

(श्रीमती सुभद्रा जोशी)

बिल बिल को फलत फलते से प्रायोजित करने के बचने का प्रयत्न होगा। अगर कानून पर धनसूचक करने वाले सही नहीं हैं, वह कानून की बात नहीं है, बल्कि सरकार की बात हो जाती है लेकिन इस का मतलब यह नहीं है कि कानून बनाने ही न जाये।

मन्त्री महोदय ने यह आश्वासन दिया है कि वह जो बिल ला रहे हैं, उस में मेरा यह सशोधन शामिल है। इस लिए मैं उन को बहुत धन्यवाद देती हूँ। जैसे उन्होंने आदेश दिया है मैं हाउस से अपना बिल वापिस लेने की इजाजत चाहती हूँ।

Mr CHAIRMAN Now there is an amendment by Mr M C Daga Do you want to withdraw it?

SHRI M C DAGA Sir, I want the permission of the House to withdraw it

Amendment No 1 was by leave, withdrawn

Mr CHAIRMAN Now, the question is

"That leave be granted to Shrimati Subhadra Joshi to withdraw her bill"

The motion was adopted.

SHRIMATI SUBHADRA JOSHI
Sir I withdraw the Bill

17 15 hrs

CONSTITUTION (AMENDMENT)
BILL

(Amendment of Seventh Schedule)
by Shri Arjun Sethi

SHRI ARJUN SETHI (Bhadrak).
Sir, I beg to move

"That the Bill further to amend the Constitution of India be taken into consideration"

It needs hardly to be emphasised that the formative period in the life

of a child when he is to be imparted primary and secondary education is a very important period. But it is regrettable that education in both these stages being in the sphere of States who do not have sufficient funds is most neglected. The result is that the children are not even half-educated when they came out of the secondary stage of education. While emphasising the role of education in the national life of India the Education-Commission in 1964 remarked

The destiny of India is now shaped in her class rooms. In a world based on science and technology it is education that determines the level of prosperity, welfare and security of the people. The quality and number of persons coming out of our schools and colleges still depend our success in the great enterprise of national reconstruction whose principal objective is to raise the standard of living of our people"

The Education Commission further recommended

"The magnitude gravity and urgency have increased immensely and it has acquired a new meaning and importance since the attainment of independence and the adoption of the policy and techniques of planned development of the national economy. If the pace of national development is to be accelerated, there is need for well-defined bold and imaginative educational policy and for determined and vigorous action to vitalise, improve and expand education"

The size and complexity of the problem has been further accentuated with the rapid increase in the population of the country commensurate with the increase in the number of enrolments and with the phenomenal growth of educational institutions itself

17 16 hrs

[SHRI K. N. TIWARY in the Chair]

Thereby, to solve the problem, the Education Commission recommended

"The size and complexity argue the need for rapid action in evolving an appropriate educational policy, given this, the numbers involved constitute a rich promise for education's contribution to national development"

Even more important is the role of education in achieving social and national integration. The people of India profess a number of different religions, and the picture becomes even more complicated because of caste, an undemocratic institution which is still powerful and which strangely enough, seems to have extended its sphere of influence under the very democratic processes of Constitution itself. The present system of education is not rooted in the traditions of the people. The educated persons tend to be alienated from their own culture. The growth of local regional linguistic and state loyalties tend to make the people forget 'India'. The old values, which held society together, have been disappearing and as there is no effective programme to replace them by a new sense of social responsibility, innumerable signals of social disorganisation are evident everywhere and are continually on the increase.

These includes strikes, increasing lawlessness and disregard for public property, corruption in public life and communal tensions and troubles.

In spite of all odds, Indian democracy has given a fairly good account up to the present time. But it will not be permanently viable unless its foundations are deep-rooted by the creation of an educated and enlightened electorate which is dedicated to democracy, not only as a form of government but as a way of life.

While recommending the educational instrument of change, the Education Commission in its report mentioned

"If this change on a grand scale is to be achieved without violent revolution, there is one instrument and one instrument only that can be used, education. Other agencies may help and can indeed sometimes have a more apparent impact. But the national system of education is the only instrument that can reach all the people. It is not, however a magic wand to wave wishes into existence. It is a difficult instrument whose effect requires strength of will, dedicated work and sacrifice. But it is sure and tried instrument which has served other countries well in their struggle for development. Similar way it can, given the will and the skill, do so for India."

As is well known, the existing system of education is largely unrelated to life and there is a wide gulf between its content and purposes and concern for national development. It is high time for us today to do away with the constitutional obstacles that stand on the way of national policy on education.

On a previous occasion, intervening in a debate on a resolution on National Policy on Education in Parliament, the then Education Minister, remarked in anguish and sorrow, while referring to the difficulties of having a national policy in education

"We have administrative difficulties. Education is not a concurrent subject."

He added

"I think it is tragic that when our constitution-makers wrote our Constitution, they did not think of the importance of education for national intergration. They followed the British pattern. The British were

[Shri Arjun Sethi]

not interested in education as a vehicle for national integration, as we were. That is why they decentralised education. They gave it the lowest priority. Education is important both for national integration and for investment in human beings."

If we want to achieve our political, social and economic goals, we can only do so through education and, therefore, in order that education can help us to achieve these goals, education must be national in character. As I mentioned earlier, our eminent Education Minister referred to the constitutional position. Unless we change that constitutional position, we cannot achieve our goal

We have seen how some of the States behave in the matter of education. Yet, because education is in the State List, the Central Government have no power to direct the States to follow the educational policy formulated by the Centre. The hon. members may have noticed how miserably, on the last occasion; our eminent Education Minister, Prof. Nurul Hasan, said that we have nothing to do with education as such because it is one of the States we can only request them, cannot interfere with the rights of the States; we can only request them; we can only give guidance or guidelines to them. So unless we do away with this Constitutional hurdle we cannot solve the problem. Therefore; I request the House, all the hon. member; Shri S. C. Samanta who clearly can achieve our goal-national growth.

SHRI S. P. BHATTACHARYYA: (Uluberia): The Mover of this Bill has got the idea of giving free primary education for our children. Therefore he suggests that education should be brought from the State subject to the Central subject. That was once the effort of our respected member; Shri S. C. Samanta who clearly stated that education should be brought from State to Central Subject....

श्री मूल जम्ह डागा (पाली) : ज्वाइट आफ ग्राडर । माननीय सदस्य कह रहे हैं कि इसे सेंट्रल सबजेक्ट बनाया जाय । तो एक बिल इस के ऊपर ब्रालरेडी था चुका है जो पब्लिक प्रोपिनियन एलिसिट करने के लिए संकुलिट किया गया है । तो यह दूसरा बिला उसी तरह का कैसे यहाँ चल सकता है ?
..... (व्यवधान).....

अमेडमेंट का सवाल कहा जाता है । इस पर तो ब्रालरेडी एक बिल फार एलिसिटिंग प्रोपिनियन संकुलिट हो चुका है । तो यह दूसरा उसी विषय पर कि इसे सेंट्रल सबजेक्ट बनाया जाय कैसे यहाँ चल सकता है ?

MR. CHAIRMAN: That has been examined. They are different. The hon. Member may continue.

SHRI S. P. BHATTACHARYYA: What I think is that education must be helped. The Centre must help the States, so that they can give free primary education to all. We must consider that, in India, we have a federal Constitution. We must give some rights to States. The States must have some rights.

SHRI SHASHI BHUSHAN (South Delhi): In China, they have centralised education.

SHRI S. P. BHATTACHARYYA: That may be in China. Here we have got various languages. We cannot compare this with China. We must see that the States are given the autonomy in their sphere. Otherwise, the Indian integrity will be disturbed. From this angle, I suggest that the subject should not be taken over by the Centre, but the Centre must see to it that important things like education are fulfilled. If money is required, the Centre must give the total help for the development of education. ...

MR. CHAIRMAN: Please continue on the next occasion when the subject comes up.