

13 March, 2000]

RAJYA SABHA

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Friday, the 3rd March, 2000/13 Phalguna, 1921 (saka)

The House met at eleven of the clock, Mr. Chairman in the chair.

ORAL ANSWERS TO QUESTIONS

Overlapping of Assignments for Adult Education

*121. DR. GOPALRAO VITHALRAO PATIL: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) whether it is a fact that the Directorate of Adult Education and the National Institute of Adult Education whose functions overlap with each other, and the Rural Development Functional Literacy Project have not had the expected impact; and

(b) if so, what steps are being proposed to avoid overlapping/duplication of assignments and to make Adult Education a success?

THE MINISTER OF HUMAN RESOURCE DEVELOPMENT (DR. MURLI MANOHAR JOSHI): (a) and (b) A statement is laid on the table of the House.

Statement

(a) and (b) Streamlining the functions of the Directorate of Adult Education and the National Institute of Adult Education has been under the consideration of the Government for sometime. However, no decision could be taken as the matter was under litigation. The court cases having been disposed of, the Government has decided in principle to integrate the National Institute of Adult Education with the National Council for Educational Research and Training.

The scheme of Rural Functional Literacy Project (RFLP) has now been subsumed within the overall programme for eradication of illiteracy.

In order to make adult education a greater success, the Government has taken some new initiatives recently and these include integration of the phases of Total Literacy and Post Literacy,

delegation of powers to State Literacy Mission Authorities, enlarging the scope of Continuing Education, strengthening of Jan Shikshan Sansthan and allowing them to operate in rural areas, revitalizing of State Resource Centres for preparation of better teaching learning materials and improved quality of training.

DR. GOPALRAO VITHALRAO PATIL: Hon. Chairman, Sir, I thank you for the opportunity given to me. The picture of adult education in our country is hazy. After fifty years of independence, India has the largest number of non-literate people *i.e.*, 380 million out of 900 million in the world. The aim of the National Literacy Mission was to make 100 million people literate by the year 1999. Here also, there is a failure to achieve the target because 447 million adults are there in our country. The present rate of literacy is 62 per cent. It is a very good achievement when compared to 18 per cent at the time of independence and 52 per cent in 1991. Therefore, I commend the Government for this achievement. But, there are multiple agencies implementing this programme on adult literacy. There is a Directorate of Education. There is the Institute of National Adult Education. There is the National Literacy Mission and there is the Post-Literacy Campaign, Continuing Education and so on and so forth. There are programmes on this in each and every State. Therefore, there is a multiplicity of agencies, schemes and efforts. Therefore, my first supplementary is, what are the major impediments in implementation of adult education programme and by what date will we achieve 100 per cent literacy? I want to know whether the Government is integrating the various schemes and co-ordinating with various agencies in the field of adult education. And, what is the amount of money spent on salaries of staff, teachers and on educational aids? What preventive steps are taken by the Government to root out malpractices and corruption in adult education?

डा० मुरली मनोहर जोशी: श्रीमन्, जहां तक मल्टिप्लिसिटी ऑफ एजेंसीज का सवाल है, सरकार ने 1991 में यह निर्णय लिया था कि कई एजेंसीज को मिलाकर एक किया जाय और खास तौर पर प्रौढ़ शिक्षा निदेशालय और राष्ट्रीय प्रौढ़ शिक्षा संस्थान को एक कर दिया जाय।

वर्ष 1991 में इस बारे में फैसला लिया गया, लेकिन डी०ए०ई० यानी डायरेक्टोरेट ऑफ एडल्ट एजुकेशन के एम्प्लॉईज इस फैसले के खिलाफ 'कैट' में चले गए, ट्रिब्युनल में चले गए और 'कैट' ने 'स्टेटस को' दे दिया। वर्ष 1994 तक यही हालत रही। 'स्टेटस को' चलता रहा। लेकिन विभाग ई०एफ०सी० में गए और उसके बाद कैबिनेट में गए। दिनांक 3.8.94 को कैबिनेट ने नए प्रस्तावों को मंजूरी दे दी। उसके बाद हमने फैसला किया कि इन दोनों को 'मर्ज' कर देंगे। तब एन०आई०ए०ई० के लोग हाई कोर्ट में चले गए, पहले डी०ए०ई० के लोग गए थे। फिर दोबारा फैसला लिया गया जिसमें उनकी 'रिट' को हाई कोर्ट ने नामंजूर कर दिया और अब एन०सी०ई०आर०टी० के एक सेल के रूप में ये काम करेगा। श्रीमन्, इस तरह से हम मल्टिप्लिसिटी को कम कर रहे हैं।

साथ ही हमने अपने उत्तर में कहा कि संपूर्ण साक्षरता और उत्तर साक्षरता अर्थात् 'टोटल लिटरेसी' और 'पोस्ट लिटरेसी' — इन दोनों को भी हमने एक कर दिया है, इनके भी चरण एक कर दिए हैं और राज्य साक्षरता मिशनों के प्राधिकरणों को और अधिकार दे दिए हैं। हम चाहते हैं कि एकीकृत योजना चले, इंटीग्रेटेड चले, स्टीमलाइंड चले। तो यह सरकार का फैसला है। अभी पिछले दिनों हमने पूरे तौर पर मर्ज कर दिया है और ये काम हमारे आगे चला रहे हैं। इसके अतिरिक्त नौवें प्लान में लिटरेसी कार्यक्रम के अंतर्गत कुल 630 करोड़ रुपए का खर्च स्वीकृत था, 2000-2001 में 120 करोड़ रुपए होगा और इस साल 79 करोड़ रुपए होगा।

DR. GOPALRAO VITHALRAO PATIL: Sir, human resource is our great national asset. Education is the real capital, and not the physcial capital. Therefore, this resource should be developed. Education is a catalyst, which will ensure social justice, equity and development. Many of our neighbouring countries, like Thailand, Bangladesh and Sri Lanka, have achieved a higher rate of literacy in a very short period. Some of our North-Eastern States, like Mizoram and Assam—and even Bihar—have also progressed. But there are disparities, in general, and SCs and STs, in particular. I would also like to know as to what is the women literacy percentage, the percentage in the case of SCs and STs, in general. In how many districts the TLP, the PLP and CEP have been launched? What has been the result? How much money per capita is spent on the TLP and the PLP? Lastly, I would like to know what are Shramik Vidyapeeths? How many of them are functioning? What is their location? I would also like to know about Janata Shiksha Sansthans.

DR. MURLI MANOHAR JOSHI: Sir, I have district-wise literacy differentials with me. I can give it for the whole country also. The literacy rate in 1991 was 64.1 per cent for males, and 39.3 per cent for females. In 1997, it was 73 per cent for males, and 60 per cent for females. For others I had ordered for a sample survey so that, by the middle of 1999 we could get the literacy rate. I will ask them to find it out. We do not have that figure at the moment. Now, the total number of districts, and state-wise TLP, PLP and CEP sanctioned status is: Andhra Pradesh-number of districts 23-TLP-23; PLP-23, etc. I can give you the district-wise figures also. But the total is: TLP is in 507 districts, out of 577 districts, and PLP is in 289 districts out of 507 districts and Continuing Educational Programme (CEP) is in 79 districts.

As far as Jan Shiksha Sansthan are concerned, their total number is 58. They are of two categories and their general purpose is for income generation and skill development. About their location, I need notice.

THE LEADER OF THE OPPOSITION (DR. MANMOHAN SINGH): Sir, with regard to universalisation of elementary education, we need to adopt an integrated approach. I understand, recently, a committee under Professor Tapas Mazumdar has cast the whole programme of universalising access to elementary education. Will the hon. Minister tell us as to what are the findings of that Committee? Whether the budget allocation for universalising elementary education bears any resemblance with the recommendations of the Mazumdar Committee?

DR. MURLI MANOHAR JOSHI: Sir, Tapas Mazumdar Committee advised that there should be an extra allocation of Rs. 14,000 crores per year for universalisation of elementary education. Thereafter, there was a Maniram Saikia Committee also. We had a meeting of all the State Ministers of Education, and a committee was formed to go into this question. It was, therefore, decided to launch an Education Guarantee Scheme all

over the country because the extra budgetary allocation of Rs. 14,000 crores is not available. When you were the Finance Minister, you also could not do it.

श्री नागेन्द्र नाथ ओझा: सभापति जी, अपने प्रश्न के 'क' भाग के रूप में मैं जानना चाहता हूँ कि यह जो लिट्रेसी की समस्या है यह ऐजुकेशनल पॉलिसी से उत्पन्न हुई है और जो ड्रॉप आउट्स हैं, उनको अगर रोका नहीं गया तो यह समस्या निरंतर बनी रहेगी, तो यह जो ड्रॉप आउट्स हैं, खास तौर से बिहार, उड़ीसा, असम जैसे प्रॉब्लम स्टेट्स में, उसके लिए सेंटर की तरफ से न्यू इनिशियेटिव क्या हुए हैं?

अपने प्रश्न के 'ख' भाग के रूप में मैं जानना चाहता हूँ कि लिट्रेसी मिशन के अन्तर्गत जो लोग कवर्ड किए गए हैं, जिनको फंक्शनल लिट्रेसी दी गई है, उनमें से कितने सैल्फ ऐम्प्लॉयमेंट में गए हैं और कितने दूसरी तरह वेज अर्नर्स के रूप में शामिल किए गए हैं? महोदय, यह एक बहुत प्रमुख पहलू है कि हम लिट्रेसी देते हैं तो उनको ऐम्प्लॉयमेंट मिलनी चाहिए और साथ ही इस लिट्रेसी का जो रूरल डेवलपमेंट है, खास तौर से रूरल एरिया में, उनके प्रति उसके बीच कंसैसस कितना बढ़ा है, कितने जागरूक हुए हैं और इसका अगर कोई आकलन सेंटर के पास हो तो मंत्रीजी बताने की कृपा करें?

डा० मुरली मनोहर जोशी: महोदय, जहां तक रोजगार और बाकी चीजों का सवाल है, इसके लिए तो नोटिस चाहिए क्योंकि ये प्रश्न से सीधे संबंधित नहीं हैं। लेकिन हमारा उद्देश्य यही है कि जो जन शिक्षा संस्थान बनाए गए हैं, ये इसीलिए बनाए गए हैं ताकि जो शिक्षित होते हैं, एडल्ट लिट्रेसी प्रोग्राम में और टोटल लिट्रेसी प्रोग्राम में, उनका स्किल्स बढ़ जाए, उनके अंदर काम करने की तत्परता बढ़ जाए और इसलिए अभी तक ये अनेक सैंटर्स केवल शहरों में थे, हम उन्हें गांवों में ले जा रहे हैं और नया जन शिक्षा संस्थान गांवों में काम करेगा। अभी तक 58 जन शिक्षा संस्थान काम कर रहे हैं, अगले वर्ष में 15 और काम करेंगे। हमारी योजना यह है कि हम इस योजना को ज्यादा से ज्यादा ले जाएं ताकि जो बच्चा पढ़ता है, वह पढ़ने के बाद कुछ कमा सके, कुछ अपने पांवों पर खड़ा हो सके।

DR. RAJA RAMANNA: Mr. Chairman, Sir, I would like to point out that universalisation of education is a statement which can be construed as centralisation of education. Now, centralisation leads to many problems which delay the quick spread of literacy. Sir, each region, each village, has a certain specific difficulty in making sure that literacy comes quickly into that area. Why I say this is because, being Chairman of a task force in Karnataka, I know that you just

can't start schools there exactly at 9.00 a.m. and finish it at 5.00 p.m. There, the children have to find a time which suits them, and you just can't have the same old education that you have been giving for the last, I do not know, how many years. Even modern things which are usually used in the case of the elite can be introduced in a cheap way—like the modern montessori system—which would be helpful in making people understand mathematics at an early stage. We do not have to use the old system of simply counting, multiplying and all those very crude methods of the past, bygone age. Now, all this has to be introduced; and this cannot be done in an universalised way or centralised way. A lot of scope has to be given to the villagers and to the teachers. Now, the teachers are just given directions “do this”, and some inspectors come once in three months to bully the teachers. But if you appoint a proper teacher, you will find that education will spread faster because the proper teachers understand better the local problems and requirements of the areas and the difficulties of the people concerned. Now, I wish to know the views of the Minister on this matter.

DR. MURLI MANOHAR JOSHI: Sir, the Government does not believe in centralisation of education. Even for this universalisation of education, as I have already remarked in my earlier reply, we are not trying to decentralise the adult education programme and the national literacy education programme. We have given administrative and financial powers to State-level bodies, and we are asking them to take it up to the district level bodies. I fully agree that in a country like India, no centralised education programme can succeed. Now, as regards the new analogy and curricula, the NCERT is having an exercise. They have produced a document which is being debated by the various education boards, and State Governments. We are trying to have a decentralised and cost effective programme.

SHRI GOPALSINGH G. SOLANKI: We have been having this particular Programme of Adult Education right from the day of Independence. We have seen the Operation Blackboard, the Adult Education Programme, night schools and all that.

As far as the sources are concerned, it is not that we have no

teachers and that we have no school now: we have everything. However, unfortunately, despite the particular effort for fifty years, we could reach today 50.02 per cent literacy, and women are illiterate to the tune of 67 per cent.

I want to ask whether the Ministry is thinking of entrusting the work of adult education to primary schools, which can educate elders during night or other free time. Teachers can be asked to impart education. This is one thing.

At the same time, as far as the Education Department is concerned, there can be decentralisation of work. Nowadays there are many private high schools. They are run by private trusts. Could they be asked to educate adults or impart adult education?

DR. MURLI MANOHAR JOSHI: Sir, let me first correct the information with the hon. Member. The male and female literacy percentages today are 73 and 60 per cent respectively, and not 52.1 per cent.

Secondly, it is correct that there are no schools in various places. The Education Guarantee Scheme that was launched by the Central Government envisages opening of 1,80,000 more schools. These schools will be located mostly in villages, and local teachers will man them, as they understand the local conditions, the local language and the local pedagogy.

श्री गांधी आज़ाद: सभापति महोदय, यह अत्यंत हास्यास्पद है कि प्रौढ़ शिक्षा के माध्यम से जो लोग कब्र में पैर लटकाए बैठे हैं, उनको शिक्षित करने की योजना बनाई गई है लेकिन वे नौनिहाल जिनके कंधों पर हमारे देश की जिम्मेदारी आने वाली है, उनको प्राथमिक शिक्षा देने का काम सरकार द्वारा नहीं किया जा रहा है। महोदय, यह प्रौढ़ शिक्षा का काम भी ज्यादातर कागजों पर है, व्यावहारिक रूप में नहीं है। मैं मंत्रीजी से जानना चाहता हूँ कि यह जो प्रौढ़ शिक्षा मद में एक तरह से अपव्यय हो रहा है, उस पैसे को क्या प्राथमिक शिक्षा में ट्रांसफर करने का कोई विचार है?

डा० मुरली मनोहर जोशी: सभापति महोदय, यह कहना गलत है कि सरकार केवल जो अधिक उम्र के लोग हैं, वयस्क लोग हैं, उन्हीं की शिक्षा के लिए प्रयास कर रही है। सरकार ने यह निश्चय किया है कि 6 वर्ष से 14 वर्ष तक की आयु के बच्चों के लिए वह काम करेगी

और 6 वर्ष का प्रत्येक बालक सन् 2003 तक किसी न किसी रूप में किसी स्कूल से संबंधित होगा, 2010 तक वह अपनी 8वीं कक्षा पूरी कर लेगा और 2005 तक हम भारत की शिक्षा की दर 75 प्रतिशत कर लेंगे।

सभापति महोदय, मैं यह निवेदन करना चाहता हूँ कि जो 15 से 35 वर्ष की आयु के लोग हैं, उनको कब्र में पांव लटकाए हुए लोग नहीं कहा जा सकता। हमारे जो वयस्क शिक्षा के प्रोग्राम हैं, प्रौढ़ शिक्षा के प्रोग्राम हैं, वे इस उत्पादक शक्ति के लिए हैं। यह प्रोडक्टिव यूनिट है, इसको थोड़ा पढ़ाने से उत्पादकता बढ़ती है। हमने देखा है कि इन लोगों को शिक्षित करने से शिक्षा, पर्यावरण, महिलाओं की समस्याएं, जनसंख्या नियंत्रण आदि में उनकी रुचि बढ़ती है, क्वालिटी ऑफ लाईफ बढ़ती है, उत्पादकता बढ़ती है। इसलिए यह कहना गलत है कि यह प्रोग्राम केवल कब्र में पांव लटकाए हुए लोगों के लिए है।

Withholding Publication by the ICHR

*122. SHRI NILOTPAL BASU:†

SHRI GURUDAS DAS GUPTA:

Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) whether Government are aware of the report captioned, "ICHR under fire for pushing saffron agenda", appearing in the Statesman dated 16th February, 2000;

(b) if so, whether it is a fact that the publication of two volumes written by Prof. Sumit Sarkar and Prof K.N. Panikkar in the series, 'Towards Freedom', has been withheld;

(c) whether the publisher-Oxford University Press—has been asked to return the typescript, without intimating the authors;

(d) if so, whether this action is purportedly for perusal and review of the contents of these volumes;

(e) if so, whether the review is to be undertaken by any Committee of the ICHR; and

† The Question was actually asked on the floor of the House by Shri Nilotpal Basu.