outlay some important schemes like mid-day meal scheme and Sarva Shiksha Abhiyan. Further, I recognise that the government has been giving limited importance for SSA scheme by reducing the allocation to Rs. 22,000 crore from Rs.27,758 for the year 2014-15. We are all aware that the SSA scheme was initiated by the Central government mainly to develop infrastructure in rural schools. But, I do not know, how can the need of rural schools would be fulfilled by this amount.

Therefore, I once again urge the government to increase the allocation for SSA Scheme and increase the central share for this scheme.

*** SHRI PREM DAS RAI (SIKKIM) :** I support the demands for grants of the Human Resource Ministry, my party the Sikkim Democratic Front Party, led by the hon. Chief Minister, Pawan Chamlingji supports the NDA Government.

The President Pranab Mukherjee mentioned education as a "priority of priorities" for the government in his address at the start of the budget session. The Finance Minister in his speech also assured that the government will continue its actions to reform the education sector.

In the last one year, the Ministry of HRD has announced over 20 schemes for the education sector. The setting up of student Financial Aid Authority to administer and monitor scholarship as well educational loan schemes, through Pradhan Mantri Vidya Lakshmi Karyakram will enable poor and middle class students to pursue higher education. The "Ishan Uday" and "Ishan Vikas " schemes are a welcome announcement, and need to be expanded, bearing in mind the large share of youth with lack of access to quality education and academic and industrial exposure in the NER.

Furthermore, the steps taken by the government to sensitize students on NER's culture, history and traditions will help in breaking stereotypes and promoting greater understanding of NER.

In addition to the large number of schemes, the government has announced its intention to frame a New Education Policy, India's first in 29 years, to frame a new roadmap for the education sector aimed at meeting the challenges posed by lack of quality, research and innovation in educational institutions and make India a knowledge superpower.

All these are the steps in the right direction. However, I would also like to flag a few concerns and suggest some proposals.

Decline in Budgetary Allocation : Onus on State Governments. The budgetary allocation for school education and higher education declined by 2.02% compared to 2014-15 RE & by 16.54 % compared to 2014-15 BE.

The change comes in view of enhanced resources available with the states based on the recommendations of the 14th Finance Commission.

The total allocations for SSA and MDM shows a reduction of 28.5% and 41% from the 2014-15 BE. As part of rationalization of CSS, SSA and MDM financed from cess is marked as 'schemes fully supported by Union Government.'

The fund sharing pattern of SSA indicates that the government is shifting its responsibility to roll out RTE through SSA towards State Governments as 90% of the SSA allocation is now coming from the 'Prarambhik Shiksha Kosh' and only 10% as Gross Budgetary Support (GBS).

The budget allocation under RMSA decreased by 57% and RUSA by 47% from the 2014-15 (BE) and these schemes will run with a changed sharing pattern.

The scheme for setting up of 6000 model schools has been delinked from central support.

All these actions indicated that the larger financial responsibility is to be borne by the State Governments to implement the promises made by Union Government. This indicates that the implementation of these schemes will depend on states net increase in spending capacity.

Proposal : Need to strengthen higher education infrastructure in NER. Although there is a high level of literacy and access to school education in the region, the avenues for higher education in the region continue to remain low.

According to the UGC, in 2013-14 more than 5 lakh students from NER left the region for other parts of the country due to the absence of quality higher education facilities.

As recommended by the Bezbaruah Committee, there is a need to undertake a socio-economic study of the nature of student's migration from the North-East to plan for higher education institutes in NER. There is a need to establish new institutions and strengthen the existing institutions in the region.

The NER region lags behind the rest of the country with respect to scientific and technical education. There is only one functional IIT (at Guwahati) and one functional IIM (at Shillong) in the region. I urge the HRD Minister to create IIT and IIMs in all the States in the NER, including Sikkim, to promote the development of the region.

Proposal : Need to create more Skill Development Centres in NER. Lack of employable skills among students is a national concern. This has been further accentuated in the NER by the lack of skill development centers and institutions - the number of ITIs per million population in all the states of the region is lower than the national average. This has affected the economic productivity of the region.

Skill development in NER should be given special emphasis to improve employment opportunities for the youth and ensure economic development of the region.

Proposal : Need to promote value-based and peer-to-peer learning. Emphasis on value-based learning is needed to ensure that the creative energies of the youth are directed to meaningful participation in the society , and ensure that they do not fall prey to substance abuse and violence (both as victims and perpetrators)

Educational programmes should emphasize on "peer-to-peer education", to limit substance abuse and generate awareness about the health, social and economic implications of the drug and substance use. I would like to mention here that the Sikkim government has started the SAATHI initiative under the CM's youth empowerment and self reliant mission to prevent drug and substance use. There is also a need to establish school based programmes against bullying through in school counselling services.

Proposal : Education for Sustainable Development (E4SD) as the way forward under New Education Policy. Sustainable development of a society is a continuous learning process which requires greater understanding of the economic, social, cultural and environmental aspects of development.

- ☐ Education can be a powerful tool for this, by providing the youth the necessary knowledge and skills to participate in national development and create a sustainable future for all.
- ☐ As the world discusses the Sustainable Development Goals, I believe the concept of E4SD should form the bedrock of the New Education Policy.
- ☐ Education systems should provide both education about sustainability and education for sustainability to empower youth to contribute

towards sustainable development, both now and in the future.

- Teachers must be equipped with the required competences to impart knowledge to the youth which could address sustainability challenges.
- Adequate human, infrastructural and financial resources are required to support such efforts.

Faculty shortage : There exists acute shortage of faculty in higher educational institutions across the country, right from Central Universities to institutions such as IITs, IIMs. Out of the total sanctioned teaching posts of 16339, 6107 teaching posts were lying vacant (1273 Professor, 2193 Associate Professor, 2641 Assistant Professor) in Central Universities. In IITs 2,636 out of 6,944 sanctioned posts continue to be vacant.

This has a great bearing on the quality of education imparted at such institutions. Although the government has taken steps such as providing financial incentives and increasing retirement age, more steps are required to enhance the prestige of teaching profession.

Out of school children: Educational programmes should be structured to maximize inclusion of vulnerable groups, including youths with special needs, youths living in disadvantaged circumstances and youths belonging to different ethnic groups.

Even today, over 60 lakh children are out of school. This issue needs immediate attention. Inclusive education will lead to equal opportunities and reduce social inequalities, thereby creating sustainable societies.

New approaches must be identified to attract such children to school.

Finally, the Navodayavidyalaya being set up in Pakyong in East Sikkim has been completed. Due to the earthquake of 2011 September one unit of the staff quarters has tilted. However, all the other buildings are all right. I would like to inform the hon. Minister that this matter needs closure and the CPWD needs to hand over these buildings to the Ministry so the students who are studying in tin sheds right now under inhuman conditions can be moved to these wonderful premises. I have already brought this matter to the notice of the hon. Minister several times. I hope that this will meet with success in the near future. Many parents and teachers, for no fault of theirs are suffering. All matters related to the earthquake in other areas are all sorted out. Why this is pending is a moot question.

15.34 hrs